

**PSYCHOSOCIAL DYNAMICS ON LEARNING EFFICACY AMONG  
LEARNERS WITH PHYSICAL IMPAIRMENTS IN PUBLIC REGULAR  
PRIMARY SCHOOLS IN KITUI COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the student

This is my original work and has not been presented for a degree in any of University or for any other award.

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## DEDICATION

This thesis is dedicated to my spouse, Monica David, and our entire family, in recognition of their steadfast encouragement and support during my scholarly pursuits.



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I am indebted to many institutions and individuals without whom this study may not have reached this level. My deepest appreciation goes out to everyone who works so hard at Mount Kenya University. The academic guidance I received from my advisors, Drs. Susan Macharia and Cecilia Kimani, deserves special recognition. I equally appreciate Dr. Ruth Thinguri for the inspiration, encouragement and input she made in this study. I will not forget to recognize Dr. Antony Wanjohi for assisting in data analysis. I would like to express my gratitude to the Kenyan government for providing some funding for this work via the National Research Fund. It will be unfair to fail to recognize all the authorities who gave permissions and respondents who provided data for this study. Finally, much gratitude goes to my family for moral, social and financial support they accorded unconditionally.



## ABSTRACT

Disabled students have the right to an equal education in regular classrooms. Unfortunately, these pupils' performance in mainstream classrooms has been declining. Thus, this study set out to examine the psychological and social aspects affecting the academic performance of physically impaired elementary school pupils in Kitui County. Objectives of the research were investigating how students' perceptions of themselves affect their ability to learn at public primary schools in Kitui County that serve kids with physical disabilities. In order to examine the impact of school community attitudes and stereotypes on the academic performance of physically impaired pupils enrolled in public primary schools within Kitui County and lastly, to look at the impact of school-community stigma on the academic performance of physically impaired pupils attending public primary schools in Kitui County. Swedish psychologists Erik Erikson and Albert Bandura's theories of personality and self-efficacy provided the theoretical framework for this study. It provided a holistic perspective by combining correlational and phenomenological research methods. The researchers used a mixed-methods approach, gathering both quantitative and qualitative data. There were 89,745 people in the target demographic: 56,875 kids, 2,607 educators, 30,221 guardians and parents, and 42 curriculum support officers. The research sample, consisting of 265 people, was selected using purposeful selection techniques: 160 educators, 51 kids with disabilities, 47 families with such children, and 5 SLSSOs (Special Needs Curriculum Support Officers). Questionnaires, an interview agenda, observation checklists, and a FGD guide were used to gather data. Validity of questionnaires was established through expert judgement by the supervisors and research specialists. Interview schedule and observation checklists were validated by comparing them to similar measures whereby reliability coefficient of 0.654 was achieved. Reliability of questionnaires was assessed through split-half whereby reliability coefficient of 0.753 based on Pearson's correlations coefficients was obtained. Dependability and credibility of the qualitative data was achieved through controlling extraneous variables and by ensuring pilot sub-counties were not used in final study. Interpretation of quantitative data was done using inferential statistics and descriptive techniques inside the Statistical Package for the Social Sciences, version 25. Narratives were constructed using qualitative data that had been thematically analysed. Students with physical disabilities enrolled in regular classrooms showed a strong relationship between psychosocial dynamics and their ability to learn. Problems that hindered these pupils' ability to study included low self-esteem, hostile attitudes, and prejudices held by members of the school community. Furthermore, the research discovered that children with physical disabilities were less successful learners due to stigmatisation from the school community. Proposals included requesting that the Ministry of Education implement all-encompassing programmes and encouraging Curriculum Support Officers and instructors to work towards raising these kids' self-esteem. This is in an effort to combat stigmatisation and promote understanding among school communities about physical disabilities.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>CBC</b>	-	Competence Based Curriculum
<b>CSO-SNE</b>	-	Curriculum Support Officer- Special Needs Education
<b>EARC</b>	-	Educational Assessment Resource Centre
<b>EFA</b>	-	Education for All
<b>FGD</b>	-	Focused Group Discussion
<b>IE</b>	-	Inclusive Education
<b>KCPE</b>	-	Kenya Certificate of Primary Education
<b>KEMI</b>	-	Kenya Education Management Institute
<b>KNCHR</b>	-	Kenya National Commission on Human Rights
<b>LPI</b>	-	Learners with Physical Impairment
<b>MKO</b>	-	More Knowledgeable Others
<b>MDG</b>	-	Millennium Development Goals
<b>MOEST</b>	-	Ministry of Education Science and Technology
<b>NACOSTI</b>	-	National Commission for Science, Technology and Innovation
<b>PCIs</b>	-	Pertinent and Contemporary Issues
<b>PI</b>	-	Physical Impairment
<b>PWD</b>	-	Persons with Disabilities
<b>SDG</b>	-	Sustainable Development Goals
<b>SNE</b>	-	Special Needs Education
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>UNESCAP</b>	-	United Nations Economic and Social Commission for Asia and the Pacific.
<b>UNESCO</b>	-	United Nations Educational Scientific and Cultural Organization
<b>UNGA</b>	-	United Nations General Assembly

## CHAPTER ONE

### INTRODUCTION

Following an explanation of the research issue, the chapter continues with some background information about the study. This section lays forth the purpose of the study, along with its stated goals and research questions. On top of that, the chapter summarises the study's significance, scope, and reasoning. After then, the study's limitations, restrictions, and assumptions are laid forth. Finally, this chapter concludes with an explanation of the operational meanings of the terms used in the research.

#### 1.1 Background to the Study

On a global scale, every student has the right to a basic education. In its emphasis on the right to an elementary education, the Universal Declaration of Human Rights (UNESCO, 1948) is consistent with this notion. According to UNESCO's 1990 Jomtien Declaration on Education for All, all children should have equal access to quality education. Regarding special education, the Salamanca Conference on the subject was a focal point (UNESCO, 1994). It firmly states that inclusive, high-quality education for kids with special needs should be provided by local mainstream schools. Every child has the right to an education free from discrimination on the basis of their disability, according to the United Nations Convention on the Rights of Persons with Disabilities (2006).

However, more than 50 years down the line this important goal has not been achieved as envisaged. According to United Nations General Assembly, after 15years (2000-2015) of global strategy to promote Education for All, an evaluation report by the end of the period indicated that little achievement had been realized especially regarding to the education of the learners with impairments (UNGA, 2015). The report revealed that negative attitudes, stereotypes and stigmatization against the learners with impairments

by the members of school community continued to prevail albeit great advocacy and various legal frameworks put in place to support their education within regular schools (UN, 2016). This has resulted to alienation; poor learning outcomes and high wastage rates include students with disabilities enrolled in mainstream public schools in the majority of developing nations worldwide. An examination of data from 49 nations worldwide revealed poor academic achievements, according to the UNESCO Institute for Statistics (UNESCO, 2018)., high dropout rates and low transition rates among the learners with impairments in regular schools. This was mostly attributed to attitudinal barriers which were manifested through discrimination and stigmatization against the learners with impairments by the members of community. Additionally, stereotypes and retrogressive cultural beliefs prohibited learners with impairments from being accommodated in regular schools and societal affairs. More so, learners with physical impairments were viewed as abomination and educating them as a wastage of much needed resources.

According to Myers (2014), social discrimination and stigmatization against the learners with physical impairments have persisted for many years. This is mostly ascribed to negative attitudes from community and stereotypes associated with disabilities. As attested by Werner (1998), learners with physical impairments were believed to be academically weak. That explains why great Greek thinkers like Plato and Aristotle of antiquity thought those with physical disabilities could not learn because they could not reason rationally. Healthy bright children were educated by the state while those with physical impairments were abandoned in villages to languish in poverty.

In their endeavour to fulfill global requirement, many countries of the world especially from Europe and America adapted or adopted the international policies to ensure Students who have physical disabilities attend mainstream classrooms.

For instance, in United States of America, Individuals with Disability Improvement Act (IDEA, 2004) was passed with an aim of ensuring education access among the learners with impairments within regular schools. Although significant achievements have been attained, a study by Newman, Wagner, Cameto and Knokey (2009) observed that illiteracy level and dropout rate among the learners with impairments was relatively high compared to other learners without disabilities. This was mostly linked to negative community attitudes and disadvantageous cultural backgrounds.

In Europe, although several countries such as Denmark had made commendable strides a case study in Romania and Bulgaria revealed that academic performance among the learners with physical impairments was generally poor compared to their peers. Their transition rate was almost 50% against 90% of the normal learners. The scenario was not attributed to limited resources but rather to prejudice and stigmatization against the learners with disabilities mainly by their teachers and peers.

In Africa, The Dakar Conference on Education For All (UNESCO, 2000) acted as a catapult for the African leaders to focus on how they could achieve Education For All in their respective countries by 2015. They agreed in principle that every child should acquire basic literacy and numeracy skills to address dynamics of modern world. Nevertheless, education for the learners with physical impairments has not been successful in most African nations (UNESCO, 2018).

A study by Agbeneyga (2007) in Western Africa observes that even countries such as Ghana and Nigeria which started embracing inclusive policies in public schools back in



1990s still records poor learning outcomes among the learners with physical disabilities. This was closely connected to discrimination against the learners with disabilities by their teachers and peers in regular schools and aversive cultural beliefs. For instance, the Yoruba community of western Africa associated physical disabilities with curses and punishment from ancestors. These unfounded beliefs led to the discrimination of learners with disabilities.

A study by Donohue & Bornman (2014) asserts that the quality of education provided to the learners with impairments was deteriorating in most of the schools in South Africa. Most of teachers in regular schools were demonstrating a lot of displeasure in handling learners with physical impairments. This situation contributed to poor results in national examination among the learners with disabilities in South Africa. In the neighboring country of Zimbabwe, the situation was even worse. According to Chataika (2010), education of the learners with physical impairments in Zimbabwe was at the mercy of well-wishers. The situation was mainly aggravated by high poverty levels in the country, negative attitudes from teacher and stereotypes associated with impairments by the members of society. In fact, a study by Kisanji (1993) as well as another one by Mwamba and Kalabula (2000) reported that most African communities associated physical impairments with bad omen, witchcraft and curses from ancestors or divine retribution for parental transgressions. In such communities, children born with physical impairments were avoided for fear of repercussions from God or ancestors.

In Eastern Africa, Uganda was the first country to embrace inclusive ideologies in public schools in 1990s. However, according to Njuki and Oganda (2010) uptake of the learners with physical impairments into regular schools was relatively low, a problem associated with lack of social and psychological support from their teachers and peers

in regular schools. Moreover, self-image among those in regular schools was generally poor leading to low self-esteem and learning efficacy. In Tanzania, the situation was not even better as reported by UNESCO (2018). Children with physical impairments who were enrolled in schools were less than the ones not in school. The situation was associated to treacherous beliefs and aversive attitudes from the members of school community. As attested by Aley (2016), most of the learners with physical impairments encountered social discrimination and labelling from their teachers and peers culminating to their low learning efficacy.

According to Achola and Pillai (2000) the phenomenon in Kenya was not encouraging either as learners with physical impairments were segregated by their peers and profiled as low achievers by their teachers. A comparative study by Chesire (2013) in Kenya and Botswana established that discrimination and labelling of the learners with physical impairments by their teachers and peers was still popular in regular schools in both countries.

A Journal by Oracha and Lumumba (2015) on Inclusive Education in Kenya reported that although significant number of physically disabled students enrolled in mainstream Kenyan public schools, their learning environment was unfavorable as they encountered attitudinal and cultural barriers from the members of school community. Most teachers and peers were not supportive to the learners with physical impairments resulting to their poor learning outcomes. This concurred with the Ministry of Education findings which established that learners with physical impairments faced discrimination and stigmatization from their teachers and other normal learners making their learning in regular schools a difficult task (MoEST, 2018).

Indeed, an excerpt by Mwangi (2014) on difficulties encountered when implementing inclusive education in Nyeri County affirms that learners with physical impairments suffer from cultural disadvantages and attitudinal prejudices in regular schools thus hampering their effective learning and learning efficacy. In their study in Migori County of Kenya, Akinyi, Nyangia and Orodho (2015) noted that children with physical impairments were discriminated by their peers and teachers thus denying them opportunities to learn comfortably in regular schools. Most teachers and even some parents perceived children with physical impairments as underachievers and educating them as a waste of scarce school or family resources. Teachers and parents with such aversive attitudes failed to offer necessary educational support to the learners with physical impairments.

Musembi (2012) found that the majority of physically impaired students in Kitui County had horrendous results on the Kenya Certificate of Primary Education (KCPE) thus failing to secure vacancies in high schools. Out of desperation, such learners dropped out of school and end up becoming lifetime baggers in the society. Indeed, a report by EARC (2016) reviewed that none of the learners with physical impairments from Kitui County scored above 350 marks in 2020 KCPE despite the leading candidate with physical impairment in the country obtaining 423 marks (KNEC, 2020). This clearly shows there are substantive issues which ought to be addressed to achieve educational excellency on behalf of students with physical disabilities attending mainstream public schools in Kitui County.

Improving the educational experience for disabled students is crucial for their successful integration into regular classrooms, according to the Kenyan government's 2019 Sessional Paper No. 1 on Education and Training Reform. Kids with physical disabilities in Kitui County's mainstream schools have shown no improvement in their

academic outcomes, despite the growing number of these kids. Less than half (less than 50%) of physically impaired pupils who attended public mainstream primary schools in the County from 2011 to 2015 did not graduate, according to a study from the Kitui Educational Assessment Resource Centre Office (EARC, 2016). In addition, the survey showed that 23% of them achieved a score of 250 or above on the Kenya Certificate of Primary Education (KCPE) test. The results show that pupils with physical disabilities in Kitui County's mainstream elementary schools aren't doing very well academically.

The axiom disability is not inability is widely used to infer to the imminent abilities possessed by the people with impairments. According to the Association for Physically Disabled of Kenya (2010), learners with physical impairments can excel both academically and socially within regular schools regardless of their motor organ deficits. This is because most of physical impairments do not negatively affect cognitive abilities of an individual and therefore cannot deter learners with physical impairments from achieving their learning efficacy within regular schools. All what is required is positive change of attitudes among the teachers, peers and parents in regular schools as well as shunning away stereotypes associated with disabilities. This would ensure both academic and social excellence among students with physical disabilities enrolled in mainstream classrooms around the nation, including in Kitui County.

### **1.2 Statement of the problem**

As per the 2018 Global Disability Summit, one-fifth of African school-age children with impairments are not attending school. the disabled students. In Kenya, less than a quarter (23%) of learners with physical disabilities successfully completed their education (GDS,2018). In Kitui county, attrition rate among the leaners with physical disabilities in conventional public elementary schools has been increasing. According to the data from County Educational Assessment and Resource Centre Office, from

2011-2015 academic performance among the learners with physical impairments was on downwards trend while that of normal learners was on upwards trend as was reflected by KCPE results. The data further showed that the average school completion rate among the learners with physical impairments had dropped from 23% to 21% while completion rate for the normal learners had increased from 78% to 88%. This was despite great advocacy by the Educational Assessment and Resource Centre Office, funding from the national government and several studies conducted to establish the causes. This triggers the question, what is lubricating all these problems? As for now, it is not well known how psychosocial dynamics may be contributing to poor learning efficacy among the learners with physical disabilities in public regular primary schools in Kitui County, hence necessitating the study.

There's a good chance that the public schools aren't adequately meeting the educational demands of students with physical disabilities. Prior studies may not have addressed pertinent and contemporary emanating from psychosocial dynamics empirically. If these issues are not addressed in good time, learning opportunities for The students in Kitui County's public regular primary schools who are physically disabled may continue to narrow down. This may negatively affect Ministry of Education projection of 100% school completion rate among the learners in basic institution of learning by 2019. In the long run, Kenya may not achieve the global Sustainable Development Goal (SDG) number four which aims at ensuring inclusive and quality education for all learners by 2030.

### **1.3 Purpose of the study**

This study looked into how public mainstream primary schools in Kitui County's school psychosocial dynamics affected the learning outcomes of kids with physical disabilities. The study particularly looked at how students' perceptions of themselves

affected their ability to learn, how attitudes and stereotypes in the school community affected the learning of students with physical disabilities, and how social stigmatization by the school community affected these students' ability to learn.

#### **1.4 Objectives of the study**

The study was guided by the following research objectives.

- i. To find out how self-image affected level of learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County.
- ii. To examine how school community attitudes affected level of learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County.
- iii. To find out how stereotyping of the learners with physical impairments by school community affected their level of learning efficacy in public regular primary schools in Kitui County.
- iv. To examine how social stigmatization against the learners with physical impairment by the school community affected their level of learning- efficacy in public regular primary schools in Kitui County.
- v. To determine whether there was a significant relationship between self- efficacy and level of learning- efficacy among the learners with physical impairments in public regular primary schools in Kitui County.

#### **1.5 Research Hypotheses**

The study was guided by the following hypotheses.

- H01: There is no significant relationship between self-image and the level of learning efficacy among the learners with physical impairment in public regular primary schools in Kitui county.

- H02: There is no significant relationship between school community attitudes and the level of learning efficacy among the learners with physical impairment in public regular primary schools in Kitui county.
- H03: There is no significant relationship between stereotyping and the level of learning efficacy among the learners with physical impairment in public regular primary schools in Kitui county.
- H04: Social stigmatization against the learners with physical impairments by school community has no statistical significance in their level of learning efficacy in public regular primary schools in Kitui county.
- H05: There is no significant relationship between self-efficacy and the level of learning-efficacy among the learners with physical impairment in public regular primary schools in Kitui county.

### **1.6 Justification of the Study**

Students with physical disabilities are entitled to an inclusive, high-quality education in normal classrooms. Indeed, modern paradigm shifts in education globally call for provision of education to the learners with impairments within nearby regular schools since they are part of community. The Salamanca Conference on Special Needs Education (UNESCO, 1994) and the Jomtein Declaration on Education for All (UNESCO, 1990) advocate for provision of quality education to the learners with physical impairments within their milieu. In this view, Article 54b of the 2010 Kenyan Constitution and the 2013 Basic Education Act gives exclusive rights to the learners with impairments to access educational institutions integrated in the society without prejudice or discrimination.

Albeit the above policy frameworks supporting education of learners with impairments in regular schools, wastage rate due to poor academic performances In Kitui County's public regular schools, the number of students with physical disabilities was rising.

Therefore, the rationale for this study was to find out key issues negatively affecting learning effectiveness among students in conventional public schools who have physical disabilities. This was aimed at coming up with therapies and remedies that could be adopted by school community to enable learners with physical impairments excel both socially and academically within regular schools. This would enable Kenya as a country realize Education for All (EFA) goal and the Vision 2030s social pillar which aims at achieving universal basic education and a cohesive society devoid of discrimination.

### **1.7 Significance of the study**

The following are some ways that the study's findings can help various education stakeholders in Kitui County and the nation as a whole.

It is anticipated that the research will broaden our understanding of educational psychology.

by bringing to the forefront psychosocial dynamics affecting enhancing student learning effectiveness and closing the gaps that hinder student learning effectiveness for students with physical disabilities. This may in turn help the teachers, parents and educational officers in the county in meeting the academic requirements of students in conventional schools who have physical disabilities as well as assisting the country in achieving global requirement of Education For All by 2030.

The research focused on issues related to schooling that physically impaired students face. As such, the Kenyan government, along with other development partners such as UNICEF, may use the research findings to address policy concerns and deficiencies that hinder the ability of kids with physical disabilities to learn in mainstream classrooms. The study's findings, in particular, could be used by the Ministry of Education (MoE) through the Kenya Institute of Curriculum Development (KICD) to



advocate for the adaptation of the current curriculum to fully meet the educational needs of students with physical impairments in public mainstream primary schools.

It is anticipated that the study will enlighten parents, teachers and learners not only from Kitui county on how stereotyping learners with physical impairments negatively affects learning outcomes in regular schools. The study may also demystify unfounded beliefs associated with causes of physical disabilities. This will assist in accepting and assisting learners with physical impairments by the members of school community.

It is anticipated that instructors would get new insights from the study's results.

, parents and peers in understanding how stigmatization against learners with impairments may negatively impact on their learning efficacy. This may in turn promote social acceptance and psychological stability among the students in normal schools who have physical disabilities.

Once learners with physical impairments realize that they are valued and accepted, there is high likelihood that their academic and social efficacies will improve.

The study may spur positive change of attitudes among the members of school community towards learners with physical impairments. Change of fixed mindsets among the teachers, parents and peers may lead to accommodation and support education of the learners with physical impairments in regular schools. This may culminate to proper psychological and social development among the learners with physical disabilities hence improving on their learning efficacy.

The study may enlighten the learners with physical impairments on importance accepting and appreciating themselves as physical impairments do not necessarily lower their self-worth. This may in turn raise their self-esteem thus improving on their learning efficacy and academic excellence. Additionally, members of school

community may come into reality that learners self-image may not necessarily undermine their learning efficacy as self-image may not directly be related with mental ability.

Finally, the study may form a basis for future researchers who would like to research on the related fields by exploring areas which may not have been fully addressed by the study. Specifically, the researchers may focus on related Pertinent and Contemporary Issues (PCIs) which may have arisen after this study. This may help in progressive address of learners educational needs thus realizing educational success among the learners with physical impairments in Kitui County and other regions of Kenya.

### **1.8 Scope of the study**

The study was carried out in Kitui County public mainstream elementary schools that accepted pupils with physical disabilities between May 2017 and March 2020. Its goal was to look at the psychosocial elements affecting how well students with physical disabilities learn in these kinds of institutions. The study combined phenomenological and correlational research approaches with quantitative and qualitative techniques to create a thorough insight. Tools for gathering data included checklists for observations, interview guides, questionnaires, and concentrated group discussions.

### **1.9 Limitations**

Described below were barriers encountered by the researcher during the study and how they were addressed.

- (i) Some of the school administrators and even assistant teachers had negative connotations towards the study. They thought that the researcher was looking for malicious, sensational and negative information about them and their institutions. Some parents/guardians and learners also had notion that the researcher was intruding into their private lives. This made it difficult to

obtain required data as such respondents showed no willingness to provide personal information their institutions and that of learners with physical impairments.

However, the researcher built consensus with the respondents in advance by enlightening them on the overall purpose of study and why it was of importance to them. Additionally, the researcher assured respondents their anonymity and that the data will only be used for the research for which it was intended. Moreover, contractual agreements were signed between the respondents and the researcher to commit themselves and to allay any fears.

(ii) There weren't many Curriculum Support Officers in the county overseeing special education. Most Sub-counties in the County had no Curriculum Support Officers (CSO-SNE) for Special Education Programs thus posing a challenge of obtaining required data from such sub-counties. To mitigate this challenge, the researcher ensured that all the sampled sub-counties had CSO-SNE to give much needed data. In addition, the researcher opted to conduct telephone interview on those CSO-SNE who could not be met face to face.

(iii) In Kitui County, the survey was carried out in public regular rural primary schools. This implies that replicating results in some regions of the country such as urban areas and private schools may not yield valid data due to cultural and social differences. To address this problem, the researcher suggested generalizing the study's results to those domains whose population has similar profile characteristics as the sample of study.

### **1.10 Delimitations**

While acknowledging that a number of variables, including parental education level, school location, and family background, variations in the resources available across

schools may have an impact on how well kids with physical disabilities learn. The research focused only on the following domains.

- (i) Although there were learners with physical impairments in private primary schools and public special. The research solely looked at students with physical disabilities enrolled in public regular primary schools in Kitui County. This controlled variances that would have occurred if it was conducted in different types of schools.
- (ii) The study addressed effects of psychosocial dynamics in public normal primary schools on the effectiveness of learning among students with physical disabilities. Any other attributes outside these domains were treated as outliers.
- (iii) The target population were Curriculum Support Officers overseeing special education needs, teachers in public regular primary schools with physically challenged learners, students with physical disabilities and parents of students with physical disabilities.

These respondents were believed to have an in-depth knowledge on psychosocial issues affecting learning effectiveness among students in public regular primary schools who have physical disabilities. Contributions from other members of education fraternity were not captured.

### **1.11 Assumptions of the study**

The study was based on the following premises:

- (i) The researcher assumed that self-image of the learners with physical impairments affected their learning efficacy. If self-image of the learners with physical impairments does not affect their learning efficacy, the research would be rendered insignificant.

- (ii) The researcher assumed that there was correlation between teachers, parents and learners attitudes and achievement of learning effectiveness in students who have physical disabilities. Absence of relationship between attitudes of school community and learning efficacy could lead to negative evidence that would unexpectedly challenge rather than support the study findings.
- (iii) The researcher assumed stereotypes propagated by the teachers, parents and peers had effects on the achievement of learning effectiveness among students in public regular primary schools who have physical disabilities. If this was not so, the collected data would lead to incorrect conclusion since the judgment would be based on invalid information.
- (iv) The researcher presumed that stigmatization against the learners with physical disabilities by the members of school community had effects on their learning efficacy. The study's findings would be meaningless if there was no correlation between its factors.
- (v) The researcher believed that self-efficacy and self-image had a strong correlation. Absence of the presumed co-relationship would render study findings insignificant.

### **1.12 Operational definition of key terms**

**Attitude-** This is how a person feels, thinks, or acts toward a person or something.

In this study, it refers to the thinking, feelings and behaviors portrayed by the members of school community towards learners with physical impairments that may positively or negatively affect their learning efficacy and social integration in regular schools.

**Attrition-**Process of reducing the number of people in an organization through creating problems to them. It is wastage of learners with physical impairments in public regular schools through dropping out school, repetition of classes, low transition and/or poor academic performance due to problems emanating from the members of school community.

**Community-**a collection of people who cohabit or interact and share goals, resources, customs, and values. At this research, it refers to the educators, guardians, and students at conventional public primary schools who host students with physical disabilities.

**Discrimination-**Unequal or unfair treatment of an individual due to his/her status in society. In the study, it refers to segregation of learners with physical impairments by community due to their body image and the belief that they are underachievers hence preventing them from excelling and enjoying learning in regular schools.

**Inclusive Education-** Type of education that takes into cognizance learning needs of all the learners in the classroom. It is education that fully recognizes learners with physical impairments and addresses their educational needs within regular schools without discrimination.

**Learners with Physical Impairment-** Pupils with gross or/and fine motor deficits or challenges. In this study, It speaks about the students in typical public elementary schools.

who have either or both gross and fine motor problems but does not have significant effect on their learning efficacy.

**Learning efficacy-** This is ability of a learner to undertake and complete learning tasks successfully. In this study, it refers to the ability of the learners with physical impairments to undertake and complete learning tasks given by their teachers with at least 60% accuracy.

**Peers-** Individuals of the same age group who live and participate in learning or social activities together. In the study, it refers to the learners without physical impairments who learn and socialize with the students in ordinary public schools who have physical disabilities.

**Perception-**This is an opinion/idea/belief or image people have because of how they understand something. In this study, it refers to the opinions/beliefs/ideas and image formed by members of school community towards learners with physical impairments that may be subjective or untrue.

**Physical impairment-**A body condition that negatively interferes with fine or gross motor functioning of an individual. In this study, it refers to motor organs deficit that may not have or have insignificant impact on how well students with physical disabilities learn.

**Psycho-social dynamics-** Changes in the society that affect mental and social changes in an individual. In the study, it refers to the effects of self-image, community attitudes, stereotypes and stigmatization on learning efficacy among the learners with physical impairments in regular schools.

**Regular schools-**These are schools which are designated for the learners without impairments. In this study, they refer to regularly scheduled public elementary schools that accept students with and without disabilities.

**Self-efficacy-** This is a person's confidence in their capacity to do a certain activity. In the study, it refers to the abilities/beliefs/behaviours and motives portrayed by learners with physical impairments while undertaking learning tasks.

**Self-image-** This is idea/opinion formed by an individual towards himself or herself especially on body structure. In reference to this study, it refers to views held by the learners with physical impairments about their body outlook and how it influences their learning efficacy in regular primary schools.

**Social-dynamics-** These are changes necessitated by members of society that influence learning behaviour of an individual. It refers to school community behaviors in this research that might have a favorable or negative impact on learning outcomes for students with physical disabilities attending conventional schools.

**Special schools-**These are schools designated for the learners with a specific type of impairment. In this study, it refers to those schools which only admit learners with physical impairments.

**Stereotypes-**These are fixed ideas held by a person or group of people towards somebody/something that are not true. In this study, it refers to cultural beliefs held by peers, teacher and parents/guardians towards learners with physical impairments, causes of physical impairments and how they affect their learning efficacy.



**Stigmatization**-This is treatment of an individual by others in a way that makes him/her feel that he/she is very bad or unimportant. In this study, it refers to condemnation, labelling and profiling of the learners with physical impairments by the members of school community leading to development low self- esteem and learning efficacy.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Scholarly publications from the past and present that discuss the social and psychological factors that impact the academic performance of primary school pupils with physical impairments are reviewed in this section. Both "psychosocial factors" and "learning effectiveness" are defined more precisely in this section. It also delves into a plethora of issues that the researcher saw as affecting the efficiency with which physically disabled kids in mainstream Kitui County primary schools study. Moreover, this part delves into the underlying theories of the study. Included in this section is a conceptual diagram that shows the intervening factors and the independent variables that impact the dependent variable.

#### 2.1 Empirical Literature

A literature review of the study's independent and dependent variables is included in this part. Specifically, we address how students' perceptions of themselves impact their ability to learn when they encounter physical disabilities. Other variables discussed include influence of teachers, peers, parents and Curriculum Support Officers attitudes students that have physical disabilities in the classroom. The stereotypes held by members of school community and how they affect learning efficacy among the learners are deliberated. Similarly, influences of stigmatization against the learners with physical impairments by the members of school community and its effects on their learning efficacy are explored in depth. Finally, the summary on literature review is at the end of the chapter.

##### 2.1.1 Overview on psychosocial dynamics

The society we live in keeps on changing mainly due to educational, social, cultural and economic developments. According to Eckersley (2011), psychosocial dynamics

represent one of the complex changes of human societies and individual psychology which are mostly reflected in academic achievements, social interactions and economic developments. Deiner (2013) reports that several decades ago, persons with impairments were perceived as outcasts, underachievers and educating them as a wastage of meagre family resources however the situation is changing especially among the educated families. According to UNESCO (2018), negative attitudes from community were main factor contributing to seclusion of persons with disabilities. United Nations (2016) observed that learners with impairments were still taken to secluded special schools since they could not be accepted in regular schools. In many African communities, physical disability was believed to be contagious hence persons with physical impairments were neglected by their families and communities, leading to feelings of isolation (Aley, 2016). Philanthropic organizations such as churches and some non-governmental organizations were tasked with the daunting responsibilities of offering life and vocational skills to children with impairments since it was strongly believed they could not excel in academic work. According to Florian (2012), in Scotland number of teachers believed learners with physical disabilities could not learn successfully in regular schools hence advocating for their stay in special schools. The study established that there were significant positive developments but there was still a great room for improvement to enable able-bodied students do well in mainstream classrooms.

In South Africa, Donohue and Borman (2014), found out that most members of society believed persons with physical disabilities could not learn or work successfully hence they were denied available learning and job opportunities. In Kenya Kiarie (2014) observed that most teachers advocated the learners with disabilities to be taken to special schools as opposed to regular schools.

According to UNGA (2015), modern paradigm shifts worldwide mainly focus on issues such as education for all, individual rights and equalization of opportunities for all persons as important aspects of psychosocial dynamics to be addressed. This is aimed at ensuring inclusion of individuals with impairments in all domains of life by guaranteeing that educational, social and psychosocial needs are catered for without discrimination. Further, Friend (2013) observes that modern trends in the education sector call for shift from “special education” the transition from "special schools," where students with special needs attend classes in isolation, to "inclusive schools," where they attend ordinary schools in the area alongside their "normal" classmates.

This ensures that children with impairments get educated in the environment which they will grow in, work in and interact with members of society whom they shall live with after the school. This does not only promote social acceptance but also ensures educational success for the learners with impairments as their abilities and capacities are nurtured by all the members of society (UNESCO, 2014). However, to achieve this important goal, teachers, parents and pupils and other members of society are expected to be instruments change. The researcher noted that most school community members had fixed mind sets and negative attitudes towards learners with impairments. This hindered appropriate psychological and social support among students with physical disabilities enrolled in mainstream classrooms.

