

THE LIVED EXPERIENCES OF LEARNERS LIVING WITH PHYSICAL DISABILITIES IN
INCLUSIVE PRIMARY SCHOOLS IN ELGEYO MARAKWET
COUNTY, KENYA.

BY:

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M.EDR/4193/20

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MOI UNIVERSITY.

JANUARY, 2022

Declaration

This thesis is my original work and has not been presented for a degree in any other university.

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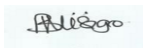
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Dedication

I dedicate this work to my family, for their love and great support. To all learners living with physical disabilities and Special Needs Education Teachers.

Acknowledgement

The completion of this work borrowed heavily on the assistance of many to whom am grateful.

My supervisors: Prof Misigo and Dr Rushahu for their great assistance. The CERMESA Family for the great peer assistance in this research journey. To my family who fully believed in my capabilities and prayed for me. Most importantly to the Almighty God in Whom I trust and owe all the glory

Abstract

Learners living with physical disabilities have diverse experiences in Inclusive primary schools. Studies have reported that this marginalized group of learners, experience various forms of exclusion in schools, resulting in low school enrolment, and completion. World Health Organization, (WHO) report that approximately 10% of the global population has people living with disabilities, 80% of them live in the developing world. The purpose of this study was to explore the experiences of the learners living with physical disabilities in selected Inclusive Primary Schools of Elgeyo Marakwet County, Kenya. The Objectives of the study were: To Explore experiences of inclusion and exclusion of learners with physical disabilities; to examine the experiences of the learners living with Physical disabilities from the perspective of special education Teachers. The study adopted the Social Model/theory of Disability by Mike Oliver and the critical social theory by Bohman. Three Inclusive Primary Schools, and a sample of 65 learners and 10 teachers was selected purposively. This study, adopted a phenomenological design. Data was generated using Participatory Visual Methods where participant's drawings and photographs were used to express their feelings. Data was analyzed thematically. The study revealed that Learners Living with Physical disabilities experienced both exclusion and inclusion treatment at school. Inadequate teachers trained in Special Needs Education, unfriendly subject content, less time for learning and assessment were reported as some of the challenges they faced in school. Intriguingly, these learners reported that they preferred being in school to home because they were neglected by their parents. Moreover, retrogressive cultural beliefs were a major hindrance to their schooling and education. This study concluded that Inclusive primary school environment was better for learners living with physical disabilities compared to home. This study recommends that prospective teachers be trained on how to teach learners living with disabilities in inclusive primary schools. Proper assessment be done on learners during placement to inclusive primary schools. Teachers, pupils, parents and the general community to be sensitized on how to treat, and relate with learners with learning disabilities at home and school. The Kenya

Institute of Curriculum Development should come up with activities within the curriculum that would benefit learners with Physical disabilities. Policy makers involve teachers in formulation of policies affecting learners living with physical disabilities.

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List of Abbreviations

CRPD-Convention on the Rights of Persons with Disabilities

GMR-Global Monitoring Report

GOK-Government of Kenya

I.E-Inclusive Education

KNSPWD-Kenya National Survey of Persons with Disabilities

LWD-Learners Living with Disabilities

LWPD-Learners Living with Physical Disabilities

MDG-Millennium Development Goals

NCAPD-National Coordination Agency for Population and Development

NCLB-No Child Left Behind

NPSNE-National Policy on Special Needs Education

PH-Physically Handicapped

PVM-Participatory Visual Methodologies

PWD-Persons with Disabilities

PWPD-Persons with Physical Disabilities

SDGs-Sustainable Development Goals

SMD-Social Model of Disability

SET-Special Education Teachers

SSA-Sub-Sahara Africa

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nations Children's Fund

UN-United Nations

UNCRPWD-United Nations Convention on the Rights of Persons Living with Disabilities

USAID- United States Agency for International Development

USDC-Uganda Society for Disabled Children.

WDP-World Disability Report

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Chapter Overview

This chapter presents the background of this study, statement of the problem, purpose of the study, research objectives, and questions, justification of the study, significance, scope, limitations and the assumptions of the study. It will also be bringing forth the conceptual and theoretical framework of this study as well as the operational definition of terms. The main purpose of the study will be to explore the lived experiences of learners living with disabilities in inclusive primary schools.

1.2 Background of the study

Children living with physical disabilities are defined as those whose physical limitations or health problems interfere with school attendance, or learning to the extent that special services, training, equipment, materials or facilities are required (Kabare,2018). The decreased motor fitness reduces the child's interactions, ability to take instructions, and activities that physically engage them. Article 24 of the United Nations Convention of the Rights of Persons Living with Disabilities. (UNCRPWD), (2006) defined disability as an evolving concept that arises in the interaction between a person with impairment and their environment. This makes a person's environment critical in their development and capabilities.

Disability is therefore seen as a leading cause of alienation in the world. The World Health Organization, (WHO 2011) reported that, approximately 10% of the global population has a disability and 80% of those living with disabilities are in the developing world. In 2011, the World Disability Report had persons with disabilities representing 15% of the general world population (WDP, 2011). Haihambo and Lightfoot, (2010) noted that, the period between mid-twentieth century to date has been characterized by a growing international disability movement that advocate for inclusion of PWDs within Society. This movement has led to the world's adoption of

policies related to education, employment, income support, antidiscrimination and improvement of the position of persons living with disabilities.

Inclusive education (I.E) is an effort by nations to improve the plight of persons living with physical, and or other forms of disabilities. It is an ideology and approach to practice that respects the rights of all children to receive quality education alongside their peers (Barton, 1997). All learners in an inclusive set up are expected to enjoy a sense of community where they are allowed to participate freely (Nilholm, 2006).

In Italy, progress towards inclusive education has led to the closure of majority of Special schools advocating for inclusive learning (European Union, NESSE report, 2012). Sweden advocate for Schools for all where all learners are expected to enroll in regular schools (Sansour, & Bernhard, 2017). In Sub-Saharan African (SSA) countries including Kenya, Inclusive Education is seen as developing special units in regular schools (Karangwe, Miles & Lewis, 2010; Muchemi, 2013).

Salamanca framework for Action, (1994) articulated that education had a great role in eliminating discrimination. Governments of the world were urged to advocate for I.E, where learners with special learning needs (SLN) including those with physical disabilities were integrated in regular classrooms. It urges governments to design education systems that respond to diverse needs so that all students can have access to regular schools that accommodate them in Child Centered Pedagogy capable of meeting their needs. Inclusive education is therefore tasked to allow learning of learners with disabilities in regular classroom ensuring they reap maximum benefits.

According to (United Nations, 2006):

Persons living with disabilities are not excluded from the general education system on the basis of disability and that children with disability are not excluded from free primary or secondary education on the basis of disability (p.15).

Globally, challenges associated with the implementation of education policies exist, particularly those related to the inclusion of learners living with disabilities. This is evident in literature (Engelbrecht, Nel, Smit, & van Deventer, 2016; Hamdan, Anuar, & Khan, 2016; Mosia, 2014; Vorapanya & Dunlap, 2014; Waititu, 2015; Muchemi 2013; Moyi, 2017). As much as there are policies put in place by various nations to support inclusive learning, challenges persist with decreasing literacy levels and reported slow implementation pace towards a society for all (Zimba, Haihambo & February, 2004). What happens to these learners enrolled in inclusive schools are scantily divulged into, thus the need for this current study.

In the United States of America (USA), the enactment of the US law PL 94142 (Education for All Handicapped Children Act 1975) saw all children with special needs learn together with their non-disabled peers in the least restrictive environment enjoying appropriate education, (Dudley-Marling & Burns, 2013). In 2002, there was the authorization of the No Child Left Behind Act (NCLB) which required that all students be included in a state-wide assessment, meeting the assessment standards and be supported by appropriate technology. Partners on Education (2010), reported that 96% of disabled children were included in general Education Settings in USA. Notwithstanding, the outcome of this objective was left on local teachers' definitions of disability and inclusion.

Inclusive Education has also taken root in Asia. Siska and Habib, (2012) asserts that in Bangladesh, inclusion has an extension in scope. A school in Bangladesh is termed inclusive if it is in a position to provide transport and allow access to information by all learners. Ahmmed and Mullick (2014), reported that implementation of inclusive education (IE) initiatives encountered manifold intricacies in practice. The duo asserted that relevant strategies to address these complications and implement IE are needed (Ahmed & Mullick, 2014). Studies have shown that the struggle in implementing inclusive education in Bangladesh is embedded in resource allocation for inclusive education, parental engagement in the school activities and decision

making, and the need for advanced teacher development and school leaders' empowerment (Ahmmed & Mullick, 2014). Dudley-Marling and Burns (2013), noted that in situations where teachers did not fully understand what was required of them exclusion persisted. Despite the huge steps taken into realizing education for all, it is reported that there is increased decline in enrolment of LWD with 35% in grade one, reducing to 31.5% in grade two, 25% in grade three and 8% in grade four Siska & Habib, (2012). Only 30% of learners living with disabilities complete primary schooling in Bangladesh compared to 48% of non-disabled learners, (UNESCO, 2010). Global Monitoring Report (GMR) in 2010 reported that children with disabilities are less likely to complete primary school. Having a disability doubles the probability of these children in a Kenyan context and thus investigating their lived experiences becomes vital in realizing the Education for All.