Similarly, modern psychosocial dynamics in the learning institutions are calling for change of society tenets which undermined rights of the learners with disabilities (Abbot, 2016). For instance, according to Kisanji (1993), physical impairments were believed to be a result of curse from ancestors, divine retribution for parental transgressions or because of witchcraft from some members of society. Children born in such families were secluded or terminated to avoid repercussion from gods or

ancestors and disparagements from society. Currently, there is great impetus across the world to abandon cultural and religious beliefs that are detrimental to the wellbeing of the persons with impairments. However, UNESCO (2014) indicated that to date substantial number of community members especially from the third world countries still believed physical impairment was a result of curse from God or ancestors and therefore persons with physical disabilities should be avoided. Such unfounded beliefs hinder learners with physical impairments from getting necessary psychological and social support from members of school community such as peers and teacher thus negatively affecting their level of learning efficacy in regular schools.

In principle, Kenya has taken big steps in accommodating and implementing policies that promote the inclusion of children with physical impairments in regular classrooms (MoEST, 2014). This dedication is shown by the many worldwide policies that promote inclusive education for children with disabilities and their local implementation. These include the following: the Salamanca Conference on Special Needs Education (UNESCO, 1994), the Jomtien Declaration on Education for All (UNESCO, 1990), the Special Needs Education Policy Framework (MoEST, 2009), and the Sector Policy for Learners and Trainees with Disabilities (2018). Despite these legal frameworks, the study found several challenges for children with physical impairments in conventional schools, including unfavourable cultural views and school community attitudes.

### **2.1.2 Overview on learning efficacy**

Albert Bandura (1994) described learning efficacy as the ability of a learner to undertake tasks and accomplish them successfully. In his study on Self-efficacy on changing societies Bandura (1997) observed that cognitive and affective processes as well as behaviour of an individual is influenced by the perceived self-efficacy. Therefore, a learner with high self-efficacy is motivated to undertake challenging

learning activities to conclusion whereas the ones with low learning efficacy tends to avoid challenging tasks. Apart from successful completion of tasks, learning efficacy can also be reflected in learners' behavior. According to Myers (2010), learners with high levels of self-efficacy demonstrate good interpersonal relationships while those with low learning efficacy demonstrate poor interpersonal relationships and coping mechanisms.

Bandura (1991) identified four sources which can influence learning efficacy in a learner. Mastery, vicarious, social, and emotional learning experiences are included. A learner who is positively exposed to the four sources of self-efficacy develops high propensity to undertake and successfully complete learning tasks as well as demonstrating good interpersonal and intrapersonal relationships. On the other hand, a learner who is negatively exposed to the four determiners of self-efficacy tend to develop low self-esteem and withdrawal syndromes thus failing to excel psychologically and socially.

According to Bandura as cited by La Monte (2016), mastery experience is one source of learning efficacy. A successful completion of a task by a learner promotes high self-esteem and resilience to undertake challenging tasks. Subsequently, continuous failure by a learner result to low self-esteem and inability to undertake challenging tasks. Therefore, teachers should understand strengths and weaknesses of the learners with physical impairments and give out tasks based on their strengths and weaknesses. Parents and guardians should also be advised not to have high expectation from their learners with impairments. This will enable learners work according to their abilities and feel that they are achievers.

According to Bandura (1969) children mostly learn through observation, imitation and modelling, a situation he called vicarious experience. Indeed Schunk (1989) observed

that vicarious experience was the most effect form of learning since learners are involved on hand on activities. This means learners can copy and emulate good or bad behaviour displayed by their peers, teachers or parents. Therefore teachers, peers and parents should act as good role models to the learners with physical impairments. They should demonstrate empathy and unconditional positive regards. They should appreciate and support them socially and psychologically without discrimination. This would lead to active participation in learning activities since they are able to observe, imitate and emulate significant figures. Nevertheless, the study established that learners with physical impairments were usually discriminated thus failing to learn much from the members of school community.

Bandura (1999) observed that social persuasions and reinforcements were also essential in achievement of learning efficacy among learners. Positive appraisals such as words of encouragement or tangible rewards such as tokens can elevate learning efficacy among the learners whereas negative reinforcements such as scolding, or canning can lower learners self-esteem and learning efficacy. As observed by Akinyi, et.al (2015), learners with physical disabilities were always under constant condemnation from their teachers and peers. They were labelled or profiled as underachievers and social misfits thus lowering their level of learning efficacy. The researcher observed that peers, teachers and parents can act as agents of change in the society by demonstrating positive appraisal to the learners with physical impairments so as to excel in regular schools.

Emotional state of the learner is another important attribute that can affect learning efficacy of a learner (Bandura, 1999). The mood of a learner is usually influenced by the type of social interaction and level of acceptance he or she undergoes in the environment. Positive moods enhance high self-esteem and learning efficacy in the

learner while negative moods lower learners learning efficacy and self-esteem. Learners who are accepted and appreciated by their teachers, parents and peers develop positive emotions and zeal to undertake learning tasks. In contrast, labelling and stigmatization of learners often leads to development of negative emotions and low self-efficacy. The researcher observed that most learners with physical impairments had negative emotions attributed to stigmatization by the members of school community. Learners with negative emotions demonstrated high levels resentment, stress and depressions thus negatively affecting their learning efficacy.

### **2.1.3 Influence of self-image on learning efficacy among the learners with physical impairments in regular schools.**

Santrock (2012) defined self-image as how someone thinks, feels, and sees themselves. Atwater (1994) further argues that self-image influences the ideal self; the self I would like to be, and my social selves; “the way i feel others see me”. Therefore, self-image is a significant attribute in human development as individuals compare and judge themselves by how well they measure up to social standards and mental performances. Learners who believe in their social and mental abilities also portray high levels of learning efficacy and interpersonal relationships (Akhtan, 2008). According to Santrock, (2012), one’s self-image is greatly influenced by the way an individual is treated by significant others especially the caretakers and friends. Rogers (1971) avers that individual has a need for positive regard which involves accepting and valuing others regardless of their characteristics. Learners who are appreciated by their parents, teachers and peers usually develop positive self-image and high self-worth. Therefore, self-image influences both psychological and social development in an individual. Bandura (1999) observed that learners with positive self-image were resilient and highly motivated. According to Akinyi et.al. (2015), learners with physical impairments



who think or feel that they are loved by their teachers and peers can undertake difficult learning tasks since they have self-confidence and self-control.

According to Shunk and Zimmerman (2008) although self-image is an individual attribute, it is influenced by self-perceptions we acquire as we grow up. Roger (1980) argues that it is the perceived reality rather than absolute reality that is the basis of behaviour of an individual. Therefore, individuals form opinions about themselves based on treatment accorded to them by significant others. Importantly, learners with physical impairments compare their real and ideal selves and judge themselves by how well they measure up to their expectations and to the expectations of significant others (Atwater, 1994). Although learners with physical impairments may have body deformities, appreciation by their parents, teachers and peers can contribute to positive self-image and high performances in regular schools. Similarly, there is high probability that learners with physical impairments who are disgraced by their teachers, parents or peers would develop poor self-image and negatively affect their learning efficacy.

According to Langlois (1985), physical attractiveness is a valued attribute in all societies. Self-image influences other personality attributes and traits such as beauty and behavior as well as interpersonal relationships. Langlois (1985) asserts that beautiful or handsome persons are generally accepted and respected by most members of society. For instance, some of the great world leaders such as Martin Luther Junior of United States of America and Mahatma Gandhi of India enjoyed great mass support courtesy of their charisma. Shunk (1989) established that physical attractiveness is also associated with several advantages in the society. Beautiful or handsome people are perceived to be social and more talented than the people who are ugly or disabled. They are associated with success, honest and humbleness while less attractive people are

associated with failures, dishonest and arrogance. Therefore, any person who falls short of this quality is perceived to be different and is also treated differently by other members of society. The research found that most students with physical difficulties had bodily abnormalities and are seen as failures, dishonest, and arrogant by the school community.

Atwater (1994) argue that some self-images arise from experience of our own bodies. Persons with physical impairments may fall victims of condemnation because of their physical appearance rather than mental inabilities. A study by Chaitaka (2010) in Zimbabwe established that most members of school community were aware of the body deficits or malformations found in the learners with physical disabilities. This resulted to negative connotations, labeling and discrimination against the learners with physical disabilities by the other community dwellers. A study by Chomba (2012) entitled Past and Present Perceptions Towards Disability disclosed that majority of community members expressed and demonstrated much loathe towards learners with disabilities. The study revealed that learners with physical impairments were beaten down verbally by their teachers, ostracized by their peers and discriminated by some parents because of their physical appearance. This generally discouraged them from demonstrating their latent academic and social potentials as they were not valued by the members of school community.

Research on "Factors Affecting Implementation of Inclusive Education in Murang'a County" conducted by Kamau in 2011. It established that learners with physical impairments were judged on basis of their physical appearances as opposed to their abilities and capabilities by members of school community. They were labeled as lazy and stupid by most teachers since they did not understand them. Consequently, instructors were less inclined to accept students who had physical impairments. This

resulted to development of poor self-image and low self-esteem as well as sociopathic behavior among the learner with physical impairments.

According to Myers (2014), self-image determines individual personality development to a great extent. How an individual perceives herself or himself influences her/his psychological, emotional and social development. Self-image influences how a person thinks, feels and behaves. Those whose self-image falls short of what they think they ought to be are vulnerable to anxiety and stress. People who perceive themselves as handsome or beautiful usually develop positive self-image and high self-efficacy as they are in congruence with real life experiences. Those learners who perceive themselves as ugly usually develop poor self-image and low self-efficacy as they are incongruence with the realities of life. As attested by Santrock (2012), most learners with physical disabilities perceive themselves as ugly and incapable. This does not only influence their psychological and social development negatively but also hampers their learning efficacy.

Higgins, (1987) asserted that our self-image is not determined by the body outlook but rather is influenced by the level of acceptance by the immediate associates. A few words of encouragement from the teachers can work magic on child's self-esteem and learning efficacy. Studies by Agbenyega (2007) in Ghana and Moyi (2010) in Malawi both asserted that children with physical impairments who were valued by their teachers and peers were able to meet their educational aspirations within regular schools. According to Hamachek (1995), low self-esteemed learners do not necessarily see themselves as worthless or ugly, but they do lack people who can appreciate them and comment on good things about them. According to Kiarie (2014) learners who are not appreciated by their teachers imagine themselves as born losers, washouts and unworthy members of society due to lack of acceptance.

Results showed that students with physical disabilities enrolled in mainstream classrooms tended to have low self-esteem and low learning efficacy not because of their body deformities or mental inabilities but because of the aversive treatments received from the members of school community. According to an excerpt by Council for the persons with physical disabilities (APDK, 2012), most members of society capitalize on organ deficits in persons with physical impairments rather than optimizing on their abilities thus failing to offer much needed psychological and social support. Positive outcomes for students with physical impairments in mainstream classrooms may be more easily avoided if parents and teachers work together. This could be achieved by taking proactive measures to sensitize school community that physical disability does not necessarily take away learning abilities or individual value. On the other side, learners with physical limitations should be educated to value themselves although their bodily inadequacies.

This will facilitate appropriate conditions for developing ideal-self, real-self and locus of control. A learner who is aware of the two selves in him/her develops internal locus of control and high propensity to undertake and complete learning tasks given to them by their teachers.

#### **2.1.4 Influence of school community attitudes on learning efficacy among the learners with physical impairments**

According to Sdorow (2003), attitude influences individuals feeling and behavior towards others while Bandura (1991) avers that attitude affects individual's psychological and social developments. Erikson (1950) observed that attitude of an individual was influenced by the significant others while Vygotsky (1973) stated that attitude of an individual was influenced by the environment in which one lived in. Bandura (1995) posits that positive attitude towards an individual creates an

accommodative environment while negative attitude acts as a barrier to the assimilation processes.

A study by Odeniyi et.al (2009) attested that most teachers, peers and parents in Nigerian regular schools express much disgrace towards learners with impairments. Learners with physical disabilities were subjected to unnecessary condemnation because of perceptions that they are underachievers and social misfits. Negative attitudes from the members of school community negatively affected learners social and psychological developments which are prerequisites for the learning efficacy.

Blooms (1980) acknowledges significant influence of teacher's attitude in the development of learners cognitive, affective and psycho-motor domains. Teachers behaviour towards the learners can positively or negatively influence their learning outcomes. Learners' intellectual abilities, emotional state as well as ability to perform practical skills all depended on teachers attitudes towards them. A study by Donohue and Bornman (2014) in South Africa established that teachers who demonstrated positive attitude towards learners with impairments influenced their educational outcomes positively while those who projected negative attitudes undermined learners' levels of undertaking learning tasks. The research found that most learners with physical limitations experience unfavourable attitudes from their teachers and peers thus becoming difficult for them excel socially and psychologically within regular schools.

Learning is a psychological process that is influenced by the attitudes of an individual and that of the members of community. Myers (2014) ascertained that the behaviour of a learner was highly influenced by the attitude propagated by their teachers. Additionally, Santrock (2012) observed that learners think, reason and imagine based on evaluation of their self-efficacy and expectations from their teachers. Therefore, it

goes without saying that learners who are appreciated by their teachers are psychologically and emotionally stable. Despite the above facts, a study by Oracha and Lumumba (2015) exposed that learner with physical impairments were despised by their teachers instead of getting appropriate support. This led to development of psychopathic and sociopathic behavior among the learners with physical impairments.

According to Aley (2016), teachers in Kenya and Uganda are beginning to adopt more progressive perspectives on disability in mainstream classrooms, marking a good shift in their attitudes. However, the study reported that most teachers especially those who had not undergone special needs education training had fixed mind sets making it difficult for them to embrace learners with physical impairments in regular schools. The study identified special needs education as being instrumental in influencing attitudes for the better amongst the other teachers, peers and parents toward physically challenged learners. Positive change of attitude towards learners with physical impairments by their teachers will trigger high self-efficacy among the learners.

According to a Maina (2014) research, "Exploitation of Inclusive Education in Public Primary Schools in Kiambu County: The Impact of Head Teachers' Leadership Development," reported that although most head teachers were conversant with concepts of inclusive education, they had not practically embraced them in their schools. This was precipitated by negative attitudes such as educating learners with physical impairments was wastage of school resources. Most head teachers strongly believed learners with physical impairments should be educated in special schools by special trained teachers.

An excerpt by Kigotho (2017) reveals that most head teachers in Kenyan regular schools especially those who had not had any special education instruction were negative about students with physical limitations. They believed that it was wrong to

commit scarce resources on educating learners with physical impairments while the normal ones were also in need of the same. Increasing evidence from a study by Mitra, Palmer, Kim, Mont and Groce (2017) affirmed that learners with physical impairments were viewed as academic failures and economic saboteurs by most school administrators thus acting as a stumbling block towards their actualization of learning efficacy within regular schools. In this study, the researcher established that most head teachers demonstrated apathy towards learners with physical disabilities. They believed regular schools were not appropriate for the learners with physical impairments since they had no relevant resources. They strongly believed learners with physical impairments should be taken to special schools or be supported by philanthropic organizations if they were to be hosted in regular schools.

Although the government of Kenya abolished ranking of schools in 2012 and rolled out Competence Based Curriculum (CBC) in primary schools in 2017 which focused on individual competences, teachers in regular schools still place a lot of emphasis on academic performance. This is evidenced by the concept of mean score used in schools as an index of measuring academic excellence as opposed to value addition in an individual learner. This has further contributed to delineation against learners with physical impairments by the teachers. A study by Kigotho (2017) indicates that most of the regular schools head teachers hesitate admitting learners with physical impairments in their schools because of believe that they will lower school means scores and thus be viewed as ineffective leaders. Therefore, instead of supporting them to achieve their academic excellence in regular schools, they view them as a source of failure and disgrace to their institutions. Head teachers with such attitude fail to offer necessary social, psychological and material support to the learners with physical impairments.

Out of frustrations, such learners drop out of school to become lifetime beggars in the society.

According to UNESCO (2016), most classroom teachers in regular schools demonstrate high degree of cynicism towards learners with impairments. This was mostly reflected by the type of feedbacks and responses they gave to the learners with impairments during their lesson's delivery. There was profound labeling and sarcasm towards learners with physical impairments in regular schools by their subject teachers. A study by Musembi (2012) indicated that there was widespread use of negative comments and derogative language by classroom teachers towards learners with physical impairments. Indeed, the survey revealed that the majority of teachers did not believe students with physical limitations could thrive.

socially and academically within regular schools thus labeling as cripples, lazy, and under achievers. As observed by Santrock (2012), persistent negative comments towards an individual usually lead to development of anomie, a condition characterized by lack of self-control, low self-esteem as well as low self-efficacy. Hamacheck (1995) argues that attitude is closely connected to how an individual think and behave. Therefore, the more criticism a teacher delivers in relative to praise, the more hindrances to realization of learning efficacy among the learners with physical impairment would be.

Psychological and social development of the learners are highly influenced by the attitude of peers. Bandura (1997) observed that learners who were accommodated and assimilated by friends had better opportunity to develops well psychologically and socially. According to Mwangi's (2014) survey, the majority of classmates in ordinary schools significant degree of negative attitude towards learners with physical



impairments. The majority of them disliked socializing with students who had physical limitations because they saw them as social misfits.

According to Social Constructionist Theory by Vygotsky as advanced by McLeod (2014), learning is a social process that mainly occurs through social interactions. Peers are the main agents of socialization in regular school. Learners with physical impairments who were accepted and supported by their peers showed high degree of self-efficacy than those who were deprived such an opportunity. The researcher noted that negative attitudes protracted by peers prohibited learners with physical impairments from acquiring necessary scaffolding from peers and thriving in regular schools. Instead, they developed low self-efficacy as well as poor interpersonal relationships.

Akinyi, Nyangia, and Orodho's (2015) study in Migori County, Kenya found that most teachers in regular schools do not support learners with impairments. Instead of treating diversity of learners in the school as strengths, they viewed learners with physical impairments as an obstacle to the delivery of quality education. They associated them with any drop in their subject mean score which was used an index for measuring their teaching competences by the school administration. To avoid embarrassment from their seniors, most assistant teachers usually advise learners with physical impairments to be taken to special schools or abandon them completely. Indeed, a study by Kariuki (2013) discovered that most assistant teachers recommended learners with physical impairments to be taken to special schools instead of advocating for their retention in regular schools.

The researcher voiced great worry about unfavorable views among school officials, assistant teachers, parents, and classmates. These views resulted in prejudice and decreased learning efficacy among children with physical impairments in mainstream

public schools. MoEST (2014) advises putting in place methods to encourage good attitudes throughout the school community. This intervention would improve learning outcomes for pupils with physical limitations in conventional classrooms. Without prompt action, kids with physical impairments in public mainstream schools would continue to be disadvantaged. As a result, inclusive education would remain an unrealistic goal in Kenyan elementary schools.

### **2.1.5 Influence of stereotypes on learning efficacy among the learners with physical impairments**

John Mbiti, one of the greatest African Sociologist described stereotype as fixed ideas that people have of a person or situation, but which are not true (Mbiti, 1983). According to Mbiti, different African communities had varied beliefs about different happenings in their lives as they never believed in natural phenomena. Any incidence in life was associated with a certain cause, whether real or imaginary. Some were linked to their cultural beliefs while others were embedded in their religions. Combination of these beliefs determined how children born with physical impairments were treated by other members of community. According to Adeniyi et, al (2009), among Yoruba community of Nigeria children born with physical disabilities were mostly thrown into the evil forests to be eaten by wild animals since it was an abomination to have such child in the family. This may be not happening in modern times however seclusion of children with physical disabilities in education system and other societal matters was real in most Nigerian communities.

In most African communities, the birth of a child with disabilities was linked to various superstitious causes. According to Kisanji (1993), birth of a child with physical impairments was associated with varied myths and misconceptions from the members of community. Some members believed that the child was bewitched while others

believed the parents were being punished by God for their wrongdoings. Demons, witchcraft and curses from ancestors were also believed to be causes of disabilities in some children. After the birth, such children were treated as outcasts by the family members and the community at large. As asserted by Mwamba and Kalabula (2000), in Zimbabwe children born with physical disabilities were ostracized while community members were even forewarned not to marry from a family with physically challenged children because it was believed to be a generational curse or a contagious disease.

Although significant achievements have been made towards sensitizing the members of community about the facts and misconceptions associated with impairments, a study by In Malawi, Moyo (2010) revealed that certain community members were still impacted by outdated traditional views. These assumptions hampered the accommodation and learning efficacy of students with physical limitations in traditional classrooms. The researchers discovered that outmoded ideas among parents, teachers, and classmates made it difficult for these adolescents to obtain full assistance in public primary schools. Similarly, Munyi (2012) found that many classmates and instructors avoided engaging with children who had physical limitations. They were embarrassed or concerned about developing the same impairment.

Good health is of high value in all human beings (Langlois, 1985). Therefore, it is the expectation of every parent to give birth to a bouncing healthy baby. However, this may not happen to all the parents. In the event the parents realize that their newly born baby has a deformity, they may get shocked and disbelief. In their minds, they keep asking themselves why is this really happening to us? What sins did we commit to be punished? According to Shaduma (2003), some parents may refuse to accept reality and totally deny that their child has a disability. They may believe the whole phenomenon is a mistake that ought to be rectified through some cultural practices or religious

cleansing. Increased evidence from a study by MacDonald and Butere (2010) discloses that some parents may spend most of their time and resources in search for a possible cure instead of channeling such efforts and resources to the education of the challenged child. Some parents may turn to traditional herbalists, witchdoctors, prayers from religious leaders and miracle cures from diviners. Other parents, who completely fail to accept the reality, may resort to anger which may manifest itself through rage, hostility or resentments towards the child. The parents may start blaming each other for the birth of the child with such disability instead of focusing on how they can collaboratively bring him or her up. A dissertation by Kigotho (2017) on effects of disability on the family noted that most husbands desert their families once they get a child with disability if intervention measures such guidance and counseling services are not offered in good time. This would spell a doom to the child with disability since there will be no concerted efforts from both parents to take care for their educational and basic needs such as medical care and food. The study discovered that most of the husbands blame their wives for giving birth to child with physical impairments and such couples usually ends up divorcing.

The fact that most of the schools for learners with impairments in Africa were initiated and supported by religious organizations has in one way or the other contributed to some stereotypes held by community towards learners with physical impairments. The setting up of isolated schools for learners with disabilities and the charity model to special needs provision led the community to strongly believe that students with disabilities should be taught in "special schools" by "special teachers" and be supported by philanthropic organizations (Njuki & Oganda, 2010). Therefore, most of the teachers and parents may abdicate learners with impairments anticipating for support from philanthropic bodies.

Teachers and parents are expected to be instruments of change in the society by embracing appropriate cultural beliefs and practices. However, the study found out that this was not the case in most regular schools in Kitui county. There was a significant percentage of teachers and parents who first needed their beliefs towards learners with physical impairments to be changed. There was a mythological belief among most teachers in regular schools that learners with physical impairments could not learn successfully. Special schools require specially qualified teachers, while conventional schools do not.

Substantial number of parents on the other hand believed regular schools were not ideal learning places for their children with disabilities. These unempirical and immoral views made it impossible for students with physical disabilities to receive full help in public regular schools, reducing their learning efficacy.

Umbreit (1993) observed that disability was a universal phenomenon. It cuts across all nations and races, developed and developing countries. Children with physical impairments may be found among people who are rich or poor, highly educated or less educated families. Wherever they are found, it is important to recognize that they require educational and social support just like the normal children to maximize their learning potentials and excel in life. Therefore, it is prudent for the members of school community to disregard all retrogressive beliefs affecting learning efficacy among learners with physical impairments and operate on empirical facts. This will facilitate academic and social excellence among students with physical limitations in normal schools.

It is important to note that while stereotypes are often difficult to overcome because they are embedded in culture, beliefs can evolve and change over time if learners with impairments are accepted and integrated in regular settings (DSPD, 2016). This is

because association and interaction give people opportunity to understand one another better and make informed decisions as opposed to subjective judgements. A study by Scior et. al (2015) found that in many communities of the world stereotypes towards persons with disabilities were changing positively and unfounded beliefs about physical impairments were diminishing, However, this is particularly true in high- and middle-income nations.

The study also observed stereotypes among the educated families were progressively changing as more parents were educating their children with disabilities in regular schools. Also, more teachers in regular schools were changing their beliefs and supporting learners with disabilities.

The researcher observed that stereotypes and stereotyping learners with physical disabilities in Kitui county was still rampant among the members of school community. More and more learners with physical impairments were being edged out of regular education system due to stereotypes linked with physical impairments. Learners with physical impairments were perceived as underachievers by teachers. Parents on the other hand believed educating learners with physical impairments was wastage of much needed family resources.

#### **2.1.6 Influence of social stigmatization on learning efficacy among learners with physical impairments**

Oxford advanced learners dictionary defines stigmatization as the way an individual is treated by others that makes him or her feel he or she is unwanted or unimportant (Hornby, 2015). According to Thomas and Subhadra (2010), stigmatization lowers individuals' self-esteem and motivation levels. Myers (2014) avers that stigmatization against an individual impacts negatively on cognitive and social developments.

Learners who are stigmatized by their peers or teachers ends up suffering from low self-efficacy and poor interpersonal relationships.

According to Agbenyega (2017), stigmatization against the learners with physical impairments by their teachers and peers is a common experience in Ghanaian schools. Learners with physical impairments are profiled as social misfits by their peers and labeled as academic underachievers by their teachers. In Nigeria, the names used by teachers and peers to refer to the learners with impairments are not only derogative but also dehumanizing (Adeniyi et.al, 2013). For instance, a learner with physical impairments is commonly referred to as “physically handcuffed implicating that child cannot do anything for himself or herself. In Kenya, learners with physical impairments may be referred as “viwete. This group of noun denotes objects in Kiswahili language rather than human beings (KISE/UNISE, 2003). Truly, the study established that learners with physical impairments were regarded as “cripples” by most of their teachers and peers in regular schools. According to psychologist Erik Eriksson as cited by McLeod (2014), any person who is stigmatized by the other members of society is bound to suffer from low self-esteem and poor interpersonal relationships This may be manifested through low learning efficacy and self-helplessness behavior among students with physical limitations in normal schools.

Self-development theory as advanced by Carl Rogers (Rogers, 1961) asserts that social acceptance is paramount for the psychological and social development in an individual. People never exist in isolation since they are social beings. Rogers (1961) observed, "My outlook on the world tends to be pessimistic, but my perspective on individuals is optimistic.". The above statement by rogers clearly depicts importance of social acceptance in development of a person. Therefore, holistic development in an

individual is greatly influenced by the rate of social interaction and acceptance an individual encounters especially during the tender age. Rogers (1961) asserted that an individual require unconditional positive regards to excel in their milieu. According to psychologist Sigmud Freud as cited by McLeod (2014) “we are what we are because of what we acquired from our parents or caretakers during the formative years of development”. This implies that the behaviors we possess today were instilled to us by our caretakers and parents during formative years. Learners who demonstrate high degree of learning efficacy may be a reflection that they were supported by their care givers during formative age while those who portray withdrawal behavior in the class may be an indicator that they were not encouraged or appreciated by their caregivers during their early ages of development.

Psychosocial Development Theory by Erik Errikson (1950) asserts that children who were denied socialization opportunities during their early years of childhood ends up becoming social misfits even during their adult life. Their intellectual development may also suffer deficits since some mental schemas were not stimulated due to lack of necessary exposure (Freud, 1956). The researcher found out that most Students with physical disabilities at normal schools in Kitui County were rarely encouraged and given necessary exposure by their parents, peers and teachers thus developing low self-efficacy and psychological maladies.

Motivation theory by Abraham Maslow (Maslow, 1970) further asserts that people require social and psychological support to reach self-actualization apex. Learners with physical impairment who are valued by their peers, parents and teachers are better placed to reach self-actualization level. Learners who reach self-actualization level demonstrate high learning efficacy, high motivation and good inter-personal relationship. The survey found that the majority of learners with physical disabilities



fail to reach self-actualization level due to stigmatization by their teachers and peers. Most of them demonstrated low learning efficacies and external locus of control.

Danohue and Bornman (2014) observed that in most South Africa schools' learners with physical impairments were constantly under subtle attack from their peers, teachers and parents. They were ridiculed and scolded by their peers whenever they failed to meet set social and learning standards. Additionally, they were abused verbally their peers, labelled as stupid by their teachers whenever they failed to meet set academic targets in the class. This clearly meant that school was less pleasant to them as the level of acceptance and support by their peers, parents and teachers was low. Therefore, the school always brought frequent reminders of their unwanted status. In fact, the researcher discovered that the majority of learners with physical disabilities dropped out of the school to avoid disparagement and embarrassment from their teachers and peers.

Akinyi, Nyangia, and Orodho (2015) found that in Migori county, the majority learners with impairments enrolled in regular schools faced condemnation and discrimination from their teachers, peers and some parents instead of getting necessary psychological and social support to meet their education aspirations. Limited social and psychological support from teachers and peers lowered learners Self-esteem and self-efficacy are therefore negatively impacting their academic and social accomplishments. The researchers concurred with the findings of Akinyi et.al (2015) that learners with physical impairments encountered social stigmatization from the member of school community. They were labelled as stupid thus negatively affecting their learning efficacy in regular schools.

Carl Rogers (1961), states that there are few things more painful to children than to have no friends. Learning efficacy in the learners is highly influenced by the rate of

social persuasions and acceptance. As the adage goes, loneliness equals failure, having people around us equals success. For an individual to develop holistically, he or she must actualize in several developmental aspects, two important ones being the social and psychological aspects. However, the survey demonstrated that most students with physical disabilities who were accepted to ordinary primary schools in Kitui county were always on the social fringe. They constantly faced social discrimination from their peers as well as from teachers hence lowering their learning efficacy within regular schools. The researcher agreed with findings of Kiarie (2014) that learners with physical impairments were always discriminated by their peers and teachers. This contributed to their low learning efficacy and poor coping mechanisms.

In stressing the value of socialization, Abbot (2016) observed that both adults and children need social acceptance to develop strong intrapersonal and interpersonal relationships as well as internal locus of control.

If a child's social development is hampered, it might not only result in a lack of social growth but also have an influence on other areas of development such as mental, physical, and emotional well-being. In essence, the entire process of self-actualization may be harmed. As a result, kids may endure developmental delays while their contemporaries mature normally. Social stigma against students with physical disabilities can impede cognitive and social development, including psychopathic and sociopathic inclinations. The study discovered that many kids with physical limitations in normal classrooms had poor self-esteem. He struggled with interpersonal interactions as a result of the school community's social stigma.

According to social construct theory by Vygotsky as advanced by Daniels (2016), learning is facilitated by More Knowledgeable Others (MKO). These are persons that have a greater competence level than the student in terms of a certain task or notion. In

an ideal learning situation, peers and teachers are the individuals with more knowledge or experience. Vygotsky (1978) observed that children comprehend concepts faster and better when presented to them by their peers than when presented by the adults. However, a study by Oganda and Njuki (2010) established that due to social stigmatization, learners with physical impairments rarely benefited from the knowledge in their peers in regular schools hence contributing to their academic and social stagnation. Indeed, the researcher established learners with physical impairments seldomly benefit from More Knowledgeable Other since they were discriminated by their peers and teachers.

McLeod (2014) echoing words of Vygotsky postulates that children cognitive and language development were influenced by the social environment in which they lived. A child who is encouraged by parents or teachers and given opportunity to interact with peers has a high propensity to develop high self-efficacy and form healthy interpersonal relationships even in adult age. On the other hand, a child who is overprotected by parents or deprived socialization opportunities by teachers may experience low learning efficacy and poor interpersonal relationships. According to MacDonald and Butera (2010), social support boosts learners self-image, self-esteem and self-efficacy. However, in this study the researcher found out that learners with physical impairments were not accorded necessary social and psychological support by their teachers, parents and peers in regular schools. Instead, they were labelled as underachievers and social misfits. This in turn hindered their mental and social developments which are prerequisites for the high learning efficacy.

Social acceptance and psychological support are all what the learners with disabilities need to excel both socially and academically in regular schools (Silvia, Panagiotis, Ramon and Demetrios (2016). Through social interaction, learners with physical

impairments get opportunity to learn appropriate knowledge, skills and attitudes from their peers. Parents and teachers need to put on social directors' hat and try to orchestrate successful peer interactions. Teachers in regular schools should advocate for seamless social integration in through fighting back all forms of stigmatization since it impinges on socialization processes among the learners. If this is achieved, learners with physical impairments will develop high self-efficacy and learn with minimal challenges in regular schools.

## **2.2 Theoretical literature**

Authentic research ought to be backed up by relevant theories to clarify how identified independent variables influence the outcome of the study. This study was informed by Self-efficacy Theory by Albert Bandura (1999) which supported dependent variable. Additionally, Psychosocial Development Theory by Erik Erikson (1950) was adopted to support independent variables of the study. The researcher succinctly showed the *inter-alia* between the two theories in relation to how they influenced Learning efficacy of students with physical limitations in public regular primary schools.

### **2.2.1 Psychosocial Development Theory**

The research was directed by Erik Erikson's psychosocial theory of personality formation (Erikson, 1950). It supported independent variables. Erikson developed a psychosocial development theory which describes psychological development in an individual in relation to social environment from birth to death in eight stages. In each stage, an individual is expected to acquire certain aptitudes, attitudes, values and socialization skills that would make him or her an inclusive member of society. Additionally, each stage consists of a special developmental task that presents an individual with psychosocial crisis to be addressed. If the individual resolves the crisis successfully, he or she develops well socially and psychologically. Failure of an individual to successfully complete a stage leads to psychological maladjustment as

well as limited social development. Erikson asserted that children who were socially and psychologically supported by their care givers or friends had propensity to learn while those who were neglected, discriminated or stigmatized by significant others developed low self-esteem and poor socialization abilities. The researcher noted that since most of the learners with physical impairments were discriminated and stigmatized by their caregivers, they ended up developing social and mental maladies as opposed to high self-efficacy.

According to Santrock (2012), psychosocial development theory traces life of an individual from birth to death in eight stages popularly referred to as cradle to grave, the study focused on relevant three stages namely, 3-5 years old: initiative vs guilt; 6-7 years old: industry versus inferiority; and adolescence stage: identity versus role uncertainty.

These stages were believed to influence learning effectiveness among students in elementary schools who have physical disabilities. However, some inferences to other stages were also made where necessary.

According to McLeod (2014), Erikson named the third stage of in personality development theory “Initiative versus Guilt”. This stage spans from 3 to 5 years after birth. The virtue to be developed in the child is purpose. The child in this developmental stage shows initiative to play, form social relationships and make explorations of the immediate environment. Santrock (2012) asserts that a child in this stage who is encouraged by care givers and accepted by peers develops curiosity to engage in more initiatives. On the other hand, a child who is discouraged by significant others or condemned by friends develops fear and feeling of guilt thus withdrawing from social and other learning activities. Learners with physical impairments who are encouraged by their caregivers such as teachers and parents develop curiosity to make

explorations in the environment while those who are condemned by their teachers and peers develop low self-efficacy and rarely forms healthy relationships. The study found that parents overprotected the majority of their physically impaired children, discriminated by teachers and stigmatized by their peers. They were not motivated to explore their immediate environment and socialize with peers. The theory postulates that child's intellectual and social developments were determined by natural environment and social experience. Most learners with physical impairments in regular schools have low learning efficacy because they were not exposed to rich learning environment. Their parents and teachers believed they were underachievers while peers thought that they were social misfits.

According to Erikson (Erikson, 1950), Industry versus Inferiority stage is experienced between 6 and 12 years. The virtue in this stage is competency. Children are eager to acquire and show their competences in various arena. Myers (2014) observes that this is most crucial stage in learning as child develops ability and capacity to conceptualize ideas and put them into practice. A child who is academically and socially competent develops a sense of industry and being goal oriented while the one who does not achieve academic and social success develops a feeling of inferiority and social inertia. Since the study ascertained that learners with physical impairments encounter stigmatization, they usually develop inferiority complex characterized by low learning efficacy and poor interpersonal relationship. Teachers and parents should not discriminate learners with physical impairments as this may lead to development of inferiority complex. Similarly, peers should not stigmatize learners with disabilities as this could result to low self-efficacy and self-helplessness behaviour.

Identity versus role confusion stage is experienced during adolescence in an individual. The virtue to be inculcated in this stage is fidelity. An adolescent develops sense of

identity by developing own set of values, social behaviour and locus of control. In his study on child and society, Erikson (1950) noted that an adolescent who is appreciated especially by peers thinks critically and reasons logically while those who are disapproved develop behavioural problems and low self-efficacy. Most important, an adolescent start considering himself or herself as an adult who should be recognized and treated with necessary respect and dignity by members of society. Sdorow (2003) observes that an adolescent who is recognized and guided well by parents and teachers develops a strong sense of identity and learns to control emotions thus coping well with others. On the other hand, an adolescent who is not valued by significant others fails to control impulses and develops external locus of control. According to Santrock (2013), identity versus role confusion stage is a great turning point in the life of an individual, a make or die stage. The knowledge, values and tenets gained by the adolescent over the years can be eroded at this stage. Therefore, any lapse by teachers and parents to guide and counsel adolescents with physical impairments appropriately may lead to role confusion and moral decay. Such learners may develop behaviour problems characterized by high dependency, external locus of control, temper tantrums and withdrawal symptoms. A learner demonstrating above behaviours maladies has low learning efficacy and poor interpersonal relationships.

Psychosocial theory of personality development was thought suitable for this investigation because it explains how individuals' psychological development is influenced by caretakers and social environment. A child who is exposed to rich learning environment and supported by caretakers develops well psychologically while a learner who is deprived rich learning environment and support from caretakers demonstrates low learning efficacy and socialization skills. Therefore, learners with physical impairments need a rich learning environment and continuum of supported

from parents, teacher and peers to develop their latent psychological and social abilities. According to Gardner (1983) each learner has innate ability to learn as long he/she is accorded appropriate social, psychological and emotional support by teachers. Nevertheless, teachers, parents and peers should create ideal learning environment for Students with physical disabilities attending conventional schools to enable them to exploit their latent psychological and social potentials.

### **2.2.2 Self-efficacy Theory**

In his endeavours to understand how individuals think and learn, Social Psychologist Albert Bandura developed Self-efficacy Theory (Bandura, 1991). The theory describes how individuals beliefs on their abilities and capabilities affect accomplishment of a given task. According to the theory as articulated by La Morte (2016), ones psychological processes, motivation levels as well as behaviours are influenced by the perceived self-efficacy. Therefore, learners with high self-efficacy are intrinsically motivated and capable of pursuing challenging tasks to the conclusion. On contrary, those with low self-efficacy avoid challenging tasks and tend to blame themselves or others for their failures.

Bandura (1999) also established that people with Self-efficacious people showed an external locus of control, whereas low self-efficacious people showed an internal locus of control.

Ordinarily, learners with internal locus of control trust in themselves and have positive attitudes towards the tasks. Additionally, they develop behaviour coping mechanisms whenever faced with social challenges. According to Schunk (1989), learners with high internal locus of control have innate ability and propensity to work out solutions for problems they encounter in their life. Schunk and Zimmerman (2007) adds that learners with internal locus of control can regulate their thoughts, feelings and actions that in



turn affects one's socialization and learning outcomes. On the other hand, La Monte (2016) stated that People who have an external locus of control don't think highly of their own skills. They depend on the others to work out solutions to their problems. Learners who have an external locus of control typically quit up because they think difficult assignments are designed to make them seem bad. They also have poor interpersonal and intrapersonal relationships.

Self-efficacy theory asserts that learning efficacy is achieved where there is behavior, environment, and person in a dynamic and reciprocal relationship (Bandura, 1994). The persons in reverence here might be the teacher, parent or the peers. Proper psychological and social support from these people can lead to high learning-efficacy in students who are physically disabled.

Therefore, learners who are supported by their teachers, parents and peers develop propensity to accomplish learning tasks. The environment refers to the type of exposure a learner is subjected to by the significant others. A rich and conducive learning environment leads to high learning-efficacy in the learner. Therefore, learners with physical impairments should be exposed to conducive learning environment and given opportunity to explore it without limitations to actualize high learning efficacy. The type of behaviour demonstrated by significant others also influence learning efficacy in the learner. Positive attitudes and kind regards towards the learner leads to high self-efficacy. Therefore, appreciation and positive reinforcements of the learners with physical impairments by their peers, teachers and parents can enhance their learning efficacy while negative attitudes and discrimination can lead to low learning efficacy manifested through low self-esteem and external locus of control.

Self-efficacy theory was believed to be suitable for this study because it is embedded on several constructs which affect learning outcomes in a learner. These include

vicarious experience, psychological health of the learners, type of exposure, social setups as well as type of environment. Learners with physical impairments who are exposed to rich learning environment and good role modelling are better placed to excel psychologically and socially in regular schools. Similarly, appreciation of the learner with physical impairments by their teachers, parents and peers can enhance their learning efficacy. Learners who are accorded unconditional positive regards by their parents, teachers and peers develop well psychologically and socially. They demonstrate high ability and courage to undertake challenging tasks individually. On the other hand, learners who are discriminated such as learners with physical impairments develop negative emotions which are mainly characterized by pejorative behaviours and vulnerability. Learners with such behaviours also demonstrate limited mental and social abilities devoid of both self-worth and self-efficacy.

Both Psychosocial theory of personality development (Erikson, 1950) and Self-efficacy theory (Bandura, 1991) stresses importance of caregivers in creating conducive learning environment and facilitating learning of their children in order to develop well mentally and socially. However, they did not take into consideration how disabilities could influence learning abilities and behaviour among the children. The researcher is for the view that in both theories a component on how disabilities affect psychological and social development in an individual be infused. This will assist caregivers and educators in understanding and addressing educational needs of the learners with physical impairments appropriately.

### **2.3 Conceptual Framework**

The researcher conceptualized variables affecting Figure 1 illustrates the learning efficacy of students with physical disabilities attending public normal elementary schools. The conceptual framework shows that the following independent variables have an impact on learning efficacy: Self-perception of students with physical

disabilities, school community views, and stereotypes as well as stigmatization against the learners with physical impairments by school community. Additionally, these independent variables also influence one another. For instance, attitude may influence self-image while stereotypes may lead to stigmatization of the learners with physical impairments. Conversely, measures assess the effectiveness of learning among students who have physical disabilities include but not limited to high academic performance, psychological competences, social acceptance, high self-esteem, high motivation levels as well as internal locus of control. The intervening factors that may affect Effectiveness of instruction for students with disabilities if they are not controlled include family background, school locality, resource availability and parents level of education.

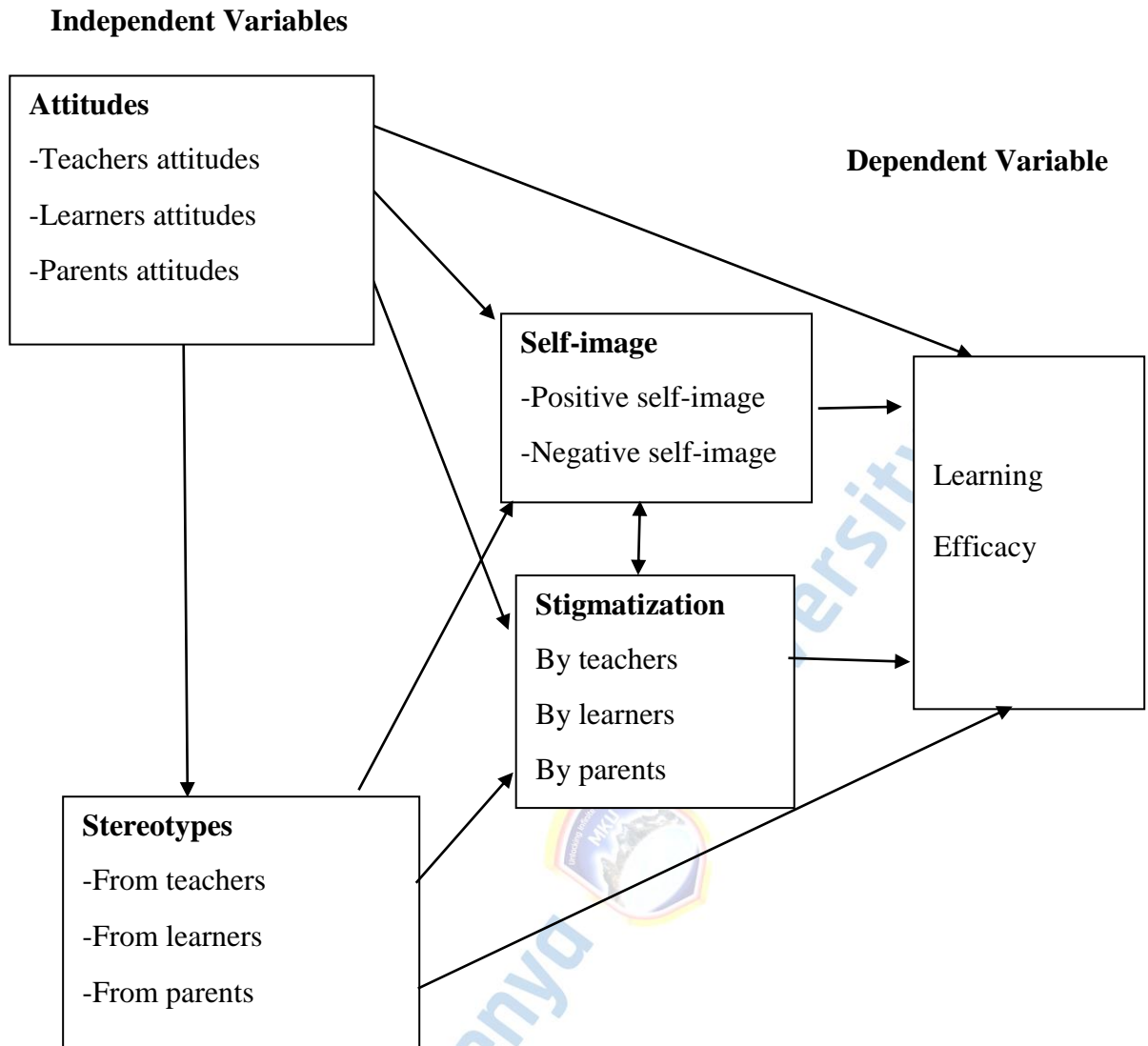
According to Bandura (1993), learning efficacy is a product of self-efficacy since it influences individuals thinking and perceptions. strong self-esteem is a corollary of strong self-efficacy, which enhances learning efficacy. Erikson (1950) also stresses importance of positive self-image in an individual. Children with positive self-image appreciates themselves and have high self-esteem which contributes to their high learning efficacy. On the other hand, children with poor self-image have negative emotions which negatively affects self-esteem and lowers their self-efficacy.

Both Erikson (1950) and Bandura (1993) underscores importance of caregivers and teachers in demonstrating positive attitudes towards their children to develop required schemas. Therefore, attitudes of teachers, parents and peers influence psychological and social development in the children. Good attitudes from classmates, instructors, and parents toward students with physical disabilities leads to high learning efficacy while negative attitudes contribute to low learning efficacy and social stagnation.

Psychologists Bandura (1993) and Erikson (1950) acknowledged learning as a social process which is successful if ideal social environment is created. Eliminating the misconceptions that parents, educators, and peers have about physical disabilities helps promote social acceptance of the learners with physical impairments. Children who are accepted and appreciated by other members of school community develops high self-efficacy as well as internal locus of control.

According to both Bandura (1993) and Erikson (1950) social stigmatization lowers individuals self-esteem and self-efficacy. Students with physical disabilities are stigmatized by peers, instructors, and parents may results to low motivation levels, poor intrapersonal and interpersonal relationships as well as development of external locus of control. All these factors will culminate to low self-esteem and learning effectiveness in students who have physical disabilities.

The independent factors influencing the physical impairments of the students' learning efficacy and how they influence one another are shown by figure 1 below.



Source (Researcher, 2019)

**Figure 1: Conceptual Framework**

## 2.4 Research gap

Many research carried out in Kenya sought to determine and address the challenges experienced by kids with physical disabilities attending regular public schools. It's important to note, though, that a large number of these studies focused largely on issues pertaining to infrastructure, labor, and resource requirements. As an illustration, in Kamau's (2011) research paper, "Murang'a County: Factors Affecting the Adoption of

Inclusive Education for Children with Special Needs,". Three main factors were looked at: material resources, human resources, and environmental barriers.

In mainstream public schools, these barriers impede the academic and social greatness of children with physical impairments. According to Musembi's (2012) research, "School Factors Affecting Performance in KCPE in Public Inclusive Primary Schools in Kitui County". cited insufficient government funding and inadequate teacher preparation as causes of the low KCPE results of children with disabilities. According to Kiarie's (2014) further research, "Educating Students with Physical Disabilities in Kenya,". The absence of special needs policies, inadequate government financing, and environmental obstacles were mentioned as major contributing reasons. In public schools, this results in subpar learning outcomes for kids with physical limitations.

Transportation, topography, and infrastructure challenges were noted in the July 2014 study. Oracha and Lumumba (2015) discovered a deficiency in the knowledge of teachers. Funding from the government is inconsistent. Unfriendly physical surroundings. all demanding pupils with disabilities of the body.

(Akinyi, Nyangia, and Orodho, 2015) in their report titled "Challenges Facing Implementation of Inclusive Education in Public Secondary Schools in Migori County". Although government initiatives addressed the educational requirements of kids with disabilities, it was acknowledged that Socioeconomic obstacles continued to make accommodations difficult. Regular schools did not have handicap-accessible physical spaces, and government financing was insufficient to purchase mobility aids and textbooks, among other things.

They pointed out that a lot of schools depended on shaky support from charitable groups. It was determined from the aforementioned studies that the majority of study on the educational requirements of children with disabilities concentrated mostly on

economic human resources and material infrastructure elements, with varying degrees of effectiveness. This made it unclear if the underlying factors influencing how well physically impaired pupils learn in public primary schools were sufficiently taken care of. The researcher firmly felt that the literature study and research data on the effects of psychosocial variables on the efficacy of learning for children with physical disabilities in public primary schools were inadequate. That's why it was stressed how important this study was. According to the study, there was little discussion of the impact of stigmatization, stereotypes, community views, and self-image. Giving the school community and other education stakeholders up-to-date, pertinent facts and a literature review would educate them. Supporting the integration of physically impaired kids into public primary schools and their increased efficacy in studying.

### **2.5 Summary on literature review**

The impacts of psychosocial dynamics on learning efficacy have been specifically examined in the literature in this section among the students in public normal primary schools who have physical disabilities.

The section gave an overview of contextualized meaning of psychosocial dynamics and learning efficacy. The chapter further discussed world view in relation to provision of Education For All. Various policies and legislation advocating for the instruction of students with disabilities in conventional classrooms

and commitment of Kenya government to implement them were deliberated. Thereafter, it reviewed in depth how students with physical disabilities in ordinary elementary schools' self-image impacted their ability to study.

The influence of teachers', peers', parents' and guardians attitudes and stereotypes on how well students with physical disabilities learn. Also, the effects of social stigmatization against the learners with physical impairments by members of school community were widely explored. Several research findings interrelated to this study

were inferred too. Finally, the section expounded on Psychosocial development theory by Erik Eriksson and Self-efficacy by Albert Bandura in relation to how they affect psychological and social development of learners and learning effectiveness in students who have physical disabilities. Theoretical framework and discussions on the interplay between the independent and dependent variables approached the chapter's conclusion. Finally, the research gap was vividly explained in the chapter.





## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

Step-by-step instructions for carrying out the study are presented in this chapter. The research technique used in the study and the research design chosen. This section includes a tabulation and explanation of the study's target population and sample size. This chapter discloses the methods and procedures used for sampling. The research tools used, how they were validated and piloted is explained in detail here. The researcher further discussed ethical issues and considerations observed before, during and after carrying out the study. Finally, the researcher explained the data gathering methods used, as well as the analysis and presentation of the data.

#### **3.1 Research Methodology**

Research technique for the study was mixed. the simultaneous collection of qualitative and quantitative data. The qualitative approach involved collection of non-numeric data while quantitative approach collected numeric data. The researcher opted for mixed methodology so that the data obtained from each approach could be used to complement one another. This would give research more value in terms of relevance, dependability, validity and reliability.

Plano and Creswell (2010) affirm that for a research methodology to be mixed, it should be able to generate both numeric and non-numeric data and show how they inter-relate in the research. Therefore, the researcher gathered both qualitative and quantitative information from the participants and inter-related them during data interpretation with a view of establishing underpinning variables affecting learning effectiveness among students in public regular primary schools who have physical disabilities. In some cases, there were no direct comparisons between qualitative and

quantitative data, however inferences were made to show their connectivity in the study.

In the study, qualitative approach entailed collection of non-numeric attributes such as stereotypes and attitudes advanced by members of school community towards students with disabilities attending ordinary schools. In quantitative approach, the researcher assigned numbers to constructs of interest to quantify the phenomenon under investigation. For instance, the researcher was expected to justify extent to which teachers, parents and peers stereotypes and attitudes impacted the physical disabilities of the students' ability to learn. This was achieved through assigning number values to qualitative attributes to generate quantitative data.

### **3.2 Research Design**

In the study, the researcher used phenomenological and correlational research designs.

While phenomenological design was employed to study qualitative data, correlational design was utilized to analyze quantitative data.

To provide a shared understanding of the study, the data gathered from the two designs were combined.

Correlational research design was used to assess the degree of relationship between psychosocial dynamics and effectiveness of instruction for students with physical disabilities in public regular elementary schools.

However, phenomenological research approach was employed to determine the impact of psychosocial dynamics within the school community on learning efficacy over the time.

According to Creswell (2010), the main importance of using triangulation research approach is because data from each design can build on the other by establishing its

strengths and weaknesses hence giving the research more value. Although the study's qualitative and quantitative data were examined separately, the conclusions were triangulated. This helped the researcher to justify how the major variables in the research interplayed together to address research objectives and questions.

### **3.3 Location of the study**

The study was conducted in Kitui County's public regular primary schools, which accepted students with physical limitations. The location was chosen based on the data from County Educational Assessment Resource Centre Office (EARC, 2016) which had shown high attrition rate among the students in Kitui County's public regular primary schools who have physical disabilities. This was reflected in their retention, completion well as academic performance which were all on decline compared to their normal learners in regular schools. The report showed that from 2011-2015 only 23% of the physically challenged students who had enrolled in a public primary school successfully completed their primary education compared to 88% of the normal learners. Their KCPE performance over the years was also on downwards trajectory. Additionally, only around 21% of those who transited to high schools completed secondary education in the same period compared to over 78% of their peers. This was a clear manifestation that there were substantive issues undermining Learning effectiveness of students with physical disabilities in Kitui County's public regular elementary schools thus provoking the researcher to carry out study in the locale encouraging the researcher to do research there.

### **3.4 Target population**

Kitui county had 15 sub-counties with 1050 public regular primary schools and an enrolment of 183,750 pupils. A total of 325 public regular primary schools from five of the county's sub-counties were chosen. The target population in those schools was

89,747 participants. Among them, the number of learners targeted was 56,875 while the teachers were 2,605. The number of parents/guardians targeted for the study was 30,221. The number of curriculum support officers targeted for the study was 42 from the county. The composition of target population was shown in table 1

**Table 1: Target population**

Participants	Population (N)
Learners	56,875
Teachers	2,607
Parents/guardians	30,221
Curriculum support officers	42
Total	89,745

**Source:** Kitui County Education Office, (2018)

Mugenda and Mugenda (2008) state that a population is an objective list from which the researcher can make selection of the participants of the study and to which the results of the study are intended to apply. If the target population is wrongly identified, data collected will not be accurate while generalization of outcome becomes a challenge. The researcher strongly believed that the target population identified would generate reliable data that would effectively be generalized in other parts of the county and country.

### **3.5 Sampling procedures and techniques**

The investigator employed a combination of probability and non-probability sampling methods. Consensus sampling was used whereby the five Curriculum Support Officers in charge of the County's special needs education were sampled for the study to ensure relevant data was provided. Purposeful sampling was used to identify sub-counties and schools which had enrolled students who have physical disabilities.

To choose study participants from schools, the researcher used the purposive sampling approach. This kind of non-probability sampling technique involves the researcher

purposely targets individuals who can provide the required data. According to Kombo and Tromp (2006), in purposive sampling researchers judgment is used to select those participants who best meet the purpose of the study. The participants in this study—students, parents, instructors, and curriculum support officers—were thought to possess in-depth understanding of the subject matter.

### 3.6 Sample population

A total of 265 participants from 17 regular primary schools which had enrolled learners with physical impairments and five sub-counties which had CSO-SNE were sampled for the study. The composition of participants entailed There are 162 instructors, 51 students with physical disabilities, and 47 parents/guardians of those students. The five curriculum support officers overseeing the county's special needs education program were also included in the study's sample.

According to Orodho (2003) sample refers to the participants who are expected to give the required data. The researcher strongly believed the CSO-SNE, teachers, learners and parents/guardians sampled participants would provide valid and reliable data. The sample size distribution was as shown in the table 2.

**Table 2: Distribution of sample size**

Participants	Target Population	Sampling procedure
Teachers	162	Purposive
LPI	51	Purposive
Parents/guardians	47	Purposive
CSO-SNE	5	Purposive
Total	265	

**Source:** *Kitui County EARC Office, (2018)*

### 3.7 Construction of research instruments

Data collection tools were developed by the researcher with the supervisors' help. The researcher used different research instruments which were believed to be suitable for

different categories of participants. The main data collection tools used were Questionnaires, Focused Group Discussions, Interview schedules and observation checklists. As observed by Robson (2002), it is advisable to use different data collection tools for different participants in order to get relevant data and make necessary comparisons. Different tools used gave chance for researchers to get information from different responders and to synergize their feedback. This made it possible to make empirical deductions of the study.

### **3.7.1 Questionnaires**

Data was obtained from a sample of instructors using questionnaires as well as from the learners with physical impairments. Questionnaires for both the teachers and learners were given to the attendees and gathered from the responders by the researcher and research assistant.

According to Ingule and Gatumu (1996), effective questionnaires should be simple, clear and precise. The researcher strived to ensure questionnaires distributed did not contain ambiguous information and met the required threshold. This enabled the researcher to obtain relevant data.

#### **3.7.1.1 Questionnaires for the teachers**

The teachers sampled for the study were furnished with hard copies of questionnaires to provide required data. The researcher used structured questions to get facts and unstructured questions to obtain opinions from respondents. According to Plano and Creswell (2010), the researcher should be subtle enough to ensure that the questions used in questionnaires are simple and clear while wording in questions and arrangement should not trigger primacy effect which may lead to subjective answers.

### **3.7.1.2 Questionnaires for the learners with physical impairments**

The students who have physical disabilities were provided with hard copies of questionnaires by the researcher and research assistant to provide intended data. Mainly structured questions were used in surveys to get information from students that have physical disabilities. Structured questions included multiple choice questions and rating scales as suggested by Likert (1932). According to Cohen, Manion and Morrison (2008) items in questionnaires should not be challenging to the respondents since they are not examination. However, they should be logical and generate required data.

### **3.7.2 Interview schedule for the Special Needs Education Curriculum Support Officers**

Interviews were conducted to the Curriculum Support Officer in charge of Special Needs Education (CSO-SNE). The researcher engaged all the five CSO-SNE face to face. The researcher used closed questions and standardized open-ended interviews whereby all interviewees were asked the same thematic areas. This ensured all respondents understood questions in the same way thus avoiding subjectivity. However, there was room for probing questions to generate more data. However, this varied from one respondent to another to clarify pertinent issues. When asked to describe how they believed students with physical disabilities in conventional classrooms, could be supported to enhance their learning efficacy in regular schools. These kinds of questions generated varied answers from the respondents.

### **3.7.3 Focused Group Discussion for Parents and guardians**

To get views and opinions from the parents and guardians about learners with physical impairments, the researcher organized Focused Group Discussions (FGD). The parents and guardians from each of the five sampled sub-counties were met centrally at a agreed date and time to discuss the matter of the study. The approach ensured most

parents/guardians were reached and less time was used as parents/guardians from each sub-county were clustered together. The researcher acted as the moderator of the meetings and recorded information as the meeting proceeded.

As ascertained by Cohen and Manion (2007), Focused Group Discussion is ideal for exploring people's feelings, perceptions and attitudes as interviewees are free and there is self-disclosure. Therefore, this method yielded shared understanding on the subject matter as the parents and guardians shared their experiences about education of their children with physical disabilities in regular schools freely. Focused Group Discussion also gave parents and guardians an opportunity to express their pent-up emotions towards children with physical disabilities. The method also gave them an opportunity to share their experiences and to discuss what they thought should be done to make learning in regular schools successful for the learners with physical disabilities.

#### **3.7.4 Observation checklists for learners with physical impairment**

The researcher used observation checklist to establish level of learning efficacy among the learners with physical impairments. Subject teachers from all the sampled schools were issued with observation checklist with some specific skills/behaviors to be checked/observed in the learners with physical impairments during their delivery of lessons. After collection of checklists from the teachers, the researcher tallied responses from the learners and put them in rating scale for easier computation, analysis and interpretation.

According to Robson (2002), observation gives a researcher an opportunity to collect real data from naturally occurring social situations rather than relying on second-hand information. In this study, the researcher through the class teachers got a chance of observing some specific skills/behavior among the learners with physical impairments



within their milieu. This yielded authentic data on learning efficacy among learners with physical impairments in regular schools since there was no manipulation.

### **3.8 Testing for validity, reliability and trustworthiness of instruments**

Validity and reliability are interdependent and vital requirements in research tools.

Validity is a measure of how well an instrument measures what it purports to measure.

On the other hand, reliability refers to dependability, consistency or trustworthiness of the results obtained from the tools.

#### **3.8.1 Validity of instruments**

Ten percent (10%) of questionnaires (28) were piloted as advocated by Mugenda and Mugenda (2008). The research instruments were piloted in selected number of schools from Mwingi East and Lower Yatta sub-counties in Kitui County to establish their validity. The two sub-counties and schools involved in piloting instruments were not used in the final study to avoid bias. Before piloting, tools, the researcher ensured the population in the two sub-counties selected had similar profile characteristics as those of target population. Piloting of research tools enabled the researcher to determine whether the tools were generating relevant data, whether the wordings were clear and whether there was any research bias from the responses given. Distorter variables which could lead to type one or type two errors were also detected through piloting of research instruments and appropriate action taken. The outliers were also identified and intervention strategies taken before test tools were released to the respondents.

To ascertain validity of tools, the researcher went through the research tools to ascertain whether they were in tandem with the research objectives and questions. Absence of systematic error in the answers given by the respondents during piloting satisfied the researcher that the tools were valid. The researcher consulted with supervisors and

sought expert opinion from research specialists to address flaws identified in the tools during piloting.

According to Cohen et.al (2008), validity of quantitative data can be strengthened through careful sampling, appropriate instrumentation, and appropriate pre-testing while qualitative data validity could be achieved through honesty, how participants are approached and objectivity of researcher. The researcher endeavored to meet these conditions to ensure validity of data collected.

According to Schmitt (1993), convergent validity can be used to validate interview measures and checklists. This involves comparing the interview measure or checklist with another measure that has already been shown to be valid. In this study, the researcher adopted interview measures by Lawrence (1988) and checklist by Wylie (1989) which had been used successfully. This ensured the interview measures and observation checklists used were valid. Additionally, the researcher mostly used structured interview to improve validity as this helped interviewees to conceptualize questions in more less the same way.

### **3.8.2 Reliability of data**

Reliability of quantitative data was assessed through use of internal consistency technique. The piloted questionnaires were split in two sets (split-half) and reliability of dichotomous items tested using K-20 (Kuder-Richardson, 1937). Correlation coefficient between the two halves was 0.753. Then the formular given below was used to calculate reliability coefficient where  $r$ = actual correlation between halves of instruments.

$$r = \frac{2r}{1+r}$$

$$r = \frac{2(0.753)}{1+0.753} = 0.859$$

Hence the split-half reliability coefficient was 0.859 which is quite high. This satisfied the researcher that there will be high degree of reliability of the data to be collected.

### **3.8.3 Trustworthiness of qualitative data**

The researcher enhanced dependability and credibility of data obtained from interviews, observation checklists and focus group discussions by controlling possible external sources of variations and considering environment under which the data collection took place. The emotional state of the respondents was considered before data collection. The researcher controlled extraneous variables which would have negatively affected data collection. The Hawthorne effect whereby the respondents develop facade once they knew they were being studied was controlled by informing them in advance. Similarly, the halo effect where the researchers knowledge on the respondent or situations negatively affects the outcome was also controlled by being genuine. All this ensured that the observed result on the dependent variable was due to the independent variables.

Trustworthiness also ensured that research findings were credible, transferable and dependable. To ensure that research results were credible and dependable, the pilot schools were not used in the final study to avoid bias. The data obtained from respondents was logically analyzed to avoid subjectivity in research results. The researcher also engaged an external research expert to examine how research tools, research processes and data analysis consisted and in tandem with research objectives. To make study findings transferable, the researcher ensured that the sample study had similar profile characteristics as the population where results were to be generalized.

### **3.9 Data collection methods and procedures**

Both interactive and non-interactive methods were used in data collection. In interactive inquiry, the researcher engaged respondents face to face through interviews and Focused Group Discussions. In a non-interactive method, self-administered

questionnaires and observation checklists were dispersed to the concerned participants by the researcher and research assistant. Distributed hard copies of the questionnaires and observation checklists were collected by the researcher and research assistant after the agreed time frame. The data collected enabled the researcher to make necessary inferences, deductions and generalizations the results to the whole population.

Qualitative and quantitative data were collected concurrently. The researcher distributed questionnaires and observation checklists to the participants and conducted interviews and Focused Group Discussions during the same period. All the questionnaires were accompanied by a covering letter introducing the researcher, communicating the aim and importance of the study, encouraging respondents replies and assuring them of confidentiality while those interviewed were informed and consent sought in advance. After conducting the interviews, FGD and the return of questionnaires, the researcher did not forget to send a message of appreciation to all respondents.

Before commencement of data collection, the researcher pre-visited sampled schools. According to Moyles (2011), pre-visit enables the researcher to familiarize himself or herself with the area as well as establishing rapport with the esteemed participants. Permission was sought from the head of institutions during this time. Participants were briefed on the intended purpose of the study to dispense any fears. The signing of consent letters by the parents/guardians and the learners to be involved in the study was done during this time. Arrangements with the participants to be interviewed and those who will be involved in Focused Group Discussion were made during the pre-visit. Similarly, the participants who were to be supplied with questionnaires and observation checklists were briefed on the timeline.

### **3.10 Data analysis techniques and procedures**

According to Aiken and West (1991), practical considerations such as resources required in implementation of the study and beneficiaries for the study should be considered during analysis and interpretation of data. This makes it possible for the researcher to complete and disseminate findings in good time. Data collected was organized by sorting, editing, coding and storing in an appropriate form for accurate processing. Data editing entailed checking for completeness, accuracy and uniformity of answers from the tools while coding involved assigning code number to each answer. Analysis and interpretation of data was guided by research objectives and questions.

Quantitative data was coded, organized and processed with aid of a computer software package referred to as Statistical Packages for Social Sciences (SPSS) version 25.0. According to Wilcox (2012), SPSS software can apply most statistical formulae since it is specifically developed for computing statistical calculations for social sciences. Presentation of quantitative data was by descriptive and inferential statistics. Descriptive data analysis techniques entailed use of frequency tables and percentages. Inferential statistics such as Pearson correlation, regression analysis and R-squared were used to show the relationship between variables of study and to make predictions about the whole study. In interpreting the data, the researcher used content analysis and triangulation approach to make necessary contrast and comparison.

Null hypotheses were tested using Pearsons correlation coefficient and Analysis of Variance (ANOVA). Pearsons correlation coefficient was tested at  $\alpha = 0.01$  significance level, while ANOVA and was tested at  $\alpha = 0.05$  significance level. This was done with the aid of windows computer software Statistical Package for Social Sciences (SPSS) version 25.0 which generated results.

Qualitative data was analyzed and presented thematically in narrative form. Each research question and feedback from respondents was considered before making any theoretical conclusions. Therefore, qualitative data was grouped and interpreted according to the objectives for ease of understanding as advocated by Cohen, Manion and Morrison (2008). Data was presented as per the research objectives and questions. All the relevant data from questionnaires, Focused Group Discussion, interviews and observation checklists were compared with a view of providing a universal answer to the research question.

### **3.11 Ethical considerations**

Before the researcher embarked on the journey to carry out research, there was need to get embraced with regulatory codes governing research. As articulated by Plano and Creswell (2010) each stage in research sequence may raise different ethical issues to be addressed. To avoid legal challenges, the researcher and data entry clerks considered how the research procedures, methods, contents and dissemination of outcomes adhered to ethical requirements discussed below.

#### **3.11.1 Access and acceptance**

Before proceeding to the field for data collection, the researcher took into consideration all the legal documents required. An introductory letter from Mount Kenya University was obtained after getting clearance from the University Ethical Review Committee (ERC). An official permission was obtained from National Commission for Science, Technology and Innovation (NACOSTI), a body mandated by Ministry of Education in Kenya to issue research permits. Thereafter, formal permissions were also sought from the County Commissioner, County Director of Education and Sub-County Directors Education from where the research was to be carried out.

### **3.11.2 Informed Consent and Voluntary Participation**

According to Wayne (2010), informed consent of the participants is vital in research. The researcher communicated the intended plans in an informed, sincere and candid manner to win participants support and acceptance. The researcher sought an official affirmation from respondents that they agreed to take part in the research out of their own free will by signing the informed assent form. Before the respondents signed an informed assent form, the researcher made sure that they fully understood the situation they were subjecting themselves into. The researcher did not in any way coerce or trick the respondents to take part or remain in the study.

### **3.11.3 Confidentiality and anonymity**

The researcher ensured that respondents were protected both physically and psychologically by maintaining confidentiality and privacy. According to Plano and Creswell (2010), some esteemed participants refuse to co-operate when an assurance of confidentiality is not guaranteed. The respondents were guaranteed any information disclosed to the researcher will only be used for the intended purpose of study and will not be revealed to third party without their consent.

The cloak of anonymity is an important ethical consideration in research for ensuring respondents identity is not revealed. The researcher preserved the dignity of respondents by concealing their identity. This was achieved through use of number or letter codes and pseudo names. Data obtained through interviews and focused group discussions were aggregated so that individuals responses were unknown. Cohen et al (2010) underlines that assurance of anonymity does not only preserve confidentiality but also helps in establishing rapport between the researcher and respondents which is an important factor for data collection.

#### **3.11.4 Deception and betrayal**

Deception is another aspect of ethical consideration in research. Deception in social research entails not telling people they are being researched, not telling truth of study, using people in dehumanizing way and subjective interpretation of data. The researcher neither deceived the respondents by pretending that the research was about something different from what appears to be the case nor betrayed them during the study. The researcher fully explained the purpose of the proposed research in advance and debriefed the participants afterwards.

Plagiarism is a serious crime in academia. This mostly involves failure to acknowledge the work of other authors and scholars used in the study. The researcher ensured all the works of other scholars and authors used in the study were acknowledged accordingly. In addition, the researcher ensured due processes were followed in acquiring any information needed for the study.



## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter presents results and discussion of the research findings on psychosocial dynamics and learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County, Kenya. The section is presented based on the following subsections: response rate, background information, influence of learners self-image on their learning efficacy in regular schools, influence of school community attitudes on learning efficacy among learners with physical impairments, influence of school community stereotypes on the learning efficacy among the learners with physical impairments as well as influence of social stigmatization against the learners with physical impairments by school community on learning efficacy in public regular primary schools. Background information of study was crucial because it was used to make some inferences and deductions during data interpretation. Thereafter, the findings were analyzed and presented according to research objectives and hypothesis. Descriptive and inferential statistics were used in presenting quantitative findings. On the other hand, qualitative findings were presented in narrative form.

#### **4.1. Response rate**

The researcher targeted 265 participants out of whom 223 responded representing 84.15%. The numbers of parents and guardians targeted for focussed group discussions

were 47 whereby 38 of them turned up for the study. The number CSO-SNE expected to be interviewed were 5 and all of them responded. The number of questionnaires distributed to teachers were 162 out of which 140 were returned. The number of questionnaires which were distributed to the learners with physical impairments were 51 whereby 40 of them were returned. Table 3 shows questionnaires return rates which were distributed to teachers and learners with physical impairments.

**Table 3: Questionnaires return rates**

<b>Tools</b>	<b>Number Issued (N)</b>	<b>Number Returned (n)</b>	<b>Response rate (%)</b>
Teachers Questionnaires	162	140	86.42
LPI Questionnaires	51	40	78.43
<b>Total</b>	<b>213</b>	<b>180</b>	<b>84.51</b>

**Source:** Filed data (2019)

#### **4.2. Demographic data analysis**

The demographic information covered the number of sub-counties and schools involved in the study as well as learners with physical impairments and teachers who participated in the study. Bio data of the learners with physical impairments in terms of their gender was also analysed. School attendance and academic performance among the learners with physical disabilities was also factored. Learning status of the learners with physical impairments in terms of whether they completed or dropped out of school were also part of background information. The purpose of demographic data was to make some inferences and deductions during data interpretation.

##### **4.2.1. Number of schools and teachers that participated in the study per sub-county**

Five sub-counties with 325 regular primary schools were selected for the study. However, the number of schools which had enrolled learners with physical impairments

were only 17. Table 4 shows the five sub-counties involved in the study as well as distribution of schools which had enrolled learners with physical impairments and the number of teachers in those schools.

**Table 4: Distribution of schools, LPIs and teachers per sub-county**

<b>Sub-County</b>	<b>Regular Schools</b>	<b>Schools with PI Learners</b>	<b>Teachers</b>	<b>Percent</b>
Kitui West	70	5	34	24.2
Kitui Central	75	4	33	23.6
Mutomo	68	3	27	19.4
Mwingi Central	71	2	18	12.8
Matinyani	42	3	28	20.0
<b>Total</b>	<b>325</b>	<b>17</b>	<b>140</b>	<b>100.0</b>

**Source:** Filed data (2019)

Seventeen (17) out of 325 public regular primary schools that had enrolled learners with physical impairments from the five sub-counties were selected for the study. In reference to the number of teachers who took part in this study, 24.2% of the respondents were from Kitui West Sub- County while 23.6% of respondents were from Kitui Central Sub- County. The percentages of respondents from Mutomo and Mwingi central sub-counties were 19.4% and 12.8% respectively. The remaining 20% of respondents were from Matinyani sub- county. The data shows only 17 (5.23%) schools against 325 regular primary schools from the five sub-counties had enrolled learners with physical impairments. This was a clear indicator that most regular schools in Kitui County had not embraced learners with physical impairments. This could be attributed to treacherous attitudes and aversive cultural beliefs from the members of school community. This was supported by Aley (2016), who avers that most regular schools do not admit learners with physical impairments due to social, cultural and institutional impediments. A study by Mwangi (2014) avers that most school administrators had fixed mind-sets towards learners with physical impairments thus do not accommodate them in their schools. The researcher concurs with both studies that most school

administrators do not accommodate learners with physical impairments because they view as a disgrace to their institutions.

#### **4.2.2. Number of learners with physical impairments who participated in the study**

The study sought to understand the number learners with physical impairments who participated in the study by gender and their origin. Cumulatively, 40 learners with physical impairments took part in the study. The breakdown in terms of gender comprised of 25 boys and 15 girls.

**Table 5: Distribution of male and female LPIs per sub-county**

<b>Sub-County</b>	<b>Male</b>	<b>Percentage</b>	<b>Female</b>	<b>Percentage</b>
Kitui West	5	20.00	3	20.00
Kitui Central	7	28.00	5	33.33
Mutomo	6	24.00	4	26.67
Mwingi Central	4	16.00	2	13.33
Matinyani	3	12.00	1	6.67
<b>Total</b>	<b>25</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>

**Source:** Filed data (2019)

Slightly more than a quarter (28%) of the boys with physical impairments were from Kitui Central Sub- County schools while slightly less than a quarter (24%) were from Mutomo Sub-County schools. The percentage of boys with physical impairments from Kitui West Sub- County was 20% whereas 16% of the boys with physical disabilities were from Mwingi Central schools. The respondents indicated that 12% of the boys with physical impairments were from schools in Matinyani Sub- County.

A third (33.33%) of the female learners with physical impairments were from Kitui Central Sub- County schools while slightly more than a quarter (26.67%) were from Mutomo Sub- County schools. The percentage of female learners with physical impairments from Kitui West Sub-County accounted for 20% while Mwingi Central

Sub- County recorded 13.33% of them. Only 6.67% of the female learners with physical impairments were from Matinyani Sub-County schools.

The evidence from research findings reveals that there were more boys (62.5%) than girls (37.5%) with physical impairments in regular schools in Kitui County. This could be attributed to vulnerability of girls as compared to boys. Cultural disadvantages encountered by the girls with physical impairments and overprotection by their parents being the leading factors. Notwithstanding, according to Bandura (1999) girls tend to develop low self-efficacy faster than boys when faced with challenges. The combined factors deny girls with physical impairments opportunities to enroll and learn successfully in regular schools. Further, according to KNCHR (2014), gender disparity in school is mostly encouraged by cultural practices which are punitive to the girl child. Most communities value educating boys to girls since they are perceived as future bread earners to their families and leaders in the community. A study by Munyi (2012), reports that most parents express many reservations in enrolling girls with physical impairments in regular schools since they vehemently believe that they will encounter hostility and discrimination from the members of school community. The researcher established that the number of girls with physical impairments in regular schools was dwindling due to their vulnerability and cultural disadvantages encountered by them. However, there is need to change community attitudes and beliefs towards girls with impairments. Going by the words of Summers (1992), *investment in the girls education may well be the highest return on investment available in the developing world*. There is need for the parents to educate their girls with physical impairments albeit social-cultural barriers and negative attitudes from community.

### 4.2.3. School attendance rate among the learners with physical impairments

The study sought to determine school attendance rate among the learners with physical impairments in public regular primary schools. The data was obtained from class registers for the year 2019. The year had a total of 195 school days. The results were analyzed, and inferences made with an objective of underpinning relationship between school attendance and learning efficacy. Table 6 shows frequency of school attendance among the learners with physical impairments in regular schools.

**Table 6: School attendance rate among the learners with physical impairments**

Days	Response	Frequency	Percent
Below 49	Very seldom	12	30.0
50-99	Occasionally	13	32.5
100-149	Quite often	9	22.5
Above-150	Very often	6	15.0
Total		40	100.0

**Source:** Filed data (2019)

From the research findings, it emerged that 30% of learners with physical impairments very seldom attended school while 32.5% occasionally attended school. Less than a quarter (22.5%) of the learners with physical impairments quite often attended school. Only 15% of the learners with physical impairments attended school very often over that year.

Based on the above findings, school attendance rate among the LPIs was generally skewed to the negative side. This could be associated to psychological and social harassment of the LPIs by the members of school community thus making regular schools uncomfortable learning place for them. A study by Chataika, (2010) established that most learners with physical impairments encounter stigmatization in regular schools leading to poor emotional state and low self-efficacy. According to According

to Bandura (1991), learning efficacy is a product of several factors one of them being the emotional state the learner. A learner who is emotionally disturbed will withdraw from learning activities as well as developing poor interpersonal skills. In fact, the researcher established that there was direct relationship between school attendance and learning efficacy. Learners who were attending school very often had higher learning efficacy than those who attended seldomly. According to Erikson (1950), stigmatization lowers learners' self-esteem and ability to explore learning environment.

#### **4.2.4. Academic performance among the learners with physical impairments**

As a way of establishing learning efficacy among the LPIs, the researcher analyzed their academic performance using Continuous Assessments administered by their teachers in the year 2019. The marks scored by each learner with physical impairments were aggregated to establish their average academic performance over the year in consideration. The highest possible average marks that could be scored by each learner was 500 marks. The terms above average, average and below average were used as a way of gauging learners' academic performances. Table 7 shows general academic performance of LPIs in 2019.

**Table 7: Academic performance among the learners with physical impairments**

<b>Marks</b>	<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
Above 350	Above average	4	10.53
349-250	Average	9	23.68
Below 249	Below average	25	65.79
<b>Total</b>		<b>38</b>	<b>100.0</b>

**Source:** Filed data (2019)

From the research findings, it was found out that academic performance for the majority (65.79%) of the learners with physical impairments was below average while

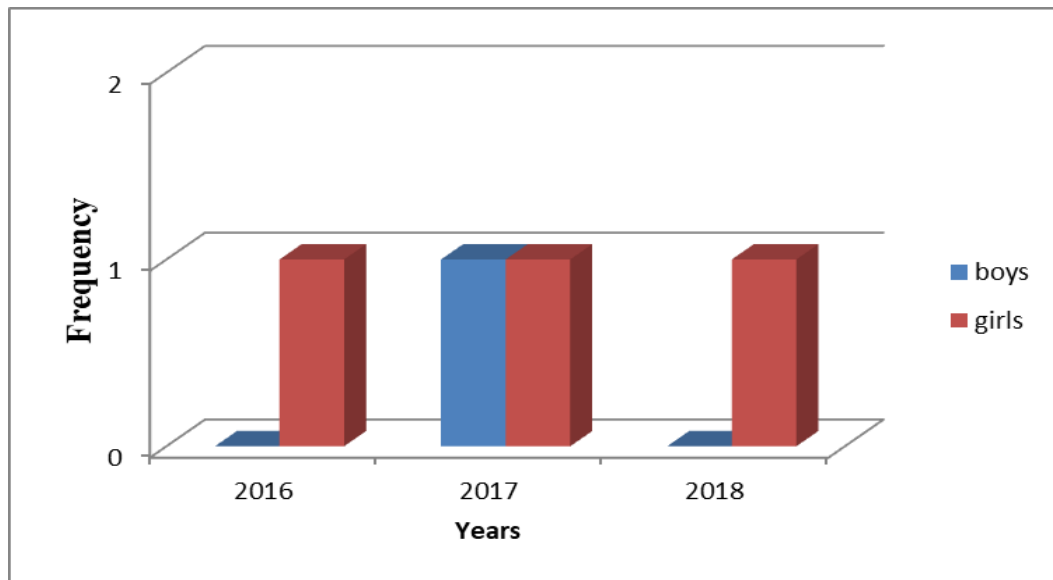
less than a quarter (23.67%) of the learners with physical impairments their academic performance was average. Only 10.53% of the learners with physical impairments were academically above average.

In view of the above findings, it was concluded that learning efficacy of most learners with physical disabilities was generally low. This was attributed to lack of psychological and social support mainly from their teacher and peers. A study by Maina (2014) in Kiambu County established that most headteachers believed committing school resources to caution needs of the learners with disabilities was a wastage of resources. On the other hand, most assistant teachers held view that concentrating on educational needs of the learners with impairments in class was a wastage of their precious time. It was also found out that two of the learners with physical impairments never did any test over the period under consideration. This was a clear manifestation that learners with physical disabilities were ignored by their teachers. As asserted by Kariuki (2013), most teachers view learners with physical disabilities as under achievers and tend to ignore them instead of offering necessary educational support. In supporting Erikson, McLeod (2014) observes that lack of appropriate support in school limits learners' scope of learning and discovery.

#### **4.2.5. School completion rate among the learners with physical impairments**

The study sought to determine the number of learners with physical impairments from public regular primary schools in Kitui County who had completed school in the years 2016, 2017 and 2018 respectively. Figure 2 shows distribution of the learners with physical disabilities who had completed school during the period in question.





**Figure 2: School completion rate among LPIs**

**Source:** Filed data (2019)

In the year 2018, all the respondents (teachers) indicated that none of the boys with physical impairments from public regular primary schools had successfully completed standard eight. An overwhelming majority of respondents (99.3%) reported that none of the girls with physical impairments had completed class eight, while the remaining (0.7%) of them indicated that one girl had completed school in 2018. In the year 2017, a vast majority (88.6%) of the respondents indicated that none of the boys and girls with physical impairments had completed primary school. A small percentage (11.4%) of respondents indicated that one girl and one boy completed school in the year 2017. In 2016, all the respondents reported that none of the boys with physical disabilities had completed school, an overwhelming majority (99.3%) of the respondents indicated that none of the girls had completed school, while 0.7% of them reported that one girl had completed standard eight.

From the above findings, it can authentically be concluded that most of the learners with physical impairments in regular primary schools do not complete their education. This could be ascribed to unfriendly learning environment in regular schools resulting

to high dropout rate. According to Kitui EARC (2016) report, over 77% of the learners with physical impairments who enroll in public regular schools never complete their education. Failure by the members of school community to offer necessary psycho-social support to the learners with physical impairments was aggravating the situation. The researcher concurs with a study by Musembi (2012) in Kitui County that established there was high discrimination and stigmatization against the learners with physical impairments by their teachers and peers in regular schools leading to poor performance in KCPE. Erikson (1959) states that children require support and rich learning environment to develop well socially and psychologically. In this regard, since most learners with physical impairments are restricted by their parents and stigmatized by their peers and teachers, they are bound to suffer from low self-efficacy and poor interpersonal relationships.

#### **4.3. Learners with physical impairments self-image and learning efficacy**

The study examined influence of self-image on learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County. Although the main respondents were the learners with physical impairments, the researcher also obtained data from teachers, parents and CSO-SNE on what they believed about self-image of the learners with physical impairments and how it affected their learning efficacy. This helped in complementing data obtained from the learners with physical impairments as well as making relevant generalization.

##### **4.3.1 Learners with physical impairments responses on self-image and learning efficacy**

The researcher wanted to find out how self-image of the learners with physical impairments affected their learning efficacy in regular schools. Questionnaires were distributed to the learners with physical impairments to provide needed data. Table 8 summarizes learners responses on influence of self-image on their learning efficacy.

**Table 8: Learners with physical impairments responses on self-image and learning efficacy**

Statement	SA	A	UD	D	SD	F	%	F	%	
I have low self-worth	10	25.0	12	30.0	4	10.0	4	10.0	9	22.5
I have low self-concept.	11	27.5	11	27.5	5	12.5	7	17.5	7	17.5
I have low self-esteem.	12	30.0	13	32.5	3	7.5	6	15.0	6	15.0
I have low self-confidence	12	30.0	10	25.0	3	7.5	7	17.5	8	20.0
I have no self-control.	10	25.0	13	32.5	4	10.0	3	7.5	10	25.0
I have low self-efficacy	9	22.5	10	25.0	4	10.0	7	17.5	8	20.0

**Source:** Filed data (2019)

Cumulatively nearly half (55%) of the learners with physical impairments conceded that they had low self-worth while (32.5%) disagreed that they had low self-worth. The learners who were neutral accounted for 10%. On whether learners with physical impairments believed they had low self-concept, slightly more than a half (55%) of them agreed with the statement while slightly over a third (35%) of them disagreed. Only 12.5% of the respondents were undecided. With reference to whether respondents suffered from low self-esteem, 30% strongly agreed and 32.5% agreed with the statement. Cumulatively, 30% of the respondents disagreed with the statement. Only 7.5% of the respondents were undecided.

To establish the level of self-confidence among the learners with physical impairments, over half (55%) of the respondents agreed that they were aware that their self-confidence level was low. Only 27.5% of them disagreed that they had low self-confidence whereas 7.5% were undecided. Nearly two thirds (57.5%) of the learners with physical impairments agreed that they had no self-control while 32.5% of the learners disagreed with the statement. Only 10% of respondents were elusive. Almost

half (47.5%) of the respondents agreed that they had low self-efficacy while a third (37.5%) of the respondents disagreed. The respondents who were undecided accounted for 10%.

Based on the above findings, the researcher established that most learners with physical impairments had poor self-image which in turn affected their learning efficacy negatively. Both Erikson (1950) and Bandura (1993) established relationship between self-image and self-esteem. Learners with low self-esteem had low self-efficacy and learning efficacy. This was generally attributed to lack of social and psychological support from peers and caregivers such as teachers.

The researcher established that learners with physical impairments poor self-image and low learning efficacy because of aversive treatment they received from the members of school community. The research findings were in tandem with study findings by Kiarie (2014) on educating students with physical disabilities in Kenya who reported that most learners with physical impairments experienced poor self-image due to discrimination and stigmatization from their peers and teachers. A study by Njuki and Oganda (2010) on Learners with learning difficulties in an inclusive setting” acknowledged that most learners with physical challenges had poor self-image since they were stigmatized by their peers and teachers. According to Atwater (1994), individuals with poor self-image suffer from psychological and social maladies. Therefore, learners who have poor self-image develop self-helplessness behaviour which is manifested through low self-efficacy and low learning efficacy.

#### **4.3.1.1 Relationship between learners self-image and learning efficacy**

The first objective of this study was also accompanied null hypothesis which stated that there is no significant relationship between learners self-image and learning efficacy among learners with physical impairments. Correlation analysis was used in testing this

hypothesis. Self-image was measured on a 5-point likert scale generated from the statements measuring levels of self-image while learning efficacy was measured using results generated by self-efficacy tool. Table 9 shows a correlation coefficient matrix of self-image and learning efficacy.

**Table 9: Pearson correlation on self-image and learning efficacy among learners with physical impairments**

Variables	Statistics	Self- image	Learning efficacy
Self-image	Pearson Correlation	1	.757(**)
	Sig. (2-tailed)	.	.000
	N	40	40
Learning efficacy	Pearson Correlation	.757(**)	1
	Sig. (2-tailed)	.000	.
	N	40	40

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source:** Filed data (2019)

As reflected in the table 9, there was a positive and significant relationship between self-image and learning efficacy ( $r = .757, p < 0.01$ ). Thus, the first null hypothesis that suggested, there is no significant relationship between learners self-image and learning efficacy among the learners with physical impairments, was rejected. The researcher observed that learners with positive self-image demonstrated high learning efficacy and vice versa. The research results were in line with study findings by Akinyi et.al (2015) in Migori County. The study attested that there was direct relationship between learner's self-image and their learning outcomes. Learners with positive self-image were highly motivated and showed high levels of academic performance while those with negative self-image had low learning efficacy and poor interpersonal relationships.

Both Hamacheck (1971) and Maslow (1950) states that self-image influences individuals' motivation levels and performances. This means that LPIs with positive self-image have high self-efficacy while those with negative self-image have low self-efficacy. The research results also concurred with Bandura (1991) and Erikson (1950) who averred that positive self-image among the children leads to high self-esteem and high-performance levels while poor self-image leads to low motivation and poor performances.

The researcher went further to determining whether self-efficacy among LPIs depended on gender. Chi-square was used to compare the frequencies of responses generated by boys and girls on their self-image. To calculate the Chi square statistic, gender of the LPIs was cross tabulated by level of self-image. The levels of measurements applied were low, average and high. Table 10 shows a cross tabulation of level of self-image by gender of the LPDs.

**Table 10: Gender and learning efficacy among the learners with physical impairments**

learning Efficacy	% & no. of respondents	Gender		Total
		Male	Female	
Low	No. of respondents	12	7	19
	% of respondents	48%	46%	47.5%
Average	No. of respondents	8	5	13
	% of respondents	32%	33.33%	32.5%
High	No. of respondents	5	3	8
	% of respondents	20%	20%	20%
<b>Total</b>		<b>25</b>	<b>15</b>	<b>40</b>
$\chi^2 = 0.789$		df = 2	$p = 0.771$	

**Source:** Fild data (2019)

Based on the analysis from table 10, it was established that there was no significant gender difference in self-image among the LPIs. The trend of distribution of the LPIs of either gender in the three levels of self-concept was almost similar. Majority of the LPIs in both genders were found to be having poor self-mage (48 % and 46 % of the

male and female learners respectively) while almost equal percentages (32% and 33.33%) of male and female LPIs were average. An equal percentage (20%) of male and female LPDs were reported to be having high self-image. This was equally supported by the chi-square value that showed insignificant relationship between the two variables ( $p > 0.05$  significance level).

#### 4.3.2 Teachers responses on learner's self-image and learning efficacy

The researcher was interested to know from teachers what they believed about self-image of the learners with physical impairments and how it affected their learning efficacy. This was mainly because according to Roger (1961) self-image of an individual is highly influenced by the significant members of the society. Table 11 reflects responses of teachers on learners with physical impairment self-image. Inferences were also made on how they affected their learning efficacy.

**Table 11: Teachers responses on self-image and learning efficacy among LPIs**

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Learners with impairments have low self-worth	45	32.1	35	25.0	12	8.6	30	21.4	18	12.9
Learners with impairments have low self-concept	46	32.9	40	28.6	10	7.7	20	14.3	24	17.1
Learners with impairments have low self-esteem	49	35	40	28.6	12	8.6	21	15.0	18	12.9
Learners with impairments have low self-confidence	40	28.6	46	32.9	15	10.7	19	13.6	20	14.3
Learners with impairments have no self-control	42	30.0	39	27.9	12	8.6	28	20.0	19	13.6
Learners with impairments have low self-efficacy	56	40.0	39	27.9	10	7.7	20	14.3	15	10.7

**Source:** Filed data (2019)

With regards to the statement “learners with physical impairments have low self-worth”, nearly a third (32.1%) of the respondents strongly agreed with the statement while a quarter (25%) agreed. Less than a quarter (21.4%) of the respondents disagreed while 12.9% strongly disagreed that learners with impairments had low self-worth. Only (8.6%) of the respondents were undecided. Regarding to whether the respondents thought that learners with impairments had low self-concept, 28.6% agreed and 32.9% strongly agreed while 7.7% of the respondents were undecided. Nearly a third (31.4%) of the respondents disagreed that learners with impairments suffered from low self-concept.

With reference to whether learners with physical impairments had low self-esteem, over a third (35%) of respondents strongly agreed that learners with physical impairments suffered from low self-esteem and 28.6% of them agreed. The respondents who disagreed were 15% while 12.9% strongly disagreed. Only 8.6% of the respondents were undecided. Nearly a third (32.9%) of the respondents agreed that learners with physical impairments had low self-confidence while 28.6% strongly agreed. Cumulatively, 27.9% of the respondents did not believe that learners with physical impairments had low self-confidence. Only 10.7% of the respondents were undecided on whether learners with physical impairments had low self-confidence.

The responses on the statement “learners with physical impairments have no self-control, 30% of respondents agreed while 27.9% strongly agreed. The percentage of respondents who disagreed and strongly disagreed were 20% and 13.6% respectively. Only 3.6% of respondents were undecided. Regarding to whether learners with physical impairments had low self-efficacy, 40% of respondents strongly agreed while 27.9% of them agreed. Cumulatively, a quarter (25%) of the respondents disagreed with the statement. Only 7.7% of the respondents were undecided.



From the study findings, the researcher concluded that most teachers in public regular primary schools strongly believed learners with physical impairments had poor self-image which adversely affected their learning efficacy. The research outcomes were in line with findings by Mwangi (2014) in his study on Challenges facing implementation of inclusive education in public primary schools in Nyeri County. He reported that most learners with physical impairments displayed psychopathic and sociopathic behaviours not because they were socially or mentally incapacitated but because of treatment they received from teachers. He went on to state that most learners with physical challenges were profiled as cripples and labeled as idiots by their teachers. Failure by the teachers to appreciate learners with physical impairments culminated to development of poor self-image and low learning efficacy in them. Both psychosocial (Erikson, 1950) and self-efficacy (Bandura, 1991) avers that learners usually develop low self-esteem and self-efficacy once they realize that their efforts are being scuttled by their caregivers. Atwater (1994) said that self-image of an individual was determined by the immediate people he/she lives with. Learners who are appreciated by their teachers develop positive self-image and high learning efficacy. Learners who are disgraced by their teachers develop negative self-image which impacts negatively on their emotional, social and psychological developments. Based on the research findings, it is true to say that most learners with physical impairments in regular schools have poor self-image and low learning efficacy since they are not appreciated and given ideal learning environment by their teachers.

#### **4.3.3 Curriculum Support Officers responses on LPIs self-image and learning efficacy**

The researcher interviewed CSO-SNE to determine their beliefs on self-image and learning efficacy of the learners with physical impairments. Data from interviewees

(CSO-SNE) reviewed the following findings. All the five interviewees agreed that learners with physical impairments indeed had low self-esteem. When they were asked to substantiate their comment, interviewee 3 said, lack of appreciation from their teachers and peers leads to development of low self-esteem among the learners with physical impairments. Interviewee 1 stated learners with physical impairments are rarely motivated by their teachers which makes them develop low self-esteem. The researcher further probed how low self-esteem among the LPDs affected their learning efficacy. All the five interviewees observed that low self-esteem among the learners with physical impairments negatively affected their learning efficacy in regular schools. indeed interviewee 4 said learning is a product of self-esteem. Learners with high self-esteem have high learning efficacy while those with low self-esteem have low learning efficacy

When the interviewees were asked whether learners with physical impairments demonstrated poor self-concept, 4 interviewees agreed with the statement. The researcher asked interviewees to give reasons behind their answers. Interviewee 2 said “labelling and profiling of the learners with physical impairments by their peers and teachers makes them feel that they are unwanted thus developing poor self-concept”. When asked whether poor self-concept affected learning efficacy of the learners with physical disabilities, all the respondents indicated that it had negative impact on their learning outputs. Interviewee 5 stated the following the ability of a learner to believe in his or her aptitudes enables him/her to undertake learning tasks with zeal and determination. However, for the learners with physical impairments this may not be practical since they suffer from low self-concept.

Regarding whether the Curriculum Supporting Officers believed that learners with physical impairments had poor self-worth, 4 out of 5 interviewees agreed with the

statement. Interviewee 3 gave a reason to support the answer that, ...they are aware of their body deformities or organ deficits which make them feel they are different from other people, thus developing poor self-worth. The interviewee 1 who did not abide by the opinion of others observed that it was the type of treatment given to the learners with physical impairments which influenced their self-worth. If learners with physical impairments were treated well by school community, they would develop positive self-worth and high learning efficacy. On whether poor self-worth affected learning outcomes among learners with physical impairments, 4 interviewees reported that it had negative influence on their learning efficacy while the one interviewee who was for the contrary opinion stated the following to substantiate his answer. Learners with physical impairments have abilities and capabilities to undertake learning tasks successfully and all what they needed was psychological and social support from their teachers and peers.

The question directed on self-efficacy, 4 out of 5 interviewees agreed that learners with physical disabilities had low self-efficacy. When asked to elaborate their why they had low learning efficacy, interviewee 2 said most learners with physical impairments were not given opportunities in regular classes to demonstrate their abilities and capabilities thus lacking trust and confidence in themselves. The interviewees who did not believe LPIs had low self-efficacy said, "all what LPIs needed was social acceptance and psychological support to develop high self-efficacy".

Regarding how self-image affected learning efficacy among the learners with physical impairments, all the 5 CSO-SNE agreed that poor self-image among the learners with physical impairments had negative effects on their learning efficacy. Interviewee 3 gave a reason to support the answer that, ...they are aware of their body deformities and organ deficits which make them feel they are different from other learners.

Therefore, any source of misdemeanor will trigger psychological and behaviour problems thus lowering their learning efficacy and making regular schools uncomfortable places for them.

From the study findings, it came out clearly from CSO-SNE that most learners with physical impairments had poor self-image which negatively affected their leaning efficacy in regular schools. This was mainly triggered by lack of appreciation from the members of school community. The research results were consisted with findings by Kariuki (2013) who found out that learners with physical impairments had poor self-image which was an hinderance to their academic and social performances. According to Myers (2014) and Santrock (2012) self-image has significant impact on learners learning outcomes as it influences their cognitive development and social interactions. Bandura (1993) and Erikson (1950) asserts that learners with poor self-image display low learning efficacy and poor interpersonal relationships while those who are appreciated demonstrate ability and resilience to undertake learning tasks successfully and better coping mechanisms even when faced with real life challenges.

#### **4.3.4 Parent and guardians responses on LPIs self-image and learning efficacy**

During focus group discussions with parents and guardians to establish their opinions on learner's self-image and learning efficacy, 25 out of 38 respondents agreed that learners with physical impairments had low self-worth. One of the respondents observed "most learners with physical impairments are stigmatized by their parents or guardians since they are viewed as a burden to the family and educating them as a wastage of family resources. This made them develop low self-worth and inferiority complex. Thirteen respondents disagreed that learners with physical impairments had low self-worth. One of the parents who disagreed with the statement said the following to substantiate her argument in fact learners with physical impairments have the zeal

and ability to learn in regular schools. The problem arises when they are not accorded necessary psychosocial support by their parents, teachers and peers.

When the respondents were asked whether it was true learners with physical impairments had low self-esteem, 30 of respondents agreed with the statement while 8 disagreed. When those who agreed were asked why LPIs had low self-esteem, one of respondents replied learners with physical disabilities have low self-esteem simply because they are not appreciated by school community. They are isolated by their peers since they are believed to be social misfits and labelled as idiots by teachers as they believe they are under achievers. One of the parents who declined learners with physical impairments had low self-esteem articulated learners with physical impairments do not have low self-esteem but it is the perception of the members of school community. When respondents were asked how low self-esteem affected learning among the LPIs, all the respondents agreed that it had negative effect on their learning efficacy and inter-personal relationships. One respondent said, learners with low self-esteem have low learning morale and therefore cannot undertake challenging learning tasks since they are afraid of failure.

The researcher wanted to understand respondents' views about learners with physical impairments self-concept and its effects on their learning efficacy. On whether the respondents agreed that learners with physical disabilities had poor self-concept, 13 of the respondents disagreed with the statement whereas 25 of the respondents agreed. When the 25 respondents were asked why they believed LPIs had poor self-concept one of them explained "poor self-concept among the learners with physical impairments is triggered by stigmatization from their parents, teachers and peers making them feel they are inferior beings. When asked whether self-concept affects learning efficacy among LPDs, all the respondents agreed that poor self-concept had negative impacts on

learning outcomes of the learners with physical impairments. Indeed, one parent said, learners with poor self-concept have external locus of control instead of internal locus of control making it difficult for them to competently undertake learning tasks.

With respect to whether the parents/guardians believed learners with physical impairments had poor self-image, 28 of the parents and guardians agreed with the statement. One of respondents gave the following reason behind his answer. They are conscious that they are not normal as they can compare themselves with peers and realize that they have some missing or deformed body parts. However, 10 respondents disagreed that LPIs had poor self-image. When they were asked to support their argument, one of them said self-image is determined by the behaviour of people around us. Learners with physical impairments require social acceptance by their peers and appreciation by their parents and teachers. When asked how poor self-image affected learning among LPIs, all the respondents reported that it had negative influence on learners academic and social performances. One of respondents stressed by saying, poor self-image among the LPIs has negative impacts on child's mental and social developments which are important elements for learning efficacy.

On self-control, when the respondents were asked whether the learners with physical impairments demonstrated self-control, 26 of the respondents disagreed with the statement whereas 12 of them agreed. One of the respondents who disagreed explained, learners with physical impairments have no self-control because they always encounter condemnation from their teachers and parents whenever they fail to meet set targets. They therefore depend on others since they do not have confidence in their abilities. The question on whether lack of self-control affected learning efficacy among LPIs, all the respondents concurred that lack of self-control among the LPIs had negatively

impact on their learning efficacy. Learners who lack self-control do not have confidence in themselves and tend to blame themselves and others for their failures.

With regards to whether the respondents thought learners with physical impairments had low self-efficacy, 30 of the respondents agreed with the statement while 8 of them disagreed. One of the respondents who accepted elaborated his answer by stating, “learners with physical impairments have low self-efficacy because they were emotionally disturbed due to stigmatization from their parents, teachers and peers. One of the respondents who declined explained that LPIs were perceived to have low self-efficacy because they were not supported by their parents, teachers and peers. Learners with physical impairments who are supported usually develop high self-efficacy and learning efficacy since they feel that they are appreciated.

Respondents were also asked to comment on the influence of intrapersonal and interpersonal relationships on learning efficacy among the LPIs. When asked whether personal relationships affected learning outcomes among the LPIs, they were in unison that poor intra-personal and inter-personal relationships had negative impact on the learning efficacy of the LPIs. One respondent articulated learning is influenced by both intrinsic and extrinsic factors which are reflected in how we judge ourselves and others. Learners with physical impairments who have poor intrapersonal and interpersonal relationships also have low learning efficacies while those with good intrapersonal and interpersonal relationships have high learning efficacies.

Kiarie (2014) in his study Educating students with physical disabilities in Kenya reported that children with physical impairments often experienced tougher times both in school and at home than their peers because body-image betrays them. They were labelled as idiots and social misfits by their peers, teachers and even parents thus affecting their self-esteem. This was in line with research findings which established

that learners with physical impairments were judged on basis of their disabilities rather than their abilities and capabilities by their members of school community. Once learners with physical impairments realize that their body does not work like everyone else, it becomes difficult for them to build a positive sense of self-worth, self-esteem and self-efficacy. A study by Aley (2016), on social, cultural and institutional factors affecting persons with disabilities in East Africa cited that disabled children were often treated as socially inferior and academically incapable by society. This made them develop psycho-social problems which hindered their learning efficacy. According to Bandura (1993) and Erikson (1950) children who were not valued by caretakers ended up with a can't-do attitude symbolized by self-helplessness behaviour and low learning-efficacy. Therefore, learners with physical impairments who are stigmatized by school community cannot excel socially and academically since they suffer from low self-efficacy.

#### **4.4 School community attitudes and learning efficacy among the learners with physical impairments**

The researcher was interested in determining effects of teachers, learners and parents attitudes on learning efficacy among the learners with physical disabilities in regular primary schools. The objective was also accompanied by null hypothesis which was tested using feedback obtained from learners with physical impairments. Feedback from different categories of respondents were collected, analyzed and presented as discussed below.

##### **4.4.1 Learners with physical impairments attitudes and learning efficacy**

The study sought to examine attitude of learners with physical impairments and how it affected their learning efficacy. Table 12 displays responses from the LPIs on their attitudes and their influence on learning efficacy.



**Table 12: Learners with physical impairments responses on attitudes and learning efficacy.**

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I am easily accommodated by normal learners	4	10.0	6	15.0	2	5.0	12	30	16	40.0
It is difficult to be accommodated by normal learners	19	47.5	7	17.5	3	7.5	5	12.5	6	15
I am friendly to learners without PIs	4	10.0	5	12.5	2	5.0	18	45.0	11	27.5
I am not friendly to learners without PIs	6	15.0	19	47.5	3	7.5	7	17.5	5	12.5
I am supported by learners without PIs	7	17.5	5	12.5	3	7.5	18	45.0	7	17.5
I am not supported by normal learners	17	42.5	12	30.0	2	5.0	5	12.5	4	10.0
I am liked by normal learners	3	7.5	6	15.0	3	7.5	12	30	16	40.0
I am not liked by normal learners	18	40.0	9	22.5	5	12.5	3	7.5	5	12.5

**Source:** Filed data (2019)

Learners with physical impairments were asked whether they were easily accommodated by their peers, 40% of the respondents strongly disagreed whereas 30% disagreed. Cumulatively a quarter (25%) of respondents agreed that they were accommodated by peers. Only 5% of the respondents were undecided. With references to whether it was difficult for learners with physical disabilities to be accommodated by their peers, slightly less than half (47.5%) of the respondents agreed with the statement

while 15% of them strongly disagreed. The respondents who were unsure accounted for only 7.5%.

When the LPIs were asked to give their feedback on whether they were friendly with the learners without physical impairments, majority (45%) of the respondents disagreed while 12.5% of them agreed with the statement. Only 5% of them were undecided. Almost half (47.5%) of respondents agreed that they were not friendly to learners without physical disabilities while 17.5% disagreed with the statement.

Cumulatively, nearly two thirds (62.5%) of the respondents disagreed and strongly disagreed that they were supported by their peers in the regular school whereas 17.5% of them strongly agreed that they were accorded necessary support by their peers in regular school. Only 7.5% of the learners were elusive on the issue. Majority (72.5%) of learners with physical impairments agreed and strongly agreed that they were not supported by their peers.

A vast majority (70%) of the respondents disagreed and strongly disagreed that they were liked by their peers in the regular school. Only 22.5% of the learners agreed and strongly agreed with the statement while 7.5% of the learners were undecided. An overwhelming majority (62.5%) of respondents agreed that they were not liked by their peers while 20% disagreed with the statement.

The study discovered that the attitude of the most of normal learners towards learners with physical impairments was aversive. This made learning in regular schools for the learners with physical impairments difficult since they were not given appropriate psychosocial support by their peers. This was in line with a study finding by Watts (2013) on Special needs education in Kenyan public primary school. The study revealed that learners without disabilities expressed much loathe towards learners with physical impairments. They acted as stumbling block towards education of learners

with physical impairments in regular schools. According to Erikson (1950), learning is more effective when children work collaboratively without discrimination while Vygotsky (1978) articulated that learning is a social process which is mediated by More Knowledgeable Others (MKO). Peers might be the MKO since they can scaffold learners with physical impairments. Therefore, positive attitudes towards LPIs will lead their high self-efficacy while discrimination will make them suffer from social and mental stagnation.

#### 4.4.1.1 Relationship between learners attitude and learning efficacy

Accompanying this second objective was a null hypothesis which stated that there is no significant relationship between school community attitudes and the level of learning efficacy among the learners with physical impairments. Correlation analysis was used to test this hypothesis with learners. In this case, learners attitudes were treated as the independent variables while dependent variable was learning efficacy. Both learners attitudes and learning efficacy were measured on a 5-point likert scale and their total scores calculated. Table 13 shows a correlation coefficient matrix of learners attitudes and learning efficacy.

**Table 13: Pearson correlation on learners' attitude and learning efficacy**

Variables	Statistics	Learning efficacy	Learners attitudes
Learning efficacy	Pearson Correlation	1	.0881(**)
	Sig. (2-tailed)	.	.000
	N	40	40
Attitude	Pearson Correlation	.881(**)	1
	Sig. (2-tailed)	.000	.
	N	40	186

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source:** Filed data (2019)

Table 14 indicates that there is a positive and strong relationship between learners attitude and level of learning efficacy ( $r = .881, p < 0.01$ ). Since  $p < 0.01$ , the null hypothesis that opined, there is no significant relationship between learners attitude and the level of learning efficacy among the learners with physical impairments, was rejected. This implies that those learners who are accorded positive attitude by member of school community have high level of learning efficacy and vice versa. It is important to note that for high learning efficacy to be realized in regular schools, teachers, parents and peers should accommodate and give favourable feedback to learners with physical impairments. These results were supported by Erikson (1950) and Bandura (1991) who argued that feedback from teachers influence learners perceptions of their ability, behaviour and ultimately self-efficacy.

#### **4.4.2 Influence of teachers attitudes on learning efficacy among learners with physical impairments in regular schools**

The researcher wanted to find out how teachers' attitudes influence learning efficacy among the learners with physical impairments in regular schools. Teachers were given questionnaires to give the required data. Table 14 reflects teachers' responses on their attitudes towards learners with physical impairments.

**Table 14: Teachers' responses on attitudes and learning efficacy among LPIs**

Statements Teachers attitude towards LPDs	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I like teaching LPIs	11	7.9	6	4.3	8	5.7	83	59.3	32	22.9
I do not like teaching LPIs	78	55.7	35	25.0	6	4.3	9	6.4	12	8.6
I accommodate LPIs	17	12.1	12	8.6	2	1.4	36	25.7	73	52.1
It is difficult for me to accommodate LPIs	75	53.6	31	22.1	12	8.6	15	10.7	7	5.0
I am friendly to the LPIs	14	10.0	12	8.6	5	3.6	34	24.3	70	50.
I am unfriendly to the LPIs	62	44.3	42	30.0	10	7.1	15	10.7	9	6.4
I am supportive to the LPIs	11	7.9	20	14.3	9	6.4	30	21.4	70	50.0
I do not support LPIs	76	54.3	31	22.1	15	10.7	8	5.7	10	7.1

**Source:** Filed data (2019)

In reference to whether teachers liked teaching learners with physical impairments, over half of them (59.3%) reported that they were not interested. Only 7.9% strongly agreed and 4.3% agreed that they liked teaching learners with physical impairments. The elusive respondents were 5.7%. Regarding hatred as a reflection of teachers attitude towards LPIs, a vast majority (55.7%) of the respondents strongly agreed that they hated teaching LPIs. Only 8.6% of respondents strongly disagreed that they do not hate teaching LPIs while undecided respondents were 4.3%.

Concerning teachers attitude towards accommodating LPIs in their teaching activities, more than half (52.1%) of them strongly disagreed that they easily accommodated LPIs in their teaching activities. The respondents who strongly agreed that they easily accommodated LPIs in learning activities accounted for just 12.1%. Slightly more than

half (53.6%) of the respondents strongly agreed that it was difficult for them to accommodate learners with physical disabilities in learning activities while 10.7% of them disagreed with the statement.

Half (50%) of the respondents strongly disagreed that they were friendly to the LPIs while slightly less than a quarter (24.3%) disagreed. Only 10% of respondents strongly agreed and 8.6% agreed that they were friendly to LPIs while 3.6% of the respondents were undecided. With reference to whether teachers were unfriendly to the learners with physical impairments, majority (44.3%) of the respondents strongly agreed while 10.7% of the respondents disagreed with the statement.

Half (50%) of the respondents strongly disagreed that they were supportive to the LPIs while 14.3% of the respondents agreed that they were supportive to the learners with physical impairments. A majority (54.3%) of the respondents strongly agreed that they did not support LPIs. Only 7.1% of the respondents strongly agreed that they supported learners with physical impairments.

The evidence exposed by the study findings reflected that quite a significant number of teachers in regular schools had negative attitudes towards learners with physical impairments. Negative attitude from the teachers contributed to low self-efficacy and learning efficacy among the LPIs since their potentials are not effectively nurtured. Both Hamachek (1995) and Atwater (1994) observe that attitude by caretakers influences children's behaviour and learning. Therefore, negative attitudes from the teachers make it difficult for the LPIs to be supported and accommodated in regular schools. Bandura (1991) established that learning efficacy of a learner was highly determined by the attitudes of the teachers since they were the main source of knowledge. Erikson (1950) observed that caretakers who demonstrate positive attitude towards children created an ideal learning environment which facilitated high learning level. Therefore, teachers

who disgrace learners with physical impairments makes them develop psychological and social maladies thus negatively affecting their learning efficacy.

A comparative study in Kenya and Botswana (Chesire, 2013) about the attitude of teachers towards learners with disabilities revealed that many teachers in these two countries resisted integrating learners with physical impairments in their classes believing that they were underachievers and that inclusion interfered with their effective teaching and learning efficacy of the other normal pupils”. This was also attested by Maina (2014) in his study in Kiambu County where he observed that many head teachers were pessimistic towards LPIs. They resisted enrolling them in their schools believing that their inclusion will interfere with the effective education of other students and lower school performance. In yet another study by Oracha and Lumumba (2015) asserts that most teachers in regular schools strongly believed integrating learners with impairments in their classes would negatively affect their anticipated subjects performances and be viewed as inferior teachers by their bosses. These negative attitudes and perceptions led to low self-efficacy among LPIs.

#### **4.4.3 CSO-SNE responses on attitudes and learning efficacy among the learners with physical impairments**

During the interviews, the five curriculum support officers in charge of special needs education (CSO-SNE) in the county were required to comment on the attitude of the members of school community towards learners with physical impairments in regular schools. Concerning the attitude of teachers and peers, all the interviewees reported that most teachers and ‘normal learners in regular schools were not friendly to the LPIs. Interviewee 4 stated most teachers and normal learners were pessimistic towards learners with physical impairments. They believed that LPIs should be educated in special schools by special teachers while their peers believed that they were social

misfits. When asked how negative attitudes from teachers and peers affected leaning efficacy among the LPDs, all the interviewees agreed it had adverse effects on their learning efficacy. Interviewee 2 said “since learners with physical impairments are discriminated by their teachers and peers, they end up developing mental and behavior problems. Santrock (2012) observed that negative attitudes triggers psychopathy and sociopathy in an individual

When the interviewees were asked whether the LPIs were fully accommodated by their teachers and peers in regular schools, three of the interviewees said they were not while two interviewees indicated they were somehow accommodated by their teachers and but not peers. Interviewee 1 observed most teachers believe learners with physical impairments are underachievers and therefore accommodating them in their educational programs was a waste of time and school resources”. Commenting on why peers do not accommodate LPIs, interviewee 3 said majority of the peers believe learners with physical impairments had poor inter-personal relationship and therefore could not accommodate them in their social as well as academic activities. When probed how failure by teachers and peers to accommodate LPIs affect their learning efficacy, all the interviewees conceded that it was contributing to their low learning efficacy and poor interpersonal relationships. Both Bandura (1991) and Erikson (1950) underscored importance of positive attitude towards an individual. Children who were accorded appropriate social and psychological support portrayed high self-esteem and learning efficacy.

With reference to whether LPIs were supported by their teachers and peers, 2 interviewees agreed while 3 opposed. Interviewee 5 stated indeed most teachers and even some parents believed educating learners with physical impairments was a wastage of resources thus avoided committing resources to their education’.



Interviewee 3 observed, some peers believed learners with physical impairments were socially and psychologically incapable hence supporting them was a wastage of time. All the interviewees agreed that failure by the school community to support LPIs was contributing to low learning efficacy among LPIs in regular schools.

The question on how CSO-SNE supported educational needs of LPIs in regular school, the following responses were provided by different respondents: Interviewee 2 said, I support LPIs by sensitizing members of community on real causes of physical impairments to alley myths and misconceptions associated with physical impairments. Interviewee 4 observed, I support LPIs by mobilizing for assistive devices such as wheelchairs from philanthropic organizations. Interviewee 1 indicated, I support LPIs by advising teachers, parents and peers to change their attitudes towards them”, Interviewee 3 cited, I advocate for their educational rights and inclusion in all societal matters to feel appreciated”. Erikson (1950) asserted that children require rich learning environment to develop necessary knowledge and skills while Bandura (1991) observed that rich learning environment enable children to develop internal locus of control.

From the study findings, it was proved that negative attitudes towards learners with physical impairments was prevalent among the teachers and peers. The kind of treatment accorded to the LPIs, and behaviours portrayed by their teachers and peers was a clear manifestation of negative attitudes. Negative attitudes adversely effected learning efficacy among the learners with physical impairments in regular schools. In their study entitled *Are young people with disabilities falling through the cracks?* Mugo, Oranga and Singal, (2010) observed with much regret that negative attitudes protracted by the members of school community were the main impediments to the learning efficacy among the learners with impairments in regular schools.

According to Erikson as cited by Mcleod (2013) children need social and psychological acceptance to be emotionally stable and excel in their learning activities. However, LPIs encounter negative attitudes from school community. The CSO-SNE are at the nexus of curriculum implementation in regular schools as they are involved in assessment, placement, monitoring and evaluating teaching and learning processes for the LPIs. In this regard, they are better placed to spur positive change of attitudes among the teachers, peers and even parents to accommodate and assist learners with physical impairments to shine in regular schools.

#### **4.4.4 Parents and guardians responses on attitudes and learning efficacy among the learners with physical impairments**

To understand more about parent's/guardian's attitudes and how they affected learning efficacy among the LPIs in regular schools, focused group discussions for 38 parents/guardians of the learners with physical impairments were conducted in five sub-counties. The results of discussions are explained below.

With regards to whether the respondents liked LPIs, majority (21) of the parents/guardians reported that they loved learners with physical impairments. One of the respondents commented I feel very much humiliated whenever i see children with physical impairments being oppressed by their parents, peers or teachers instead of supporting them to achieve their educational aspirations in regular schools. However, a significant of parents (17) still regretted why they gave birth to children with physical impairments. One of the 17 respondents who had dissenting opinion attested, children with physical impairments are burden to the family as they require tender care and a lot of material support both at home and in school.

Regarding respondent's relationship with the learners with physical impairments, quite a reasonable number (23) of the respondents reported that they related well with them.

One of the respondents explained I always ensure that I demonstrate love and patience whenever I am communicating or handling matters of my child with physical impairments so that she may feel loved and accepted in the family. The remaining number of respondents (15) expressed some resentments towards their relationship with the children with physical impairments. To confirm this, one respondent said, it is difficult to relate well with the learners with physical impairments because they are uncooperative and hot tempered. When the respondents were asked how their relationship with the children with physical impairments affected learning, efficacy, one respondent commented good relationship leads to high self-esteem and learning efficacy among LPIs because they feel they are valued. On the other hand, poor relationship results to low self-esteem and learning efficacy since learners feel that they are not appreciated by their parents or guardians.

With respect to whether the respondents were accommodative to the learners with physical impairments, majority of respondents (20) reported that they were accommodative to their children with physical impairments. One of respondents articulated, children with physical impairments can do better in class than even some of the normal learners as long as they are psychologically and socially supported by their teachers and parents. A reasonable number (18) expressed reservations on the same. One respondent commented learners with physical disabilities are difficult to accommodate because their body deformities do not allow them. When the respondents were asked how failure to accommodate LPIs by members of school community affected their leaning efficacy in regular schools, one respondent noted learners with physical impairments who are not accommodated by their parents, peers and teachers negative attitudes as well as low learning efficacy.

When the respondents were asked about their friendship with the learners with physical impairments, half of respondents (19) reported that they were friendly to the LPIs while the other half of respondents said that it was difficult for them form healthy friendship since LPIs were social misfits. One of the respondents observed, learners with physical impairments suffer from low self-efficacy and poor inter-personal relationship and therefore cannot form healthy friendships. When probed how friendship affected learning efficacy among the children with physical impairments, one respondent indicated,

learners with physical impairments need love from their parents, intimacy from their peers, and appreciation from teachers to form healthy inter-personal relationships. Therefore, learners with physical impairments who are isolated by their parents, teachers and peers cannot learn successfully even if they were gifted and talented since learning is a mental and social processes facilitated by significant others.

With regards to whether the respondents supported educational programs for their children with physical disabilities in regular schools, various respondents reported the following, 22 respondents stated that they fully supported educational programmes of their children by providing required teaching and learning resources. One respondent stated, I support my child by providing necessary assistive devices and learning resources. Another respondent said the following I always advocate for change of negative attitudes towards LPIs as well as recognition of their rights in the society”. However, (16) parents/guardians reported that it was difficult for them to support educational needs of their children with physical impairments because of financial difficulties. One of respondents went on to say because of financial constraints and it is better to use the meagre resources to support educational needs of the other normal

children. This clearly reflects perceptions of some parents towards their children with physical impairments.

The research findings revealed that although a significant number of parents demonstrated positive attitude towards LPIs, quite a notable number still had aversive attitudes. The study results were in line with those of Zoniou-Sideri and Vlachou (2016) on Greek parents attitude towards children with physical disabilities. They discovered that some parents were holding conflicting attitudes towards LPIs and their educational inclusion although they may not publicly display them. These parents reported that although regular schools reduced marginalization and stigmatization of LPIs, special segregated education was important as a means of providing a secure and protective environment to these learners and as a way of covering several education deficiencies in them.

A study by Oracha and Lumumba (2015) reported that there were significant number of teachers and parents who strongly believed that LPIs could not learn successfully in regular schools and their integration in regular schools was detrimental to the school learning outcomes. Similar views were still rampant among parents and teachers in regular schools in Kitui County as attested by Musembi (2012). The study noted that quite a good number of parents and teachers demonstrated pessimism towards LPIs thus failing to support their educational needs. The evidence from these studies clearly signifies fixed mindsets among the teachers, peers and parents in regular schools. Erikson (1950) and Rogers (1971) established importance of significant others in facilitating positive change of attitude to create ideal learning environment for the children. Teachers and parents are expected to be drivers of positive change in the society. Therefore, failure by them to facilitate change of attitudes among the members

of society makes it difficult for the learners with physical impairments to be accommodated and supported in regular schools.

#### **4.5 Stereotypes and learning efficacy among the learners with physical impairments in regular schools**

The study sought to determine how stereotyping of learners with physical impairments by teachers, parents' and peers affected their learning efficacy in public regular primary schools. The feedbacks from different categories of respondents were analysed and and results discussed below.

##### **4.5.1 Learners with physical impairments responses on stereotypes and learning efficacy**

The study sought to determine stereotypes held by the LPIs and how they influenced their learning efficacy. Table 15 summarizes responses generated by LPIs regarding stereotypes followed discussions on how they affected their learning efficacy.

**Table 15: Learners with physical impairments responses on stereotypes and learning efficacy**

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Physical impairment is a result of witchcraft/curse from God and ancestors	12	30.0	15	37.5	2	5.0	6	15.0	5	12.5
LPDs are low achievers.	10	25.0	4	10.0	1	2.5	5	12.5	20	50.0
Educating LPDs is wastage of resources.	4	10.0	1	2.5	2	5%	3	7.5	30	75.0
LPDs cannot be educated in regular schools.	12	30.0	15	37.5	4	10.0	5	12.5	6	15
LPDs should be taught by special needs education teachers.	15	37.5	4	10.0	3	7.5	10	25.0	8	20.0
LPDs have poor interpersonal relationships	5	12.5	6	15.0	4	10.0	10	25.0	15	37.5

**Source:** Filed data (2019)

More than two thirds (67.5%) of the learners believed that physical impairment was caused by witchcraft or curse from either ancestors or God whereas 15% disagreed and 12.5% strongly disagreed that physical impairment was because of curse or witchcraft from ancestors and God. Only 5% of the learners were unsure. With regards to whether they learners with physical impairments were low achievers, most LPIs believed in

their abilities as more than two thirds (62.5%) of the learners disagreed with the statement whereas 35% of them agreed. Only 2.5% of the respondents were undecided. Overwhelming majority (75%) of learners with physical impairments strongly disagreed that educating learners with physical impairments was wastage of resources. Only 10% of the learners strongly agreed while 5% were neutral. With regards to whether LPIs can be educated in regular schools, over two thirds (67.5%) of the learners agreed whereas 27.5% of them disagreed with the statement. The remaining percentages (10%) of the learners were undecided.

Nearly half (47.5%) of the learners strongly agreed that LPIs should be taught by special needs education teachers whereas 45% of them disagreed with the statement. The remaining percentage (7.5%) of the learners were undecided. Nearly two thirds (62.5%) of the learners disagreed that learners with physical impairments had poor interpersonal relationships while cumulatively 27.5% of them agreed with the statement. The remaining percentages (10%) of the respondents were neutral.

From the study findings, it can be inferred that LPIs had mixed opinions towards stereotypes. For instance, quite a significant number of learners believed that physical impairments were caused by witchcraft or curse. On the other, majority of LPIs did not believe that they were underachievers. The research findings were in tandem with findings by Chomba (2012) who reported that superstitious beliefs held by learners influenced their learning outcomes. Most of the beliefs held by the LPIs were impediments to their learning efficacy. According to Bandura (1969) in his study on behaviour modification change, beliefs held by an individual affects his/her thinking, behavior and actions. Therefore, stereotyping of learners with physical impairments lowers their learning efficacy.



In the study An Assessment of the Social, Cultural and Institutional Factors affecting education (Aley, 2016) disclosed that stereotypes held by the learners with impairments were prohibiting them from excelling socially and academically in schools. The perception by the LPIs that they were bewitched or cursed triggered sociopathic and psychopathic behaviour. Both Bandura (1997) and Erikson (1950) established that learners with psychological and social problems also demonstrate low learning efficacy since learning is influenced by psychological and social abilities.

#### **4.5.1.1 Relationship between stereotypes and learning efficacy among learners with physical impairments**

The researcher was interested in establishing whether stereotypes influenced learning efficacy among LPIs. The null hypothesis there is no significant relationship between stereotyping and level of learning efficacy among learners with physical impairments was tested using simple regression analysis. According to Aiken and West (1991), regression analysis help researcher in determining whether there is any *inter-alia* between the variables of the study. R squared was generated to establish whether there was co-relationship between explanatory variable (stereotypes) and explained variable (learning efficacy).

**Table 16: Summary of the R, R squared and adjusted R squared in regression analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.892 <sup>a</sup>	.745	.729	.710	.813

a. Predictors: (Constant). Stereotypes

Source: Filed data (2019)

Table 16 gives R square which explains how much variance dependent variable is explained by independent variable in the calculation. It gives a high R square value of

0.745 which implies that 74.5% of the variance is accounted for in the model. The adjusted R which reflects sample rather than population is 0.729. This means that in the regression model the independent variable accounts for 72.9% of the variance in the dependent variable which is high. Since the adjusted R (0.729) is  $>0.5$  means there is a strong relationship between independent variable (stereotypes) and dependent variable (learning efficacy) thus rejecting the null hypothesis which stated there is significant relationship between stereotypes and learning efficacy among the learners with physical impairments.

Standard error estimate (SE est.) which is also referred to as the root mean squared error (RMSE) is the measure of the dispersion (or variability) in the predicted scores in a regression and which is an absolute measure of fit (Lower values of SE est. / RMSE indicate better fit). Since the SE est. value is moderate (0.710), thus indicate a good fit.

Durbin-Watson (DW) statistic informs about whether the assumption of independent errors is tenable. The DW statistic ranges between 0 and 4 and the closer to 2 the value is, the better. If the value lies between 0 and 2, there is positive autocorrelation. Thus, since the Durbin Watson statistic value of the data is 0.813 there is a perfect positive autocorrelation; an increase in stereotypes led to a proportionate increase on the learning efficacy among the LPIs in regular schools. Therefore, it was true to conclude that there was direct co-relationship between stereotypes and learning efficacy among the LPIs.

The study established that there was direct significant relationship between the stereotypes and learning efficacy of the LPIs in public regular primary schools in Kitui County. Some stereotypes held by LPIs and school community contributed to low learning efficacy. This means learning efficacy among LPIs can be improved by shunning away some stereotypes held by members of school community. The research

outcomes were in tandem with the study findings by Kiarie (2014), whereby he observed that community stereotypes had negative impact on learning outcomes among the learners with disabilities. Similarly, a study by Oracha and Lumumba (2015) established correlation between community stereotypes and learning efficacy among the learners with physical impairments. Stereotyping of learners with disabilities by school community contributed to low self-esteem and poor academic performances and vice versa.

Bandura (1991) observed that learning was a product of both internal and external factors. He reported that child's learning was influenced by environmental factors and learners believe on themselves. Learners who believed in their abilities had high self-efficacy and resilience to pursue challenging tasks to conclusion. On the other hand, learners with low self-efficacy demonstrate low learning efficacy and were unable to pursue challenging learning tasks to completion. Erikson (1950) also acknowledged that learning among the children was influenced by both intrinsic and extrinsic factors. Learners who were exposed to conducive learning environment by their caretakers and friends demonstrated high self-esteem while whose learning scope was curtailed ended up developing low self-esteem and self-helplessness behaviour.

#### **4.5.2 Teachers' responses on stereotypes and learning efficacy among learners with physical impairments**

The study was interested in establishing stereotypes held by teachers and how they effected learning efficacy among the learners with physical impairments. Table 17 summarizes teachers' responses on stereotypes towards LPIs. Inferences were also made on how they affected learning among LPIs.

**Table 17: Teachers responses on stereotypes and learning efficacy among LPIs**

Statements	A Very Great Deal		Quite a lot		A little		Somewhat		Not at All	
	F	%	F	%	F	%	F	%	F	%
Physical impairment is a result of witchcraft or curse from ancestors/ God	37	26.4	20	14.4	6	4.3	15	10.7	62	44.3
Learners with PIs are low achievers	81	57.6	34	24.3	2	1.4	12	8.6	11	7.9
Educating LPIs is a wastage of resources	76	54.3	23	16.4	4	2.8	16	11.4	21	15.0
LPIs should be taught by SNE teachers.	70	50.0	38	27.1	4	2.8	15	10.7	13	9.3
LPIs cannot successfully learn in regular schools.	73	52.1	36	25.7	3	2.1	12	8.6	16	11.4

**Source:** Filed data (2019)

When the respondents were asked on whether they believed physical impairments was because of witchcraft and/or curse from ancestors or God, almost half (44.3%) of the respondents did not at all agreed with the statement while 10.7% somewhat disagreed. However, slightly more than a quarter (26.4%) agreed to a great deal, 14.4% quite a lot and 4.3% to a little bit agreed that physical impairments were because of witchcraft or curses from ancestors or God.

Majority (57.6%) of the respondents agreed to a great deal that learners with physical impairments were low achievers. Almost a quarter (24.3%) of respondents agreed quite a lot LPIs were low achievers. Only 7.9% somewhat agreed with the statement while 8.6% did not at all belief LPIs were under achievers.

With reference to whether educating LPIs was a wastage of resources, more than half (54.3%) of the respondents agreed to a great deal with the statement while 16.4%

agreed quite a lot. Only 15% of them did not at all agreed with the statement whereas 11.4% somewhat agreed. Only 2.8% of the respondents agreed a little.

Half (50%) of the respondents agreed to a great deal that LPIs should be taught by special needs education teachers. Slightly more than quarter (27.1%) of respondents quite a lot agreed LPIs should be taught by SNE teachers. Only 2.8% of the respondents agreed a little while 10.7% somewhat agreed and 9.3% did not at all agree learners with physical impairments should be taught by special needs education teachers.

In respect to whether LPIs could not learn successfully in regular schools, over half (52.1%) of respondents to a very great deal agreed. Slightly above a quarter (25.7%) quite a lot agreed. Only 2.1% agreed a little while 8.6% somewhat agreed. The percentage of respondents who did not at all agree LPIs could be educated in regular schools was 11.4%.

Based on the study findings, the researcher concluded that stereotypes held by most teachers in regular schools in Kitui county towards LPIs were detrimental. Beliefs held by the teachers that learners with physical impairments could not excel in regular schools and that they should be taught by SNE teachers was a real threat to their social integration and academic excellence. The research findings were in consisted with study findings by Carnoy, Khavenson, and Ivanova (2015) conducted in Russian schools which established that success in education among learners with disabilities nested mainly on community beliefs. The study established that stereotypes held by most teachers in Russian regular schools were detrimental to the learning efficacy among learners with impairments.

In Kenya, a study by Chomba Wa Munyi, (2012) on Past and Present Perceptions Towards Disability observed that retrogressive cultural beliefs towards children with

impairments by members of community were still prevalent among the community and in schools. The study reviewed that quite a significant number of teachers in regular were tied up by stereotypes. Most of them believed that physical impairments were because of curses from ancestors or punishment from God for sins committed. These aversive beliefs led discrimination of learners with physical impairments in regular schools. A study by Achola and Pilai (2000) revealed that most teachers believed learners with physical impairments were underachievers and educating them was a wastage of time and school resources. Myers (2014) articulated that some stereotypes affect cognitive and social development of an individual. Stereotyping of children with physical impairments by teachers usually leads to development of low self-esteem as well as self-helplessness behaviour characterized by low self-efficacy. According to Bandura (1997), aversive beliefs from the teachers can lead to low self-efficacy among the children. Additionally, Erikson (1950) asserted that negative beliefs from caretakers can prohibit healthy mental and social development in the child.

#### **4.5.3 Curriculum support officers responses on stereotypes and learning efficacy among the learners with physical impairments**

The curriculum support officers in charge of special needs education were interviewed to establish how stereotypes affected learning efficacy among learners with physical impairments in regular schools. When asked on whether physical impairments were caused by witchcraft or curses from God and ancestors, four respondents objected to the statement while one conceded. Interviewee 1 stated the following to affirm her answer on causes of impairments; most physical impairments are caused by diseases such as poliomyelitis and cerebral malaria, accidents such as burns during childhood or taking some drugs during pregnancy. With relation to whether they believed learners with physical impairments could excel academically and socially within regular

schools, three out the five respondents agreed with the statement. The interviewee 2 said the following to support his answer In fact regular schools are more ideal for the learners with physical impairments as they can be supported by their peers as opposed to special schools where all the learners have impairments. One of the two respondents who had contrary opinions commented regular schools do not have adequate resources, appropriate infrastructures and qualified personnel to address educational needs of the learners with physical impairments hence making them unsuitable learning places”.

When the interviewees were asked whether educating learners with physical impairments was a wastage of resources, all the respondents disagreed. Interviewee 3 said the following to substantiate her answer educating children with physical impairments cannot be a wastage of family or school resources. Education enables LPIs to acquire relevant knowledge and skills which enable them to secure gainful employment lead an independent life in the society”.

Regarding to whether they believed that LPIs should be taught by only special needs education teachers, CSO-SNE had varied views. Three out five interviewees were against the statement while two of them were for the opinion. Interviewee 5 articulated the following to support the statement, “even other teachers in regular schools have relevant knowledge and skills to teach learners with physical impairments since they have undergone necessary training. All what was required among the teachers in regular schools was change of their beliefs and attitude towards learners with physical impairments”. However, one of the two respondents who were for the contrary opinion said, learners with physical impairments should be handled by special needs education teachers since they have undergone specialized training and are more conversant with their educational needs”.

Three out of five respondents agreed that learners with physical impairments had poor interpersonal relationship. Interviewee 1 supported by saying constant condemnation of the learners with physical impairments by their teachers and peers makes them develop emotional stress characterized by poor interpersonal relationships. However, interviewee 5 one of those who did not agree with statement stated, it is only the perceptions of the teachers and peers that make them believe that learners with physical impairments had poor interpersonal relationship. LPIs can cope well in regular schools if they are appreciated and given necessary support by their teachers and peers”.

The researcher established that beliefs held by majority of CSO-SNE towards LPIs were positive unlike other members of school community, a factor attributed to their wide education in SNE and being conversant with inclusive policies. However, they unveiled that stereotype held by most members of school community such as teachers and peers towards LPIs were detrimental to the learning efficacy among the LPIs. A study by Florian, (2012) on Preparing teachers to work in inclusive classrooms observed that although there was notable change on beliefs held by educated class towards LPIs, there was dire need to edify communities on real causes of impairments and to demystify myths associated with physical impairments. A survey by Ministry of Education (MoEST, 2014) on status of special needs education in Kenya noted that stereotypes held by members of school community towards learners with physical impairments were obstacle to their academic excellence and inclusion in regular schools. The study stressed need of elucidating society to change their perceptions towards learners with impairments and to support them within regular schools.



#### **4.5.4 Parents/guardians responses on stereotypes and learning efficacy among the learners with physical impairments**

The parents and guardians were engaged through focused group discussions (FDG) to establish stereotypes they hold and how they affected learning efficacy among learners with physical impairments. The question on whether they believed that physical impairments were because of witchcraft/curse from ancestors and God, the respondents were equally divided. Those who opposed (19) the statement went on to report causes of physical impairments as follows; seven of the respondents reported that diseases were the major causes of physical impairments; five of them stated genetic factors as a cause, four of them reported accident as another cause; three respondents reported misuse of drugs such as taking some drugs during pregnancy as a cause of physical impairments. The other half of respondents (19) who agreed with the statement said that curse from ancestors for sins committed by their parents, punishment from God and witchcraft by some members of society were the causes of physical impairments among the children.

When the parents and guardians were asked whether they believed educating children with physical impairments was a wastage of family resources, twenty-three (23) respondents acknowledged that educating children with physical disabilities was a wastage of resources family resources. One of the responded supported his argument by saying. securing employment for the children with physical impairments even after successfully completing their education was difficult since they are judged on basis of disabilities rather than abilities and capabilities by members of society. It is therefore better to use available meagre family resources to educate other normal” children as they can easily get employed and assist the family in near future.

Fifteen (15) respondents opposed statement that educating learners with physical impairments was a wastage of family resources. One of the respondents stated the following “education can empower children with physical impairments with knowledge and skills hence opening up opportunities for them to secure gainful employment and lead an independent satisfied life.

Regarding to whether the parents and guardians thought that children with physical impairments were low achievers, 21 of the parents/guardians disagreed that LPIs were low achievers. One of the respondents observed, the main problem was that learners with physical impairments were not provided with ideal learning environment in regular schools to demonstrate their abilities and exploit latent potentials. However, seventeen (17) of the parents/guardians agreed with the statement. One respondent gave the following reason “high expectations from the parents/guardians and comparing LPIs with other children makes them believe they were underachievers. The immense pressure from parents/guardians triggers low self-esteem among LPIs thus negatively affecting their learning efficacy”.

When the parents/guardians were asked whether learners with physical impairments can learn successfully in regular schools, 20 respondents disagreed that learners with impairments can learn successfully in regular schools. One respondent went on to explain; The stereotypes held by members of school community towards LPIs, unfriendly learning environment and negatives attitudes prohibit them from learning successfully in the regular schools. Eighteen 18 of the parents/respondents agreed with the statement that LPIs can learn successfully in regular schools. One of the respondents said, “what learners with physical impairments required was support by their parents and appreciation by their teachers and peers to learn successfully in regular schools since their mental ability may not be affected by physical impairments”.

On whether the parents/guardians believed that learners with physical disabilities had poor interpersonal relations, 25 of the parents disagreed with the statement stating that learner with physical impairments can relate well with their parents if they are appreciated and accommodated. Thirteen (13) of the parents agreed with the statement and went on to explain that learners with physical impairments had poor interpersonal relations because they were considered as outcasts by parents and low achievers their parents.

The study found it was true stereotypes held by majority of parents and guardians were retrogressively and negatively affected learning efficacy among the LPIs in regular schools. The research outcomes were consistent with study findings by Groce and McGeown (2013) on Witchcraft, wealth and disability in Africa. They attested that traditional and cultural beliefs held by most communities in Africa were negatively affecting education and inclusion of the learners with disabilities in communal activities. They stated that most communities in Africa were rigid to change regardless of significant efforts spearheaded by the governments and civil societies to dispel stereotypes and outdated cultural practices against learners with disabilities. A paper by Division for Social Policy and Disability (2016) stated that it would take a long time for some communities in Africa to change their cultural beliefs and to facilitate smooth integration of the individuals with physical disabilities in societal affairs. This was mainly attributed to conservative cultures in many African communities and stereotypes whereby children with physical disabilities were viewed as outcasts and an abomination to the community.

In their study focusing on challenges facing learners with disabilities in Kenya, Mungo, Oranga, and Singul, (2010) stated that parents beliefs can positively or negatively influence learning outcomes among the LPIs in regular schools. Parents can act as good

role models to the learners and influence other members of school community to acquire desired tenets and attitudes towards learners with physical impairments in regular schools.

Erikson (1950) asserts that child's learning outcomes are influenced by the caretakers and the environment in which he or she is subjected into. A child with physical impairments who is appreciated by the caretakers and subjected to appropriate learning environment will excel socially and academically regardless of disabilities. It is therefore paramount for the parents and other members of to support LPIs and create enabling environment for them to realize their learning goals within regular schools.

#### **4.6 Social stigmatization and learning efficacy among learners with physical impairments**

The study was interested in determining influence of social stigmatization against the learners with physical impairments by their teachers, peers, parents/guardians and how it affects their learning efficacy. Displayed and discussed below are responses from different categories of respondent.

##### **4.6.1 Learners with physical impairments responses on social stigmatization and learning efficacy**

The researcher was interested in establishing the perspective of LPIs on social stigmatization and the extent to which affects their learning efficacy in regular schools. Table 18 displays the responses from the learners with physical impairments on their beliefs about social stigmatization.

**Table 18: Learners with physical impairments responses on social stigmatization and learning efficacy**

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I am isolated by other pupils in school	20	50.0	15	37.5	-	-	3	7.5	2	5.0
I am labeled by the other pupils in school	16	40	11	27.5	3	7.5	6	15.0	4	10.0
I am traumatized by other pupils in school.	14	35.0	12	30.0	4	10.0	5	12.5	5	12.5
I face condemnation from other the pupils in school.	12	30.0	13	32.5	3	7.5	5	12.5	7	17.5
I am discriminated by other pupils in school.	15	37.5	10	25.0	4	10.0	4	10.0	7	17.5

**Source:** Filed data (2019)

Half (50%) of the learners with physical impairments strongly agreed that they were isolated by their peers in regular schools while 37.5% of them agreed. The remaining percentages of 12.5% indicated that they were not isolated by their peers in school.

With reference to whether learners with physical impairments were labeled by their peers, an overwhelming majority (67.5%) of them agreed with the statement whereas a quarter (25%) of them disagreed. The undecided respondents accounted for 7.5%.

When the respondents were asked whether they were traumatized by their peers, more than two thirds (65%) of the respondents agreed while a quarter (25%) disagreed with the statement. Only 10% of the respondents were undecided. Almost two thirds (62.5%) of the respondents agreed that they faced condemnation from their peers while 30% of them disagreed with the statement. The remaining percentages (7.5%) of them

were undecided. Slightly below two thirds (62.5%) of the LPIs who participated in the study agreed that they were discriminated by their peers while slightly more than a quarter (27.5%) of them disagreed that they were discriminated by other pupils. The respondents who were undecided accounted for only 10 percent.

From the study findings, it was vivid that LPIs encountered stigmatization in regular schools. They were psychologically tortured and socially segregated by their peers. This meant that their learning in regular schools was an uphill task as they were always in social fridge. The study findings coincided with findings by Oracha and Lumumba (2015) in their study on Emergent inclusive education practice in Kenya, challenges and suggestions. The study observed that social stigmatization against the learners with impairments by their peers was real in regular schools. According to Erikson as quoted by McLeod (2013), stigmatization lowers child self-esteem and while Bandura observed that stigmatization lowers individual self-efficacy. In their study "Learners with learning difficulties in an inclusive setting Njuki, and Oganda (2010) established that LPIs were always under constant condemnation from their peers due to their body outlook. As observed by Vygotsky (1978), a child's peer plays a critical role in learning because they scaffold each. Bandura (1997) ascertained that children who were embraced by their peers develop zeal and propensity to undertake learning tasks. Additionally, Eriksson (1950) affirmed that children who were stigmatized by their peers developed psychological and social maladies. Therefore, children with physical impairments who are psychologically and socially supported by their peers develop high self-esteem and learning efficacy while those who are stigmatized develop low self-esteem and learning efficacy.

#### 4.6.1.1 Relationship between social stigmatization and learning efficacy among LPIs

The objective under discussion was accompanied by null hypothesis that stated, social stigmatization against learners with physical impairments by school community does not influence their level of learning efficacy. Analysis of Variance (ANOVA) was used to test whether this hypothesis was significant or insignificant. Results on table 19 was used to determine correlation between independent variable (stigmatization) and dependent variable (learning efficacy).

**Table 19: Social stigmatization versus learning efficacy among learners with physical impairments**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6709.207	1	6709.604	81.342	.001
	Residual	3082.449	39	84.205		
	Total	9791.656	40			

- a. Predictors: (Constant), Social stigmatization
- b. Dependent variable: Level of learning efficacy

**Source:** Filed data (2019)

As it can be observed from table 19, the significance level is 0.001, This implies that there was statistically significant relationship between the independent variable (social stigmatization) and dependent variable (level of learning efficacy) among learners with physical impairments. Since  $p < 0.01$ , the null hypothesis that suggested, there was no significant relationship between social stigmatization and the level of learning efficacy among the learners with physical impairments was rejected. A change in the level of stigmatization among the LPIs will trigger similar change in their learning efficacy. This means that to achieve high level of learning efficacy among LPIs in regular schools, members of school community should appreciate them rather than stigmatizing them. They should endeavor to give favourable feedback to LPIs about their abilities

and body image to perform well in school. These results were supported by Erikson (1950) and Bandura (1993) who argue that feedback teachers give to learners influence their self-esteem, self-efficacy and behaviour in class. This eventually influences learners perceptions on their ability and ultimately learning efficacy.

#### 4.6.2 Teachers' responses on social stigmatization and learning efficacy among learners with physical impairments

The researcher distributed questionnaires to teachers to collect data on stigmatization against the learners with physical impairments and how it affected learning efficacy in regular schools. Table 20 displays responses from the teachers followed by discussions on how it affects LPIs learning efficacy.

**Table 20: Teachers' responses on social stigmatization and learning efficacy among learners with physical impairments**

Statements	SA	A		UD		D		SD		
		F	%	F	%	F	%	F	%	
Isolation by teachers	64	45.7	38	27.1	5	3.6	18	12.9	15	10.7
Labeled by teachers	66	47.1	24	17.1	8	5.7	23	16.4	19	13.6
Traumatized by teachers	58	41.4	35	25.0	7	5.0	16	11.4	24	17.1
Condemnation by teachers	61	43.6	44	31.4	7	5.0	9	7.8	16	11.4
Discrimination by teachers	55	39.3	39	27.9	3	2.1	29	20.7	14	10.0

**Source:** Filed data (2019)

Slightly less than a half (45.7%) of the respondents strongly agreed that learners with physical impairments were isolated by their teachers while 27.1% agreed. The percentage of the respondents who strongly disagreed that teachers isolated learners



with physical impairments was 10.7% while 12.9% of the respondents disagreed. Only 3.6% of respondents were undecided.

Nearly half (47.1%) of the respondents strongly agreed that learners with physical impairments were labeled by their teachers while 17.1% of the respondents agreed. The respondents who strongly disagreed LPIs were labelled by their teachers accounted for 13.6% while 16.4% disagreed that learners were labeled by their teachers. The percentage of undecided respondents was 5.7%.

With reference to whether learners with physical impairments were traumatized by their teachers, 41.4% strongly agreed and a quarter (25%) agreed with the statement. The percentage of respondents who strongly disagreed was 17.1% while 11.4% disagreed that teachers traumatized LPIs. The composition of respondents who were elusive was 5%.

Nearly half (43.6%) of the respondents “strongly agreed” that LPIs encountered condemnation from their teachers and 31.4% “agreed”. Only 11.4% of the respondents strongly disagreed and 7.8% disagreed that LPIs were under condemnation from their teachers. The percentage of respondents who were undecided accounted for 5.0%.

Slightly more than one third (39.3%) of the respondents strongly agreed that teachers discriminated LPIs while 27.9% agreed. On the other hand, 10% strongly disagreed and 20.7% disagreed that teachers discriminated learners with physical impairments. Only 2.1% of the respondents were undecided on whether teachers discriminated learners with physical impairments.

The study determined that social stigmatization against the LPIs by their teachers in regular schools was prevalent. This had negative consequences in their psychological and social development which lowered their level of learning efficacy. The research results were in tandem with findings by Adeniyi et.al. (2019) on Attitude of Teachers

towards Special Needs Children in General Education Classrooms in Nigeria. They established that children with disabilities were psychologically and socially stigmatized by their teachers in regular schools. In Kenya, a study by Mwangi (2014) on Challenges Facing Implementation of Inclusive Education in Regular Schools in Nyeri County identified stigmatization as one of the challenges. The study reported that learners with disabilities were constantly under verbal attack from their teachers thus making regular schools uncomfortable places for them. Most of the teachers labelled LPIs as fools and lazy. According to Erikson Theory as cited by McLeod (2014), children who are stigmatized by caretakers such as teachers ends up developing social, emotional and psychological problems hence negatively affecting their self-esteem. According to Bandura (1997), stigmatization of learners leads to low self-efficacy and poor inter-personal relationships.

#### **4.6.3 Curriculum Support Officers responses on social stigmatization and learning efficacy among learners with physical impairments**

During interview with CSO-SNE, to ascertain how social stigmatization against LPIs by school community affects their learning efficacy, when asked whether LPIs encountered isolation from their teachers and peers in regular schools, all the five respondents agreed. When probed to give the reasons behind their isolation, interviewee 4 stated, “perceptions held by the teachers that learners with physical impairments are underachievers contribute to their isolation in learning activities while interviewee 3 stated since most of their peers believe that learners with physical impairments were social misfits, they secluded them in social activities. When asked how isolation of LPIs by their teachers and peers affected their learning efficacy, interviewee 2 commented, learning is an individual activity as well as a social process,

therefore learners who are segregated by their teachers and peers cannot learn successfully in regular school.

The question on whether LPIs were labelled by other members of school community in regular schools, all the interviewee agreed with the statement. When asked to elaborate why they were labelled, interviewee 2 averred most of the member of school community do not understand LPIs thus calling them by or as per their disabilities such as cripple or lame. Also, interviewee 1 substantiated by saying since most teachers believe LPIs are underperformers, they brand them as idiots or stupid thus lowering their self-efficacy". The question on how labelling of LPIs affected their learning efficacy, interviewee 4 avowed labelling of LPIs lowers their self-esteem as well as self-confidence thus negatively affecting their learning efficacy.

When the respondents were asked whether LPIs encountered discrimination in regular schools, all the interviewees agreed that learners with physical impairments faced discrimination from their teachers, peers and even from some parents of the normal learners. When asked to elaborate why they experience such situation, interviewee 5 stated "most teachers perceive learners with physical disabilities as underachievers and accommodating them into their classes as detrimental to their teaching outcomes hence advocating for their learning in special schools as opposed to regular schools. Interviewee 2 added, due to lack of facts, most of their peers believed physical impairment was a contagious disease hence avoiding LPIs instead of supporting them. When asked how discrimination against the learners with physical impairments by members of school community affected their learning efficacy, interviewee 2 explained when learners with physical impairments are discriminated by their peers or teachers, they develop psychopathic and sociopathic problems making it difficult for them to comprehend what is taught by their teachers".

Regarding to whether interviewees believed LPIs faced condemnation from school community in regular schools, the five CSO-SNE indicated that learners with physical impairments were always under constant criticism from their teachers, peers and even some parents. When asked to give suggestions why LPIs encountered condemnation from member of school community, interviewee 3 said most teachers and parents believed educating LPIs was a wastage of resources since they cannot excel academically or professionally. On how condemnation of LPIs affected their learning efficacy in regular schools, Interviewee 2 acknowledged condemnation of LPIs has negative effects on their emotional and psychological wellbeing”.

The feedback from CSO-SNE attested those learners with physical impairments encountered stigmatization from members of school community especially their peers and teachers. This was in tandem with SNE policy review data collection report (MoE, 2016), which established that one of the main challenges faced by the learners with physical impairments in regular schools was stigmatization by the teachers and peers leading to their low morale in regular schools. In his study about inclusive education, Friend (2013) revealed that learners with disabilities were mostly stigmatization by their peers and teachers. Learners with physical disabilities were labeled as academic dwarfs by their teachers and social misfits their peers making regular schools uncondusive places for them. Indeed, Rogers (1971), Bandura (1995) and Erikson (1950) observed that stigmatization of children by caretakers and friends can be catastrophic to their intellectual, social and emotional developments. Learners with physical impairments who are appreciated and supported by members of school community develop zeal to undertake learning tasks without fear of failing. On the other hand, learners who are stigmatized by significant others develop low self-esteem and learning efficacy.

#### **4.6.4 Parents and guardians responses on social stigmatization and learning efficacy among learners with physical impairments**

The researcher had focus group discussion with parents/guardians to get their responses about stigmatization against the learners with physical impairments by school community. The parents and guardians were asked to comment on whether they isolated children with physical impairments in provision of education. Majority (20) of the parents and guardians disagreed with the statement while 18 respondents conceded. When those respondents who agreed were asked to substantiate why they isolated learners with physical impairments in learning activities one parent commented learners with physical impairments are burden to the family as they need consistent care and assistance. It is therefore better to ignore them and move on with other family activities”.

When the parents and guardians were asked whether they labelled learners with physical disabilities, 28 parents/guardians agreed with the statement while 13 respondents disagreed. When those who conceded were probed to give reasons for such behavior, one respondent pinpointed “learners with physical impairments are underachievers and therefore are labelled as stupid. The question on how labelling affects learning efficacy among the learners with physical impairments, all the respondents concurred that it had negative impact on learners academic and social performances.

Regarding to whether the respondents discriminated learners with physical impairments, 23 respondents disagreed with the statement while 15 of them agreed. When those who agreed were asked to give reasons for their behaviour, one respondent articulated, learners with physical impairments suffer from psychopathic are sociopathic problems making it difficult for them cooperate with other members of

school community. The question on how discrimination affected educational excellence among the LPIs, the respondents agreed that it adversely affected their learning efficacy as they were not socially supported.

With reference to whether the parents/guardians condemned learners with physical impairments, 27 of the respondents disagreed with the statement while 13 of them agreed. When asked why they condemned LPIs, most respondents expressed resentments why they gave birth to a child with physical impairments while other parents were blessed with normal children. The question on how condemnation of LPIs affects their learning efficacy, one respondent commented condemnation of LPIs makes them develop self-helplessness behaviour which affects their learning efficacy.

The question on whether parents and guardians traumatized learners with physical impairments, 29 parents disagreed while 9 of them agreed. When the parents who traumatization of LPIs asked to give reasons behind their behaviour, one of the respondents said the following, “LPIs are burden to the family since they always require help and cannot excel academically like the non-disabled learners”. The question on how traumatization of LPIs affects their learning efficacy, one respondent commented traumatization of LPIs lowers their self-esteem which negatively effects their learning efficacy.

The question on whether they believed learners with physical disabilities had poor interpersonal relationship, 20 out of 38 parents/guardians agreed with the statement while 18 of them declined. The researcher was interested to know why most parents believed learners with physical disabilities had poor interpersonal relationship. One of the parents qualified her statement by claiming “lack of acceptance and appreciation from their parents/guardians makes them to develop poor interpersonal relationship and coping mechanisms”.

The study exposed situation experienced by LPIs due to stigmatization by their parents and guardians. Majority of parents/guardians just like other members of school community expressed much loathe towards LPIs. In his study “Including disabled children in learning: challenges in developing countries Croft, (2010) established that parents and guardians undermined their children with physical impairments due to connotations and wrong perceptions that they were academically incapable and therefore educating them was a wastage family resources. Similar observations were made by Mac Donald and Butera (2010) in their study Cultural beliefs and attitudes about disability in East Africa. They reported that most parents and guardians failed to offer valuable psycho-social support to the children with physical impairments because of superstitions that they were an abomination and burden to the family. The research results agreed with findings by Kiarie, (2014) in his study Educating students with physical disabilities in Kenya. The study reviewed that LPIs encountered stigmatized from their parents because they believed that they were mentally and socially incapacitated and educating them was a wastage of family resources.

Learners require appreciation and social support from their parents to develop internal locus of control and self-efficacy. As articulated by Bandura (1991), one of the factors that promotes self-efficacy in child is appreciation by their parents and teachers. Therefore, it is true to say that LPIs who are motivated and appreciated by their parents develop internal locus of control and propensity to undertake challenging learning tasks to completion while those who are undermined develop low self-efficacy and external locus of control.

In comparative study in Zimbabwe and Rwanda, Chataika, (2010) observed that learners with impairments were uncomfortable learning in regular schools due to adverse attitudes and aversive beliefs from their teachers, parents and peers. The study

established that LPIs were often treated as sociopaths by their peers and psychopaths by the teachers. Failure by school community to accept and support LPIs was the main factor behind their poor academic performance in regular schools.

In his endeavor to establish effects of self-image on academic performance and social integration among the learners with impairments, Domitrovich (2010) stated that the level of self-appreciation among the LPIs and the level of social acceptance by their peers was low. The study proved that poor self-image amongst the LPIs and discrimination by their peers and teachers were contributing to emotional stress and behavioural maladies making their learning in regular schools daunting task.

The findings of the above cited studies agree with outcomes of studies carried out in Kenya by Njuki and Oganda (2010) as well as by Oracha and Lumumba (2015) which all averred that learners with impairments encountered negative attitudes, perennial discrimination and stigmatization from their teachers, peers and parents resulting to poor learning outcomes. A study by Akinyi et.al (2015) attested that most teachers in regular schools considered LPIs as underachievers while peers viewed them as social misfits. Parents on the other hand believed educating LPIs was a wastage of family resources. As revealed in this study and evidenced by the above cited studies, most members of school community were pessimistic towards LPIs making their learning in regular schools a difficult or impossible endeavor.

#### **4.7 Self-efficacy and learning efficacy among the learners with physical impairments**

The study was interested in establishing self-efficacy among LPIs in regular schools and how it influences levels of their learning efficacy. Respondents (teachers) were given observation checklists to rate the relevance of each learning skill or behavior demonstrated by the LPIs in regular classes. The results were tallied and presented on a scale of 1 to 4, 1 being the most relevant and 4 being the least.



1=Always(A)            2=Usually(U)            3=Sometime(S)            4=Never(N)

**Table 21: Levels of self-efficacy among the learners with physical impairments**

Skills/Behaviour observed	A	U	S	N
	%	%	%	%
(i) Completes classroom tasks	3.57	10.71	64.29	21.43
(ii) Has internal locus of control	5.71	7.14	35.72	51.43
(iii) Takes risks in class	4.29	3.57	35.00	57.14
(iv) Works independently	8.57	9.29	50.00	32.14
(v) Accepts responsibility	5.71	8.57	60.52	25.00
(vi) Interacts positively with peers	10.72	17.85	42.86	28.57
(vii) Is self-motivated	2.86	12.86	41.43	42.86
(viii) Accepts criticism from others	5.00	10.71	30.71	53.57
(ix) Is assertive	7.85	9.29	46.43	36.43
(x) Is an active participant in class	14.29	17.86	42.86	25.00
(xi) Has high self-regard	9.29	10.71	44.29	35.71
(xii) Is self-regulated	8.57	14.29	42.86	34.28
(xiii) Has self-confidence	7.14	21.43	42.86	28.57
(xiv) Is resilience	10.72	14.29	39.29	35.71
(xv) Has problem solving skills	10.00	10.71	26.43	52.86

**Source:** Filed data (2019)

When the respondents were asked whether LPIs completes mathematics tasks given to successfully, 64.29% indicated “sometimes” while 21.43% indicated they “never” complete tasks. Only 3.57% of respondents reported said that LPIs “always” complete tasks whereas 10.71% stated that LPIs “usually” complete tasks. The question on internal locus of control as a way of measuring self-efficacy among LPIs, half (50%) of respondents said LPIs “never” had internal locus of control while 35.72% reported they “sometimes” show internal locus of control. An equal number (7.14%) of respondents opined that learner with physical impairments “always or usually” demonstrated internal locus of control.

The respondents who reported that learners with physical impairments “always” takes risks in class were 4.29% whereas 3.57% said they “usually” take risk in class. Quite a big number of respondents was inclined to the negative side whereby 35% reported that learners with physical impairments “sometimes” take risks in class while 57.14% indicated they “never” take risks in class. The statement on whether learners with physical impairments works independently, only 8.57% of respondents indicated always and 9.29% usually. Half of the respondents (50%) said learners with physical impairments “sometimes” work independently while 32.4% said learners with physical impairments “never” work independently.

The researcher was interested in knowing whether learners with physical impairments readily accepts responsibilities given to them. Quite a big number of respondents (60.52%) indicated that they “sometimes” accept responsibilities while a quarter (25%) said they “never” accept responsibilities. Only a small number of respondents (5.71%) said that they “always” accept responsibility while 8.57% indicated that they “usually” take up responsibilities. To establish whether learners with physical impairments interacted positively with their peers in school, 10.72% said that they “always” interacted with peers while 17.85% observed they “usually” interacted positively with peers. Slightly less than half (42.86%) of respondents said that they “sometimes” interacted well with peers whereas 28.57% of respondents observed that they “never” interacted positively with their peers.

The question on whether learners with physical impairments were self-motivated, only 2.86% of respondents indicated they were always” self-motivated while 12.85% of respondents said they were “usually” self-motivated. The respondents who said learners with physical impairments were “sometimes” self-motivated accounted for 41.43% while those who indicated they were “never” self-motivated was 42.86%. To

understand better the level at which learners with physical impairments accepted criticism, 53.57% of respondents said learners with physical impairments “never” accepted criticism whereas 30.71% of respondents said they “sometimes” accepted criticism. Only 5% of respondents said that learners with impairments “always” accepted criticism while 10.71% indicated that they “usually” accepted criticism.

To establish whether LPIs were assertive, 46.43% of the respondents said they were “sometimes” assertive while 36.43% of respondents said they were “never” assertive. Only 7.85% of respondents indicated that LPIs were “always” assertive and 9.29% observed they were “usually” assertive. The question on whether LPDs were active in class, 42.86% of respondents said they were “sometimes” active in class while a quarter (25%) of respondents indicated they were “never” active in class. The respondents who said LPIs were “always” active in class was 14.29% while 17.86% said they were “usually” active in class.

The researcher wanted to find out whether learners with physical impairments had high self-regard. Slightly less than half (44.29%) of respondents observed that learners with physical impairments “sometimes” demonstrated high self-regard while 35.71% reported they “never” show high self-regard. Only 9.29% and 10.71% of respondents reported that learners with physical impairments “always” and “usually” demonstrate high self-regard respectively. To better understand whether learners with physical impairments were self-regulated, 42.86% of the respondents indicated they were “sometimes” self-regulated while 34.28% of respondents reported they were “never” self-regulated. Less than ten percent (8.57%) of respondents reported that learners with physical impairments were always self-regulated whereas 14.29% said they were “usually” self-regulated.

The researcher was interested in establishing whether learners with physical impairments had self-confidence. Slightly less than half (42.86%) of respondents reported that learners with physical impairments “sometimes” had self-confidence while 28.57% indicated that they “never” had self-confidence. The percentage of respondents who said learners with physical disabilities “always” had self-confidence was 7.14% whereas 21.43% of respondents reported that learners with physical impairments “usually” had self-confidence.

It was important for the researcher to establish the level of resilience among the learners with physical impairments whereby 39.29% of respondents reported they “sometimes” have resilience while 35.71% said they “never” have resilience. The respondents who reported learners with physical impairments “always” were resilient was 10.72% while 14.29% of respondents reported learners with physical impairments “usually” have resilience. The researcher had interest in establishing whether learners with physical impairments had problem solving skills. Quite a big number of respondents (52.86%) reported that learners with physical impairments “never” had problem solving skills while 26.43% of respondents indicated they “sometimes” demonstrate problem solving skills. Only 10% and 10.71% of respondents said that learners with physical impairments “always” and “usually” showed problem solving skills respectively.

The study established that self-efficacy among the learners with physical impairments was skewed to the negative. This was attributed to poor self-image among LPIs, negatives attitudes and stereotypes as well as stigmatization by the members of community.

In their study on Cultural Beliefs and Attitudes about Disability in East Africa, MacDonald and Butera (2010) observed that self-efficacy among the learners with

disabilities was greatly hindered by negative attitudes and outdated cultural beliefs from the members of society. They noted that negative attitudes from members of school community were negatively affecting learning ability among children with impairments. A study by Akinyi et.al (2015) noted that one of the challenges facing implementation of inclusive education was stigmatization of the learners with impairments by their teachers and peers. The study noted learners with impairments were discriminated because they were believed to be academically weak and socially inactive.

According to Rogers (1961), individuals self-image influences psychological and social developments as well as self-efficacy. Therefore, a learner with positive self-image will portray high self-efficacy while that with poor self-image demonstrate low self-efficacy. According to Eriksson (1950), discrimination of the children by their caretakers can lead to emotional, mental and social problems thus lowering their self-efficacy and learning efficacy. Learners with physical impairments who are discriminated by their caretakers develop low self-esteem and limited learning abilities. Bandura (1997) associated self-efficacy in learners with ability to set realistic goals and undertake learning tasks successfully. On the other hand, learners with low self-efficacy are timid to undertake challenging learning tasks but instead depended on peers and teachers to be directed. Schunk (1989) further observed that learners with high self-efficacy were self-regulated and resilient while those with low self-efficacy were demonstrated external locus of control.

#### **4.7.1 Relationship between self-efficacy and learning efficacy among learners with physical impairments**

To determine whether there was any significant relationship between self-efficacy and learning efficacy among LPIs, the fifth null hypothesis which stated that there is no

significant relationship between LPIs self-efficacy and learning was tested using correlation analysis. This was used to determine the strength and the direction of the relationship between the two variables. In this case, self-efficacy was treated as the independent variable while learning efficacy was the dependent variable. Self-efficacy in this study was measured on a 4-point likert scale using 15 statements with a total score varying from 15 to 60. Learning efficacy on the other hand, was measured using the mean scores of the first, second and third term examinations administered by teachers to LPIs in 2019. Table 22 shows a correlation coefficient matrix of self-efficacy and learning efficacy.

**Table 22: Pearson Correlation of Self-efficacy and Learning efficacy**

Variables	Statistics	Self- efficacy	Learning efficacy
Self-efficacy	Pearson Correlation	1	.754(**)
	Sig. (2-tailed)	.	.000
	N	40	40
	Pearson Correlation	.754(**)	1
Learning efficacy	Sig. (2-tailed)	.000	.
	N	40	40

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source:** Filed data (2019)

Table 22 indicates that there is a strong, positive and significant relationship between self-efficacy and learning efficacy mean score ( $r = .754$ ,  $p < 0.01$ ). Since  $p < 0.01$ , the null hypothesis that suggested, there is no significant relationship between learners self-efficacy and learning efficacy, was rejected. This suggests that LPIs with a high self-efficacy demonstrated high self-efficacy in regular schools, and vice versa. These results were supported by findings of previous studies that indicated a positive and significant relationship between self-concept and academic achievement. For instance, Oracha and Lumumba (2015) observed that learners with disabilities with higher self-efficacy were likely to give better learning output than the learners with low self-

efficacy. Rogers (1971) notes that self-efficacy is closely related to how a student behaves and learns. Bandura (1991) indicates that learners with low self-efficacy generate poor learning outcomes in school subjects. Such learners have low motivation and low intelligence characterized by low learning efficacy. According to Erikson (1950) children with high self-efficacy are more confident, independent, optimistic and assertive. Such children portrayed high levels and learning efficacy and interpersonal relationships. The results were also supported by Higgins (1987) who revealed that learners with high self-efficacy performed better academically and socially while those with low self-efficacy evaluated themselves as inferior and underachievers.

The researcher further used contingency table (cross tabulation) to test whether there was statistical significance between self-efficacy and gender of LPIs. To calculate the Chi square statistic, gender of LPIs was cross tabulated by level of self-efficacy. Table 23 shows a cross tabulation of level of self-efficacy by gender.

**Table 23: Level self-efficacy by Gender**

Level of self-efficacy		LPIs by gender		
		Boys	Girls	Total
High	No. of respondents	2	1	3
	% of respondents	8%	6.7%	7.5%
Average/neutral	No. of respondents	5	3	12
	% of respondents	20%	20%	40%
Low	No. of respondents	18	11	29
	% of respondents	72%	73.3%	72.5%
Total		25	15	40

$\chi^2 = 2.515$        $df = 2$        $p = 0.745$

**Source:** Filed data (2019)

Table 23 shows that there was no significant difference in LPIs self-efficacy and gender. It can be observed that LPIs from either of the gender in the three levels of learning efficacy was almost equal (72 % and 73.3 %, 20% and 20%, 8% and 6.7% of boys and girls respectively). This was further supported by the chi-square value that

suggested no significant relationship between the two variables ( $p > 0.05$  significance level).

#### **4.8 Interrelationship among independent variables**

As reflected in figure 1 (conceptual framework), there was correlation among independent variables of study. The researcher wanted to establish how independent variables under study influenced each other. Karl Pearsons coefficient of correlation analysis was used to quantify the strength of the relationship among the independent variables (psychosocial dynamics) and between dependent variable (learning efficacy). The variables correlated to determine the strength of the relationship among them and extent to which they influenced learning efficacy among the LPIs included attitude, stereotypes, stigmatization and self-image. A 2-tailed Pearson Correlation test was carried out at 99% and 95% confidence levels. The analysis is presented in Table 24.



**Table 24: Pearson correlation coefficient among independent variables and between dependent variable**

Variables	Correlations						
	Attitude	Stereo types	Stigmatization	Self-image	Self-efficacy	Learning efficacy	
Attitude	Pearson Correlation	1					
	Sig. (2-tailed)						
Stereotypes	Pearson Correlation	.720	1				
	Sig. (2-tailed)	.751					
Stigmatization	Pearson Correlation	.002	.234**	1			
	Sig. (2-tailed)	.872	.005				
Self-image	Pearson Correlation	.005	.011	.632**	1		
	Sig. (2-tailed)	.854	.898	.876			
Self-efficacy	Pearson Correlation	.073	-.030	-.012	.006	1	
	Sig. (2-tailed)	.813	.721	.885	.849		
Learning efficacy	Pearson Correlation	.025	.038	.062	.025	.052	1
	Sig. (2-tailed)	.781	.757	.764	.789	.739	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** Filed data (2019)

The results in Table 24 indicate that there was positive and significant relationship between school community attitudes and learning efficacy among learners with physical disabilities ( $r = 0.881, p < 0.05$ ). This implied that a change of attitude among members of school community would trigger change of attitude among LPIs hence affecting their learning efficacy positively or negatively. The study also established that there was strong relationship between attitudes and learners self-image ( $r = 0.854, p < 0.05$ ), a positive and significant relationship between attitudes and stereotypes ( $r = 0.751, p < 0.05$ ), attitude and self-efficacy ( $r = 0.781, p < 0.05$ ). as well as significant

relationship between attitudes and stigmatization ( $r=0.772$ ,  $p<0.05$ ). Therefore, it is important to note that apart from affecting learning efficacy among LPIs attitudes from school community also influenced other independent variables significantly.

The study also established that there was a positive and significant relationship between social stigmatization and learning efficacy among the LPIs ( $r=0.764$ ,  $p<0.05$ ). Consequently, it was found out that there was strong relationship between social stigmatization against LPIs by school community and other independent variables (self-image  $r=0.876$ , attitude  $r=0.872$ , self-efficacy  $r=0.721$ ) which in turn influenced their learning efficacy in regular schools.

Self-image was a factor found to have strong relationship with learning efficacy ( $r=0.721$ ) all the independent variables under the study. The study findings showed that there was a strong relationship between self-image and attitude ( $r=0.854$ ,  $p<0.05$ ) as well as significant relationship between self-image and self-efficacy ( $r=0.849$ ,  $p<0.05$ ) among others. This signified that self-image is influenced by multiple factors and in turn influenced learning efficacy among LPIs.

The study established that there was strong relationship between stereotypes and learning efficacy ( $r=0.757$ ,  $P<0.05$ ), stereotypes and self-image ( $r=0.898$ ,  $P<0.05$ ), a significant relationship between stereotypes and attitude ( $r=0.751$ ,  $P<0.05$ ) as well as strong relationship between stereotypes and self-efficacy ( $r=0.757$ ,  $P<0.05$ ).

In general, the study established that there was direct significant relationship between the psychosocial factors under study and learning efficacy among the LPIs in public regular primary schools in Kitui County. All independent variables under the study were found to have strong significant relationship with dependent variable (learning efficacy). Additionally, all independent variables were found to have strong correlation

among themselves. This was a clear indicator that learning efficacy was a product of several factors which influenced each other.

Bandura (1995) in his theory of self-efficacy in changing societies observed that self-efficacy and learning efficacy were products of both internal and external factors. He reported that students self-efficacy was influenced by environmental factors, community attitudes and learners believe on their abilities. Learners with high self-efficacy also had high self-esteem and pursued difficult learning tasks to conclusion. On the other hand, learners with low self-efficacy demonstrate low learning efficacy and could not undertake challenging learning tasks to completion. Erikson (1950) also acknowledged that learning among the learners was influenced by both intrinsic and extrinsic factors. Learners who were exposed to rich learning environment and treated positively by their teachers and peers demonstrated high learning abilities while those who were subjected to negative criticism ended up developing low self-efficacy and learning efficacy.

The research outcomes agreed with the study findings by Mwangi (2014), where he observed that learning efficacy was an interaction of many internal and external factors such as learners self-image and stigmatization by community. Learners with positive self-image had high self-efficacy while those with negative self-image portrayed low self-efficacy. Similarly, Akinyi et.al. (2015) also established correlation between community attitudes and learning efficacy. Positive attitudes towards LPIs by school community contributed to high self-efficacy and learning efficacy. A study by Kamau (2013) established relationship between stereotyping of the LPIs and their learning efficacy in regular schools. Learner with physical impairments who were valued and appreciated by their teachers and peers were capable of undertaking learning tasks with

minimal difficulties while those who were labelled as underachiever developed low learning efficacy.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The chapter presents synopses of the study on psychosocial dynamics and learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County. The summary, conclusion and recommendations were based on research objectives, literature review and study findings. Suggestions for further studies are also recommended later in the epilogue.

#### 5.1 Summary of research findings

The general purpose of study was to find out effects of psychosocial dynamics on learning efficacy among the LPIs in public regular primary schools in Kitui County, Kenya. The study was guided by the following specific research objectives: to find out influence of self-image on learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County, to examine effects of school community attitudes on learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County, to find out effects of school community stereotypes on learning efficacy among the learners with physical impairments in public regular primary schools in Kitui County, to examine effects of social stigmatization on learning efficacy among learners with physical impairments in public regular primary schools in Kitui County and lasty to determine influence of self-efficacy on learning efficacy among learners with physical impairments in public regular primary schools.

The study blended correlational and phenomenological research designs to get a broad perspective of research outcome. Additionally, the study utilized mixed research methodology in which quantitative and qualitative data were collected simultaneously, analyzed individually and results compared to give a unified perspective of the results.

The study had a sample size of two hundred and sixty-five (265) out of whom two hundred and twenty-three (223) responded. Questionnaires, interview schedule, observation checklists as well as focused group discussion were used as data collection tools. Computation of quantitative data was aided by Statistical Package for Social Sciences (SPSS) version 25 and analyzed through descriptive form. Qualitative data was analyzed through content analysis approach. From the analysis, following key findings were made based on the objectives and hypothesis testing:

#### **5.1.1 Learners with physical impairments self-image and learning efficacy**

As it can be observed from table 8, more than a half (55%) of the learners with physical impairments had low self-worth whereas 32.5% of them were not.

Slightly more than a half (52.5%) of the learners with physical impairments had low self-concept whereas 35% disagreed they had low self-concept.

Almost two thirds (62.5%) of learners with physical impairments had low self-esteem while 30% were not.

More than half (55%) of the learners with impairments had low self-confidence whereas 37.5% did not have low self-confidence.

Over half (57.5%) of the learners with physical impairments had no self-control whereas 32.5% had self-control.

More than a half (57.5%) of the learners with physical impairments had poor intra-personal relationships while 32.5% were not.

Additionally, as it can be observed from table 9, there was a positive significant relationship between LPIs self-image and learning efficacy ( $r = .757, p < 0.01$ ).

Most of teachers reported high relationship between LPIs self-image and learning efficacy (Table 11). Similarly, majority of parents/guardians and CSO-SNE

acknowledged that there was significant relationship between LPIs self-image and learning efficacy.

### **5.1.2 School community attitudes and learning efficacy among LPIs**

As it can be observed from table 12, majority of LPIs had negatives and low learning efficacy. Overwhelming majority (70%) indicated that they were not accommodated or by their teachers. Majority (62.5%) of LPIs reported that they were not supported by members of school community. More than half (57.5%) of LPIs said they were not liked by their peers.

As reflected in table 13, there was a strong positive correlation between learner's attitude and level of learning efficacy ( $r = .881, p < 0.01$ ). Learners with positive attitude had high level of learning efficacy and vice versa.

As it can be observed from table 14, most teachers expressed negative attitudes towards LPIs. More than half (59.3%) of the teachers disagreed that they liked teaching learners with physical impairments. Over half (52.1%) of teachers strongly disagreed that they accommodated learners with physical impairments.

Half (50%) of respondents strongly disagreed that they were friendly to the learners with physical impairments. Half (50%) of the teachers strongly disagreed that they were supportive to learners with physical disabilities. Above half (54.3%) of the teachers strongly agreed that they were not supportive to the learners with physical impairments.

Overwhelming majority of both parents/guardians and CSO-SNE acknowledged that LPIs had low learning efficacy mainly due to negative attitudes from members of school community.

### **5.1.3 Community stereotypes and learning efficacy among the learners with physical impairments**

As it can be observed from table 15, a significant percentage (67.5%) of LPIs believed physical impairments were caused by witchcraft or curse from God/ancestors. Three quarters (75%) of LPIs did not believe that their education was a wastage of resource. A great percentage (67.5%) of LPIs agreed they can learn in regular schools. As it can be observed from table 16, adjusted R is 0.725 which is more than 0.5 indicating a strong relationship between independent variable (stereotypes) and dependent variable (learning efficacy).

As reflected on table 17, majority of teachers (55%) believed physical impairments were a result of curse from ancestors or punishment from God for sins committed, more than half (57.6%) of the teachers agreed to a great deal that LPIs were low achievers. A vast majority (70.7%) of the respondents strongly agreed that educating learners with physical impairments was a wastage of resources. Over half (52.1%) of the respondents agreed that learners with physical disabilities cannot successfully learn in regular schools.

Most parents and guardians believed physical impairments were caused by witchcraft or curses from God/ancestors. However insignificant number did not believe educating LPIs was a wastage of resources. Majority of parents/guardians believed LPIs should be educated in special school.

Majority of CSO-SNE neither believed physical impairments were caused by witchcraft nor curses from God/ancestors. All CSO-SNE agreed educating LPIs was not a wastage of resources. Majority of CSO-SNE believed LPIs should be educated in regular schools.



#### **5.1.4 Social stigmatization and learning efficacy**

As it can be seen from table 18, an overwhelming majority (87.5%) of the LPIs agreed that they were isolated by their peers in regular schools. A vast majority (67.5%) of the learners with physical impairments reported that they were labeled by their peers. Almost two thirds (65%) of the learners with physical impairments agreed that they were traumatized by their peers. A majority (62.5%) of the learners with physical impairments reported that they encountered condemnation from their peers. Slightly less than two thirds (60%) of the learners with physical impairments said that they were discriminated by their peers.

As it can be observed from table 19,  $p < 0.01$ , implying that there was statistically significant relationship between social stigmatization and level of learning efficacy among learners with physical impairments.

As it can be observed from table 20, a great percentage (45.7%) of teachers accepted that they isolate LPIs. Almost half (47.1%) of teachers reported that they label LPIs. A significant number of teachers accepted that they traumatized LPIs. Majority of teachers agreed that LPIs encounter condemnation from teachers while 39.3% indicated LPIs were discriminated by teachers.

Overwhelming majority of parents reported that LPIs were labelled, isolated, traumatized condemned and discriminated by members of school community. All the CSO-SNE reported that LPIs encounter social discrimination from the members. All parents/guardians and CSO-SNE agreed that social stigmatization against LPIs by school community lowers their learning efficacy.

### **5.1.5 Self-efficacy and learning efficacy among the learners with physical impairments.**

As reflected in table 21, over two thirds (64.29%) of respondents reported that learners with physical impairments rarely complete learning tasks given by their teachers and only 3.57% were able to complete learning tasks given to them.

Slightly above half (51.43%) of respondents indicated that learners with physical impairments do not set realistic goals while only 5.71% of respondents reported they were able to set realistic goals.

More than half (57.4%) of respondents reported that learners with physical impairments never take risks in class whereas 4.29% reported that they take risks in class.

Slightly more than half (53.57%) of the respondents observed that learners with physical impairments never accept criticism from teachers/peers and only 5% of them take criticisms positively.

Half (50%) of respondents reported that learners with physical impairments could not work independently while 8.57% reported that they were able to work independently.

Almost two thirds (60.52%) of respondents indicated learners with physical impairments did not readily accept responsibilities given to them. Only 5.71% reported that LPIs always accepted responsibilities given to them.

Almost half (42.86%) of respondents said that learners with physical impairments were not self-motivated and only 2.86% indicated they were always self-motivated.

Over half of respondents (52.86%) said that learners with impairments had no problem-solving skills. Only 10% of respondents indicated learners with physical impairments showed problem solving skills.

Slightly below half of respondents (42.86%) indicated LPIs sometimes actively participated in class activities while 25% said never. Only 14.29% of respondents reported they were always active in class.

As reflected in table 22, there is a strong, positive and significant relationship between self-efficacy and learning efficacy mean score ( $r = .754, p < 0.01$ ).

### **5.1.6 Relationship among independent variables and between dependent variable**

As displayed in table 24, there was positive correlation among all independent variables and between the independent variable of study. There was a positive, strong and significant relationship between self-image and self-efficacy among the learners with physical disabilities ( $r = 0.849, p < 0.05$ ). There was a positive and significant relationship between attitude and self-image among learners with physical disabilities ( $r = 0.854, p < 0.05$ ). The relationship between stereotypes and attitude among the learners with physical impairments was strong and positive ( $r = 0.751, p < 0.05$ ). There was a positive and significant relationship between social stigmatization against the learners with physical impairments and attitude ( $r = 0.872, p < 0.05$ ). The correlation coefficient between attitude and self-efficacy was significant ( $r = 0.813, p < 0.05$ ) while relationship between stigmatization and self-efficacy was positive and strong ( $r = 0.876, p < 0.05$ ). In general, the study established that there was strong positive interrelationship between all independent variables and dependent variable of study.

### **5.2 Conclusions on research findings**

From the study findings based on research objectives any hypothesis, the researcher draws the following conclusions:

Most of the learners with physical impairments had poor self-image not because of their body deformities but because of the aversive treatment from members of school community. Poor self-image among LPIs contributed to low learning efficacy and vice versa.

Majority of members of school community were pessimistic towards learners with physical impairments. Negative attitudes emanating from parents, teachers and peers were greatly lowering level of self-efficacy among the learners with physical impairments. Failure by school community to offer necessary psychological and social support to the LPIs led their low learning efficacy in regular schools.

The study established that stereotypes held by school community were detrimental to the learning efficacy among the LPIs in regular schools. Learners with physical impairments were treated as outcasts by school community and educating them perceived as a wastage of family and school resources. Most teachers believed LPIs were underachievers while peers viewed them as social misfits. Aversive beliefs held by peers and teachers towards LPIs in regular schools led to low learning efficacy.

The study also concluded that social stigmatization against LPIs by the members of school community was negatively affecting their learning efficacy among. Condemnation, labelling isolation and discrimination of the LPIs on basis of their disabilities was prevalent among the teachers and peers. With these prevailing circumstances in regular schools, learners with physical impairments suffered from social, psychological and emotional problems culminating to their low learning efficacy.

The study established strong relationship between self-efficacy and learning efficacy among LPIs. This suggests that LPIs with high self-efficacy also have high level of learning efficacy. The favourable feedback that members of school community gave LPIs about their learning efficacy improved their self-efficacy and vice-versa.

### **5.3 Recommendations**

The recommendations were based on the key findings of the study in relation to the following objectives of the study; effects of self-image on their learning efficacy among LPIs, effects of school community attitudes on learning efficacy among LPIs, effects of

school community stereotypes on learning efficacy among LPIs, effects of social stigmatization against the LPIs by members of school community on their learning efficacy and effects of self-efficacy on learning efficacy among LPIs in public regular primary schools in Kitui County. Described below are the recommendations of the study.

1. Educational psychologists and other related professionals such as CSO-SNE in conjunction with school administration should organize psychological makeups for the LPIs to develop positive self-image. It is important for the LPIs to understand that although they have physical impairments, this may not negatively affect their learning efficacy. This is in line with respondents, Erikson (1950) and a study by Akinyi et.al (2015) who indicated that positive self-image among the learners improves their learning outcomes. Additionally, teachers, parents and peers should also be guided and counselled to accept and appreciate LPIs. According to Bandura (1997) and Rogers (1971), individuals self-image and learning efficacy is greatly influenced by treatment and support accorded by other members of society.
2. The study recommended that the Ministry of Education through Teachers Service Commission should organize sensitization workshops for the teachers to spur positive change of attitudes and support LPIs in regular schools to achieve their educational aspirations. School administration and Board of Management should also undertake deliberate efforts aimed at fostering positive change of attitudes among the peers and parents in regular schools to accommodate LPIs. Positive feedback from caretakers enhances high psychological and social developments in the learner. This is in accordance with research findings, study

by Oracha, and Lumumba (2015) as well as observations by Erikson (1950) and Bandura (1997).

3. The government through the department of Special Needs Education and advocacy bodies should organize awareness raising meetings for the teachers and parents/guardians to be enlighten on real causes of physical impairments and to demystify myths and misconceptions associated with physical impairments. This will enable learners with physical impairments to be embraced by members of school community. According to the study findings, work by Aley (2016) and Myers (2014) stereotyping of LPIs by members of community lowers their self-esteem and learning efficacy.
4. Ministry of education through field officers should educate members of school community on effects of social stigmatizing against learners with physical impairments on their learning efficacy. This will lead to appreciation and accommodation of LPIs in regular schools thus improving on their learning efficacy. This is in line with study findings, Kiarie (2014), Santrock (2012), Erikson (1950) who observed that social stigmatization against learners lowers their self-efficacy and ability to undertake learning tasks successfully.
5. There is a need for the teachers and parents to boost the level of self-efficacy among LPIs to improve on their learning efficacy. This could be realized through setting realistic goals and giving positive feedback to the LPIs. According to the study findings, Maina (2014), Bandura (1991) and Erikson (1950) setting achievable goals for the learners makes them develop I can do attitude thus improving on their self-efficacy and learning efficacy.

### **5.3.1. Recommendations for policy**

The government of Kenya through the Ministry of education should enforce, review and formulate inclusive policies to address negative attitudes as well as pertinent and contemporary issues hindering learning efficacy among the learners with physical impairments in regular schools. This is in line with study findings and KNCHR (2014) which noted some policy gaps.

The government of Kenya through Kenya Institute of Curriculum Development (KICD) should review existing curriculum used in regular schools to fully address educational needs of the learners with physical impairments. The Kenya National Examination Council should also take into consideration diversity of the learners with physical impairments while setting up their national examinations. This is in accordance with study findings and Sector Policy for Learners and Trainees with Disabilities (2018).

The government of Kenya in collaboration with other education stakeholders such as UNICEF should champion for enactment of various legislations and laws championing for the rights and education of children with impairments. Cases in hand being the Disability Act (2003) and Sector Policy for Learners and Trainees with Disabilities (2018) which both states that all learning institutions shall fully take into cognizance educational needs of persons with disabilities.

### **5.3.2. Recommendations for further research**

Psychosocial dynamics influencing learning efficacy among the learners with physical impairments are very complex because of ever evolving world. It was therefore difficult for the researcher to answer all the research questions with a simple clearly defined answer. In view of this, the researcher wishes to make recommendations described below.

In the future, researchers should have adequate time to cover more psychosocial dynamics in a larger number of samples and over a longer time than what was done in this study. An increase in the sample size could increase the ability to generalize the findings while longer duration could enable researchers track and understand better how changes in the society affect learning efficacy among learners with physical impairments in regular schools over time.

A comparative study can be conducted to compare the results from public regular schools in one period and again a few years after to determine whether psychosocial changes really affect learning efficacy among the LPIs in regular primary schools. More so, comparative studies can also be conducted in public regular schools and private regular schools as well as urban and rural schools to establish whether learners with physical impairments experience similar psychosocial factors in those different types of schools.

Since the concept of inclusive education is no longer new and most of laws and policies addressing special needs education do exist, there is need for the researchers to study why it has taken too long to be fully embraced. Main focus being on what can be done to effectively implement inclusive policies to facilitate successful learning and integration of the LPIs in regular schools.



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## APPENDICES

### Appendix I: Introduction letter

David Ndethya,  
P.O. Box 58-90205,  
Kabati.

10/02/2019.

Tel: 0720775540.

Email: davidndethya@yahoo.com

The \_\_\_\_\_ Primary School/Sub-County

Dear Sir/Madam

#### **RE: Request to respond to the questionnaire**

The researcher is a Doctor of Philosophy (PhD) student at Mount Kenya University currently conducting a study entitled "*Psychosocial dynamics on learning efficacy among the learners with physical impairments in primary schools in Kitui County.*"

The purpose of this letter is therefore to request for your participation by completing the questionnaire attached to the best of your knowledge.

The researcher wishes to give assurance that data collected will only be used for the intended purpose of this study. Confidentiality and anonymity are highly assured. If you wish to discuss or seek further clarification on any aspects of the questionnaire, you are welcome.

May I thank you in advance for your co-operation and valuable contributions.

**David Ndethya**

## **Appendix II: Informed consent form for the learners with physical impairments**

### **Part A: Information sheet**

My name is David Ndethya. I am a student at Mount Kenya University undertaking Doctor of Philosophy (PhD) in Education Psychology. Currently I am conducting research entitled Psychosocial Dynamics on learning among the Learners with Physical Impairment in public Primary Schools in Kitui County.

You have been selected to take part in the research study by filling a questionnaire. Kindly be free to give required data as there are no risks factors associated with this study. The data given will only be used for the purpose of this study. Information will not be divulged to anybody else without your consent and parents/guardians consent.

I have discussed this research with your parents and teachers, and they are aware that I am seeking for your agreement. You may discuss anything in this form with your parents/guardians or teachers. If you do not wish to take part in the research, you do not have to even if your parents and teachers have agreed. You are also allowed to withdraw at any stage if you feel uncomfortable.

For any clarification or further information, you can contact the researcher via mobile number: 0720775540 and Email address: [davidndethya@yahoo.com](mailto:davidndethya@yahoo.com)

or

The Chairman, MKU ERC, P.O. Box 342-0100, Thika

### **Part B: Certificate of Assent**

#### **(i) To be completed by the Child**

I have read and understood the above information and agree to take part in the research.

I have **signed** the assent below.

**OR**

I have read and understood the above information and I do not agree to take part in the research. I have **not signed** the assent below.

Name of the child \_\_\_\_\_

Signature of child \_\_\_\_\_

Date \_\_\_\_\_

**(ii) To be completed by the parent/Guardian**

I have read and understood this information (or had the information read to me). I have had my questions answered satisfactorily. I agree my child to take part in the research and have **signed** the assent below.

**OR**

I do not wish my child to take part in the research and I have **not signed** the assent below.

Name of the Parent/Guardian \_\_\_\_\_

Signature of parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_



Mount Kenya University

### **Appendix III: Informed consent form for parents/guardians of the learners with physical impairments**

#### **Part A: Information sheet**

My name is David Ndethya. I am a student at Mount Kenya University undertaking Doctor of Philosophy (PhD) in Education Psychology. Currently I am conducting research entitled Psychosocial Dynamics on learning efficacy among learners with Physical Impairments in Primary Schools in Kitui County.

You have been selected as one of the parents/guardians to take part in the research study since you better understand educational needs of your children with physical impairments. Kindly be free to give required data as there are no risks factors associated with this study. The information given will only be used for the purpose of this study and will not be divulged to anybody else without your consent.

You may discuss the content in this form with whoever you are comfortable with. Your participation in the study is voluntary. If you do not wish to take part in the research, you do not have to. You are also allowed to withdraw at any stage if you feel uncomfortable.

For any clarification or further information, you can contact the researcher via mobile number: 0720775540 and Email address: [davidndethya@yahoo.com](mailto:davidndethya@yahoo.com)

or

The Chairman, MKU ERC, P.O. Box 342-0100, Thika

**Part B: Certificate of assent (Fill either part i or ii)**

(i) I have read and understood the above information and **agree** to take part in the research.

**Name of the parent/guardian** \_\_\_\_\_

**Signature of the parent/guardian** \_\_\_\_\_

**Date** \_\_\_\_\_

(ii) I have read and understood the above information and I do **not agree** to take part in the research.

**Name of the parent/guardian** \_\_\_\_\_

**Signature of the parent/guardian** \_\_\_\_\_

**Date** \_\_\_\_\_

**If the parent/guardian is illiterate**

I have witnessed the accurate reading of the consent form to the parent and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

**Name of witness** \_\_\_\_\_

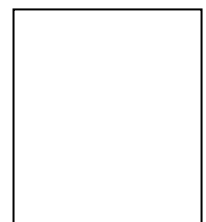
**AND**

**Thumb print of**

**participant**

**Signature of witness** \_\_\_\_\_

**Date** \_\_\_\_\_





## **Appendix IV: Informed consent form for the teachers**

### **Part A: Information sheet**

My name is David Ndethya. I am a student at Mount Kenya University Undertaking Doctor of Philosophy (PhD) in Education Psychology. Currently I am conducting research entitled Psychosocial Dynamics on learning efficacy among Learners with Physical Impairments in Primary Schools in Kitui County.

You have been selected as one of the teachers to take part in the research study as you better understand educational needs of learners with physical impairments. Kindly be free to give required data as there are no risks factors associated with this study. The data given will only be used for the purpose of this study and will not be divulged to third party without your consent.

You may discuss the content in this form with whoever you are comfortable with. Your participation in the study is voluntary. If you do not wish to take part in the research, you do not have to. You are also allowed to withdraw at any stage if you feel uncomfortable.

For any clarification or further information, you can contact the researcher via mobile number: 0720775540 and Email address: [davidndethya@yahoo.com](mailto:davidndethya@yahoo.com)

or

The Chairman, MKU ERC, P.O. Box 342-0100, Thika

### **Part B: Certificate of assent (Fill either part i or ii)**

- (i) I have read and understood the above information and **agree** to take part in the research.

**Name of the teacher** \_\_\_\_\_

**Signature of the teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

- (ii) I have read and understood the above information and I do **not agree** to take part in the research.

**Name of the teacher** \_\_\_\_\_

Signature of the teacher \_\_\_\_\_

Date \_\_\_\_\_

## Appendix V: Questionnaire for the Teachers

### Section I: Background information

1. State the sub-county of your school \_\_\_\_\_

2. Indicate the number of pupils with physical impairments in your school.

a. 1=Boys  2=Girls

3. Indicate the number of pupils with physical impairments who dropped out of school in the last 3 year

Year	Boys	Girls	Total
2018			
2017			
2016			

4. What was KCPE performance of the pupils with physical impairments for the last 3 year

Year	Boy's mean score	Girl's mean score	Average
2018			
2017			
2016			

5. What is the general academic performance of the learners with physical impairments in your subject?

1. Above average  2. Average  3. Below average

6. How often do the learners with physical impairments attend school?

1=Very seldom  2=Occasionally  3=Quite often  4=Very often

**Section II: Influence of self-image on learning efficacy among the learners with physical impairments in regular schools.**

7. Listed below are statements on influence of self-image on learning efficacy among the learners with physical impairments in regular schools. To what extent do you agree?

1=Strongly Agree, 2=Agree, 3=Undecided, 4= Disagree, 5=Strongly Disagree

Statements	Responses				
	1	2	3	4	5
<b>Influence of self-image on learning efficacy among the learners with physical impairments in regular schools.</b>					
(i) Learners with physical impairments have low self-worth					
(ii) Learners with physical impairments have low self-concept.					
(iii) Learners with physical impairments have low self-esteem.					
(iv) Learners with physical impairments have low self-confidence					
(v) Learners with physical impairments have no self-locus of control.					
(vi) Learners with physical impairments have poor intrapersonal relationships.					
(vii) Learners with physical impairments have low self-efficacy					

**Section III: Teacher's attitudes and their effects on learning efficacy among the learners with physical impairments in regular schools.**

8. Listed below are statements on attitudes of teachers towards learners with physical impairments in regular schools. To what extent do you agree?

1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree

Statements	Response options				
	1	2	3	4	5
<b>Attitude of teachers towards learners with physical impairments</b>					
(i) Teachers in regular schools enjoy teaching learners with physical impairments.					
(ii) Teachers in regular schools hate teaching learners with physical impairments.					

(iii) Teachers in regular schools accommodate learners with physical impairments.					
(iv) Teachers in regular schools are not accommodative to the learners with physical impairments.					
(v) Teachers in regular schools are friendly to the learners with physical impairments.					
(vi) Teachers in regular schools are unfriendly to the learners with physical impairments.					
(vii) Teachers in regular schools appreciate learners with physical impairments.					
(viii) Teachers in regular schools do not appreciate learners with physical impairments.					

**Section IV: Teachers stereotypes and their effects on learning efficacy among the learners with physical impairments in regular primary schools**

9. Listed below are statements on the stereotypes held by teachers towards learners with physical impairments in regular schools. To what extent do you agree?

1=A Very Great Deal, 2=Quite a lot, 3=A little, 4=somewhat, 5=Not at All

Statements	Response options				
	1	2	3	4	5
<b>Teacher's stereotypes towards learners with physical impairments</b>					
(i) Physical impairments are result of curses from Ancestors or God.					
(ii) Learners with physical impairments are low achievers.					
(iii) Educating learners with physical impairments is wastage of resources.					
(iv) Learners with physical impairments have poor interpersonal relationships					
(v) Learners with physical impairments cannot be educated in regular schools.					
(vi) Learners with physical impairments have poor interpersonal relationship					

**Section V: Stigmatization against the learners with physical impairments and its effects on their learning efficacy in regular schools.**

10. Listed below are statements on how stigmatization against the learners with physical impairments by teachers influence their learning efficacy. How far do you agree?

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

Statements	Response Options				
	1	2	3	4	5
<b>Stigmatization against LPIs by teachers and its effects on their learning efficacy.</b>					
(i) Learners with physical impairments are isolated by their teachers.					
(ii) Learners with physical impairments are labeled by their teachers.					
(iii) Learners with physical impairments are traumatized by their teachers.					
(iv) Learners with physical impairments face condemnation from their teachers.					
(v) Learners with physical impairments are discriminated by their teachers.					

**Section VI: Psychosocial factors and learning efficacy among the learners with physical impairments in regular schools**

10 Listed below are statements on psychosocial factors affecting learning efficacy among the learners with physical impairments. How far do you agree?

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

Statements	Options				
	1	2	3	4	5
<b>Psychosocial factors affecting learning among the learners with physical impairments.</b>					
(i) Poor self-image among the learners with physical impairments.					
(ii) Negative attitudes held by members of school community towards learners with physical impairments.					
(iii) Stereotypes held by members of school community towards learners with physical impairments.					
(iv) Social stigmatization against learners with physical impairments by members of school community.					

11. Listed below are statements on how learning efficacy among the learners with physical impairments can be achieved. How true is it to you?

1= Very true of me, 2=A little bit true of me, 3=Dont know, 4=Not true of me, 5=Very untrue of me

Statements	Responses				
	1	2	3	4	5
<b>How learning efficacy among the LPds can be made successful in regular schools</b>					
(i) Developing positive self-image among the learners with physical impairments.					
(ii) Positive change of attitude among the school community.					
(iii) Embracing positive cultural beliefs among school community.					
(iv) Social acceptance of learners with physical impairments by school community.					

**Thank you for your co-operation**



Mount Kenya University

## Appendix VI: Questionnaire for the learners with physical impairments

### Section I: Background information

1. State the name of your school \_\_\_\_\_

2. Indicate your gender.

1=Boy       2=Girl

3. Indicate your class performance for the last three terms

Year 2019	Position	Out of	Total Marks	Out of
Term 1				
Term 2				
Term 3				

4. How often do you attend school?

1=Very Seldom     2=Occasionally     3=Quite often     4=Very often

### Section II: Self-image and effects on learning efficacy

6. Listed below are statements on self-image among the learners with physical impairments. To what extent do you agree?

1=Strongly Agree, 2=Agree, 3=Undecided, 4= Disagree, 5=Strongly Disagree

Statements	Responses				
	1	2	3	4	5
<b>Influence of self-image on learning efficacy among the learners with physical impairments</b>					
(i) I have low self-worth.					
(ii) I have low self-concept.					
(iii) I have low self-esteem.					
(iv) I have low self-confidence					
(v) I have no self-control.					
(vi) I have poor intrapersonal relationships					
(vii) I have low self-efficacy					

**Section III: Learners with physical impairments attitudes and its effects on their learning efficacy**

7. Listed below are statements how attitudes of the learners with physical impairments influence their learning efficacy in regular schools. To what extent do you agree?

1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree

Statements	Response options				
	1	2	3	4	5
<b>Attitude of learners with physical impairments</b>					
(i) I enjoy learning in regular schools.					
(ii) I do not enjoy learning in regular schools.					
(iii) I feel am accommodated in regular the schools.					
(iv) I feel that am not easily accommodated in regular school.					
(v) I am friendly to learners without physical impairments in school.					
(vi) I am not friendly to learners without physical disabilities.					
(vii) I am appreciated by the peers in regular schools.					
(viii)I am not appreciated by peers in regular schools.					

**Section IV: Learner with physical impairments stereotypes and effects on their learning efficacy**

7. Listed below are statements stereotypes held by learners with physical impairments influence their learning efficacy in regular schools. To what extent do you agree?

1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree

Statements	Response options				
	1	2	3	4	5
<b>Influence stereotypes on learning efficacy among the learners with physical impairments</b>					
(i) I believe physical impairments are result of curse from Ancestors or God.					
(ii) I think learners with physical impairments are low achievers.					
(iii) I am certain educating learners with physical impairments is wastage of resources.					
(iv) I think learners with physical impairments cannot be educated in regular schools.					
(v)I think learners with physical impairments should be taught by special needs education teachers.					



(vi) I am sure learners with physical impairments have poor interpersonal relationships.					
--	--	--	--	--	--

**Section V: Stigmatization against the learners with physical impairments by school community and its effect on their learning efficacy in regular schools.**

8. Listed below are statements on how stigmatization against the learners with physical impairments affect their learning efficacy. How far do you agree?

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

Statements	Response Options				
	1	2	3	4	5
<b>Stigmatization against the learners with physical impairments</b>					
(i) I am isolated by other learners in the school.					
(ii) I am labelled by the peers.					
(iii) I am traumatized by the peers.					
(iv) I always face condemnation from the peers.					
(v) I am discriminated by the peers.					

**Section VI: Influence of psychosocial factors on learning efficacy among the learners with physical impairments in regular schools**

9 (a). Listed below are statements on psychosocial factors influencing learning efficacy among the learners with physical impairments. How far do you agree?

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

Statements	Options				
	1	2	3	4	5
<b>Psychosocial factor affecting learning among the learners with physical impairments.</b>					
(i) I believe poor self-image among the learners with physical impairments is an obstacle to their learning efficacy in regular schools.					
(ii) I am sure negative attitudes held by school community hinder learning efficacy among the learners with physical impairments in regular schools.					
(iii) I am confident stereotypes held by school community are barriers to learning among the learners with physical impairments in regular schools.					
(iv) I believe social stigmatization against the learners with physical impairments by school community hinder their learning efficacy in regular schools.					

10. Listed below are statements on how learning efficacy among the learners with physical impairments can be achieved in regular schools. How true is it to you?

1= Very true of me, 2=A little bit true of me, 3=Dont know, 4=Not true of me,

5=Very untrue of me

Statements	Responses				
	1	2	3	4	5
<b>How learning efficacy among the learners with physical impairments can be achieved in regular schools</b>					
(i) I think developing positive self-image among learners with physical impairments would result to their high learning efficacy.					
(ii) I trust positive attitude towards learners with physical impairments by school community can lead to high learning efficacy.					
(iii) I believe embracing positive cultural beliefs by school community can lead to high learning among the learners with physical impairments.					
(iv) I am certain social acceptance of learners with physical disabilities by peers and teachers will lead to achievement of learning efficacy					

**Thank you for your co-operation**

## Appendix VII: Interview Guide

### Section I: Background information

1. Interviewee sub-county\_\_\_\_\_
2. How many learners with physical impairments are in regular schools from your sub-county?

1=Boys

2=Girls

3. Indicate the number of learners with physical impairments who dropped out of school from your sub-county in the last 3 years?

Year	Boys	Girls	Total
2019			
2018			
2017			

4. How is academic performance among the learners with physical impairments from your sub-county?

1. Above average  2. Average  3. Below average

### Section II: Influence of attitudes on learning efficacy among the learners with physical impairments in regular schools.

5. Does the learners with physical impairments enjoy associating with their peers?

.....  
 .....

If not, how does it affect their learning efficacy

?.....  
 .....

6. How do the learners with physical impairments relate with their teachers?.....

.....

If not well, how does it affect their learning efficacy?.....

\_\_\_\_\_.

7. Are the learners with physical disabilities accommodated by their peers and teachers in regular school? .....

If not, how does it affect their learning efficacy?.....

8. Are the learners with learners with physical impairments appreciated by their peers and teachers? .....

If not, how does it affect their learning efficacy?.....

**Section III: Stereotypes and their effects on learning efficacy among the learners with physical impairments in regular schools.**

9. Do you believe physical disability is result of curse from God or ancestors?.....

If not, what are the causes physical impairments among the learners?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

10. Do you think learners with physical impairments can achieve learning efficacy within regular schools?.

If no, why .....

11. Do you think educating learners with physical impairments is a wastage of family and school resources resources?.....

If Yes, why?.....

12. Do you believe learners with physical impairments should be taught by only special needs education teachers.....

If Yes, give your reasons?.....

.....

.....

Do you agree learners with physical disabilities have poor interpersonal relationship?.....

If Yes, how does it affect their learning efficacy?.....

13. According to you, what are some of the stereotypes held by school community that hinder learning efficacy among learners with physical impairments in

1. ....
2. ....
3. ....

**Section IV: Stigmatization against the learners with physical impairments and its effects on their learning efficacy.**

15. Do you think learners with physical disabilities encounter isolation from their teachers and peers in regular schools?.....

.....

If yes, how does it affect their learning efficacy?.....

.....

16. Do you think learners with physical impairments face labeling from their teachers and peers in regular schools?.....

.....

If yes, how does it affect their learning efficacy?.....

.....

17. Do you think learners with physical impairments are discriminated by their peers and teachers in regular schools?.....

.....

If yes, how does it affect their learning efficacy \_\_\_\_\_

\_\_\_\_\_

18. Do you believe learners with physical impairments face condemnation in regular schools? \_\_\_\_\_

If yes, how does it affect their learning efficacy

\_\_\_\_\_

19. Do you think learners with physical disabilities have poor intrapersonal relationship?..... \_\_\_\_\_

If yes, how does it affect their learning efficacy? \_\_\_\_\_

\_\_\_\_\_

**Section V: Self-image and effects on learning among learners with physical impairments in regular schools.**

20. Do you think learners with physical impairments have low self-esteem?

If yes, how does it affect their learning efficacy?.....

.....

21. Do you agree learners with physical impairments have poor self-concept?.....

If yes, how does it affect their learning efficacy?.....

22. Do you believe learners with physical impairments have low self-worth?.....

.....

If yes, how does it affect their learning efficacy?.....

.....

23. Do you believe learners with physical impairments have no self-confidence

.....

If yes, how does it affect their learning efficacy?.....

.....

24. Do you agree learners with physical impairments have poor intrapersonal relationship?.....

If yes, how does it affect their learning efficacy?.....

25. Can you comment on the self-efficacy among the learners with physical impairments

**Section VI: Achievement of learning efficacy among the learners with physical impairments in regular schools**

26. According to you, what do think are some of the psychosocial factors that negatively affect learning efficacy among the learners with physical impairments in regular schools?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

27. Can you suggest some ways of achieving learning efficacy among the learners with physical impairments in regular schools?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

28. Is there anything else you would like to comment on learning efficacy among the learners with physical impairments? \_\_\_\_\_

**Thank you for your Co-operation**

**Appendix VIII: Focused Group Discussion for parents/guardians of the learners with physical impairments**

**Section I: Background information**

Name of Sub-county \_\_\_\_\_

Number of parents/guardians in attendance

Male       Female       Total

1. What is the general academic performance of your child with physical impairments in the class?

1= Above average       2= Average       3= Below average

2. Do the children with physical impairments complete their education?

1= Always       2= Sometimes       3= Never

3. How often does your child with physical impairments attend school?

1=Very Seldom       2=Occasionally       3=Quite often       4=Very often

**Section II: Parents attitudes and their effects on learning efficacy among the learners with physical impairments in regular schools.**

4. Do you like associating with the children with physical impairments?.....

If not, why?.....

5. Are you friendly to the children who have physical impairments?.....

If not, why?.....

6. Are you accommodative to the children with physical impairments?.....

If not, why?.....

7. Do you appreciate children with physical impairments?

If not, why?.....

8. Do you support educational needs for the learners with physical impairments in regular schools? .....

If yes, how?.....



**Section III: Parents stereotypes and their effects on learning efficacy among the learners with physical impairments in regular schools.**

9. Do you believe physical impairments are result of curse from ancestors or God?. \_\_\_\_\_

If not, what are the causes?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

10. Do you believe educating children with physical impairments is a wastage of family resources? If yes, why?.....

11. Do you think learners with physical impairments are low achievers?.....

If yes, why?.....

Can the learners with physical impairments learn successfully in regular schools?.....

If no, why?.....

12. According to you, can the teachers in regular schools teach learners with physical disabilities successfully?.....

If no, why?.....

13. Is it true learners with physical impairments have poor interpersonal relationship?.....

If yes, why?.....

**Section IV: Stigmatization against the learners with physical impairments and its effect on their learning efficacy in regular schools.**

14. Do you like socializing with the children with physical impairments?.....

If no,  
why?.....

15. Do you label the learners with physical impairments?.....

If yes, why?.....

16. Do you discriminate learners with physical impairments?.....

If yes, why? 1. \_\_\_\_\_

Do you isolate learners with physical impairments?.....

If yes, why?.....

17. Do you condemn learners with physical impairments?.....

If yes, why?.....

**Section V: Learners with physical impairments self-image and its effects on their learning efficacy in regular schools.**

18. Do you believe learners with physical impairments are worthless?.....

If yes, why?.....

19. Is it true learners with physical impairments have low self-esteem?.....

If yes, why?.....

20. Do you agree learners with physical impairments have poor self-concept?.....

If yes, why?.....

21. Do you believe learners with physical impairments have low self-confidence?..

If yes, why?.....

22. Do you think learners with physical impairments have no self control?.....

If yes, why \_\_\_\_\_

23. Do you think learners with physical impairments have poor intra-personal relationship?.....

If yes, why?.....

24. Comment on the self-efficacy among the learners with physical impairments

**Section VI: Achievement of learning efficacy among the learners with physical impairments in regular schools**

29. What do you think are some of the psychosocial factors that may negatively affect

1. \_\_\_\_\_

2. \_\_\_\_\_

30. In your opinion, what are some of the ways of achieving learning efficacy among the learners with physical impairments in regular schools?

1. \_\_\_\_\_

2. \_\_\_\_\_

31. Is there anything else you would like to comment on learning efficacy of the learners with physical impairments?

1. \_\_\_\_\_

2. \_\_\_\_\_

**Thank you for your Co-operation**

### Appendix IX: Observation checklist for the teachers

Listed below are statements on learning-efficacy among the learners with physical impairments in regular primary schools. Please rate the relevance of each skill/behavior on a scale of 1 to 4, 1 being the most relevant and 4 being the least.

1=Always    2=Usually    3=Sometime    4=Never

Skill/Behaviour observed				
Statements	1	2	3	4
(i) Completes learning tasks in your subject				
(ii) Sets realistic goals your subject				
(iii) Takes risks in your subject				
(iv) Works independently during your lesson				
(v) Accepts responsibility in class				
(vii) Interacts positively with peers				
(viii) Is friendly to peers				
(ix) Is self-motivated in class				
(x) Accepts criticism from peers and teacher				
(xii) Is assertive in class				
(xiii) Is an active participant in class				
(xiv) Has high self-regard				
(xv) Is self-regulated				
(xvi) Has self confidence				
(xvii) Is resilience in class				
(xviii) Has good coping mechanisms				
(xix) Has good intrapersonal relationship				
(xx) Has problem solving skills				

Source: Metcalfe Behavioural Checklist (Lawrence, 1988)

**Thanks for your co-operation**

## Appendix X: Introduction Letter from University



## SCHOOL OF POSTGRADUATE STUDIES

PHDED/2014/74310

13<sup>th</sup> March, 2019

*The Director, Research Coordination Division  
National Commission for Science, Technology & Innovation  
Utalii House, 8<sup>th</sup> & 9<sup>th</sup> Floor  
P.O Box 30623- 00100  
NAIROBI*

Dear Sir/Madam,

**RE: DAVID NDETHYA - REGISTRATION NO. PHDED/2014/74310**


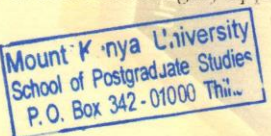
The purpose of this letter is to introduce the above named student who is pursuing Doctor of Philosophy in Education (Education Psychology) in the Department of Educational Psychology and Technology in the School of Education.

The title of his research is *"Influence of Psychological Dynamics Implementation of Inclusive Education for Learners with Physical Disabilities in Primary Schools in Kitui County, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between March and August, 2019.

Any assistance accorded to him will be highly appreciated.

Thank you.

  
  
*for* Dr. Samuel M. Karenga, Ph.D  
Dean, School of Postgraduate Studies  
Enc.

**Appendix XI: Certificate of Ethical Clearance**



**Mount Kenya University**

**MARCH 06, 2019**

Ref. No. MKU/ERC/1166

**CERTIFICATE OF ETHICAL CLEARANCE**

This is to certify that the proposal titled “**INFLUENCE OF PSYCHOSOCIAL DYNAMICS IN IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH PHYSICAL DISABILITIES IN PRIMARY SCHOOLS IN KITUI COUNTY, KENYA**”, whose Principal Investigator is David Ndethya (PhDEd/2014/7430 ) has been reviewed by Mount Kenya University Ethics Review Committee (ERC), and found to adequately address all ethical concerns.

*fw* **Dr Francis W. Makokha**  
**Secretary, Mount Kenya University ERC**

Sign:  Date: 7/3/2019

**Prof. Francis W. Muregi**  
**Chairman, Mount Kenya University ERC**

Sign:  Date: 07.03.2019

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,  
Cell: +254 720 790 796, 0709 153 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2008 Certified Institution.  
**Unlocking Infinite Possibilities**

**Appendix XII: National Commission for Science, Technology and Innovation  
Letter**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/74620/29297**

Date: **25<sup>th</sup> April, 2019**

David Ndethya  
Mount Kenya University  
P.O. Box 342-01000  
**THIKA**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of psychological dynamics implementation of inclusive education for learners with physical disability in Primary Schools in Kitui County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **23<sup>rd</sup> April, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kitui County.

The County Director of Education  
Kitui County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

## Appendix XIII: Authority Letter from County Commissioner



MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

E-mail: [cc.kitui@interior.go.ke](mailto:cc.kitui@interior.go.ke)  
Telephone:  
Fax:  
When replying please quote Ref. and date

OFFICE OF THE  
COUNTY COMMISSIONER  
KITUI COUNTY  
P.O. BOX 1 - 90200  
**KITUI**

Ref. K.C.603/III/10

13<sup>th</sup> May 2019

David Ndethya  
Mount Kenya University  
P.O. 342-0100

**THIKA**

### **RESEARCH AUTHORIZATION**

Reference is made to a letter from National Commission for Science, Technology and Innovation Ref. NACOSTI/P/19/74620/29297 dated 25<sup>th</sup> April 2019, on the above subject.

You are hereby authorized to carry out research on ***“Influence of psychological dynamics implementation of inclusive education for learners with physical disability in Primary Schools in Kitui County”*** for the period ending 23<sup>rd</sup> April 2020.

**JACKSON OLECHUTA**  
FOR: COUNTY COMMISSIONER  
**KITUI COUNTY**



**Appendix XIV: Authority Letter from County Director of Education**

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
State Department for Education**

Telegrams »EDUCATION»  
Kitui  
Telephone: Kitui 22759  
Fax :04444-22103  
E-Mail :  
[cde.kitui@gmail.com](mailto:cde.kitui@gmail.com)



COUNTY EDUCATION OFFICE  
KITUI COUNTY  
P.O BOX 1557-90200  
KITUI

*When replying please quote;*

Ref. No. KTIC/ED/RES/VOL I/22/65

Date:13/05/2019

David Ndethya  
Mount Kenya University  
P.O Box 342 - 01000  
THIKA

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to conduct a research on **“Influence of psychological dynamics implementation of inclusive education for learners with physical disability in Primary Schools in Kitui County Kenya**. I am pleased to inform you that permission has been granted to you to undertake research in Kitui County for the period ending **23<sup>rd</sup> April, 2020**

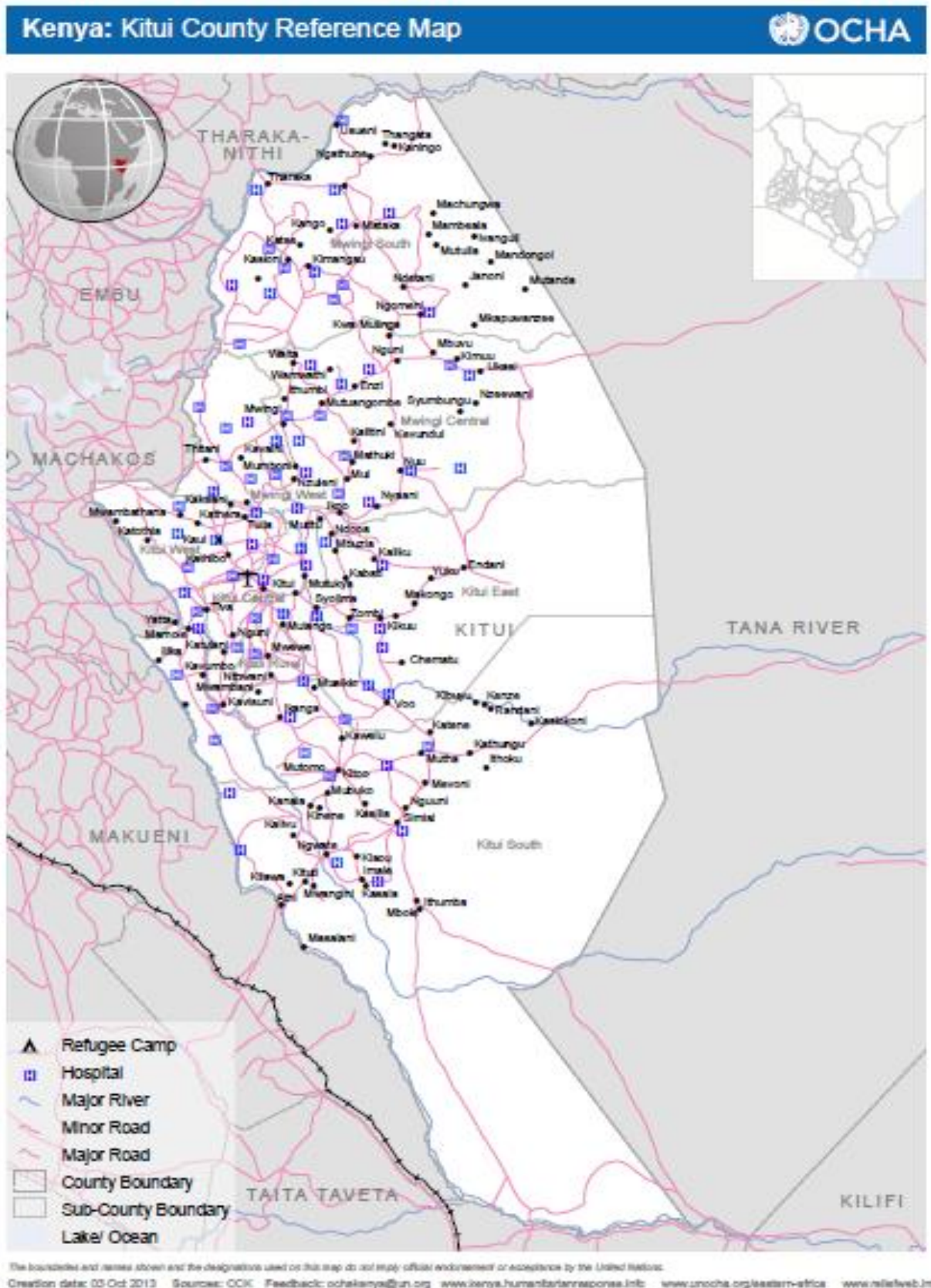
You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise and a copy of the research report should be forwarded to this office.

Regards,

  
S. Adano  
County Director of Education  
Kitui County

COUNTY DIRECTOR OF EDUCATION  
KITUI  
P. O. Box 1557, KITUI.

## Appendix XV: Kitui county map



**Appendix XVI: Plagiarism Report**

**PSYCHOSOCIAL DYNAMICS ON  
LEARNING EFFICACY AMONG  
LEARNERS WITH PHYSICAL  
IMPAIRMENTS IN PUBLIC  
REGULAR PRIMARY SCHOOLS  
IN KITUI COUNTY, KENYA**

*by* DAVID NDETHYA

---

**Submission date:** 20-Apr-2024 05:00PM (UTC+0300)  
**Submission ID:** 2352568850  
**File name:** Final\_Thesis-Ndethya.doc (4.46M)  
**Word count:** 51887  
**Character count:** 314799



# PSYCHOSOCIAL DYNAMICS ON LEARNING EFFICACY AMONG LEARNERS WITH PHYSICAL IMPAIRMENTS IN PUBLIC REGULAR PRIMARY SCHOOLS IN KITUI COUNTY, KENYA

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**182** Sulochini Pather, Roger Slee. "Challenging Inclusive Education Policy and Practice in Africa", Brill, 2019 <1 %  
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Mouni