There are myths and misconceptions about disability in many parts of Sub-`Saharan Africa (SSA). Having a disability doubles the probability of these children never to attend school. In Burkina Faso for example, disability increases the risk of the child being out of school by two and a half times that of nondisabled learners. In the united republic of Tanzania, literacy rates for people with disability was 52% compared with 75% for people without disabilities. (UNESCO 2010). Many cultures view disability as a result of a curse or some demonic powers. This has been accompanied by stigma and a defensible isolation of these learners in African. Mariga et al. (2014) reported that, learners living with disabilities are seen as objects of shame and therefore are hidden from non- family members to protect the name of the family leading to poor or no school attendance. In the same manner, their experiences in the school are left unknown to outsiders.

In South African since 1994 marking the end of Apartheid, there has been a move by the government to provide services to all its citizens on an equal basis. (Human Watch, 2020). The constitution of the Republic of South Africa, Act No.108 of 1996 provides for the bill of rights in

section 29. The sections emphasize on equity in education without discrimination on any grounds, including disability. (Republic of South Africa, 1996). Education white paper 6 of 2001 is another document that lays down the framework for inclusive education in South Africa. The republic was among the first countries to ratify the Convention on the Rights of Persons with Disabilities (CRPD) in 2007. Despite the enabling environment by the South African Government and other education stakeholders, implementation of inclusive education policies is slow and partial (Dalton, McKenzie & Kahonde, 2012). Children with disabilities are discriminated in accessing education and the voice of those already enrolled to regular schools is left unheard leading to increased violence, abuse and neglect (Human Rights Watch, 2020). South Africa is a fast-growing economy compared to Kenya and thus a disabled learner in Kenya faces more challenges and barriers to education.

The overall disability rate in Kenya was 4.6 % as at 2007, which translated to 1.7 million Kenyans. (Kenya National Bureau of statistics, 2014). According to the KNBS and The National Coordination Agency for Population and Development (NCAPD) Statistics in 2014, out of the 1.7 million people living with disabilities in Kenya, 65% attributed their challenges to the environment they were living in. For example, as seen in Emily and Kipruto (2012), learners with special education needs have been attending special schools with names aligned to their specific difficulties. For example, school for the blind, the deaf, and the mentally handicapped among others. As the duo posits, these schools acted as forms of segregation affecting the learner's self-concept as well as social interactions. The government of Kenya has made significant strides towards inclusive education aligning its domestic policies to international ones. According to the new constitution, (Gok, 2010) "A person with any disability is entitled to access education institution and facilities for persons with disabilities which are integrated in the society to the extent compatible with the interest of the person.... (p. 37)."

Sessional Paper number 1 of 2005 puts emphasis on inclusive education as one of the key strategies for facilitating and enabling access to education for children living with disabilities (Gok,2005). Besides the domestic law, Kenya has signed and ratified other international laws/treaties and declarations such as the Convention on the right of the child, (CRC, 1989), the world conference on Education for All, (EFA) (1990), the Salamanca statement (1994), the Dakar framework for action (2000), the Convention on Rights of Persons with Disability (CRPWD), (2006) and the United Nations Summit on the Millennium Development Goals (MDGs), (2010). Despite the effort by the Kenyan government to promote inclusive education, literacy levels among learners with disabilities are still low. Those living with physical disabilities are still termed uneducable and left hidden in their homes (Mariga et al, 2014). The education experiences for these learners as reported by Kiarie, (2014) has been influenced by societal perspectives and attitudes towards and about those living with disabilities. The major focus has remained their potential to contribute to the society and not how they feel about the place they have been placed in the society.

Moyi, (2017) observed that 30% of learners living with disabilities in Kenya below the age of eight years were out of school compared to only 10% of their non-disabled counterparts.

Myriad studies have scrutinized inclusive education and its related policies towards making learning of all students in the inclusive classroom possible in Kenya. (Nadia 2012; Waititu, 2015; Adoyo, 2015; Elder 2015; Kiru, 2019; Ireri, 2020). However, there is scanty information in Kenya on experiences of these learners in schools. NCAPD also reports that despite the move towards education for all, education still remains a dilemma to majority of learners living with disabilities (NCAPD, 2014). It is therefore, against this background that this study sought to investigate the lived experiences of learners living with Physical Disabilities (LWPD) in Primary Schools in Elgeyo Marakwet County, Kenya.

1.3 Statement of the Problem

Policies have been put in place both locally and globally to ensure that countries embrace Inclusive Education. The United Nation Convention of the Rights of Persons with disability, UNCRPWD, (2006) has been ratified by 157 countries which has committed to provide Inclusive Education to all children living with disabilities. Whereas it is envisaged in the United Nation Sustainable Development Goals that by the year 2030, there will be equal access to education by all, (UN, 2015) this has not yielded positive results.

In Kenya, many policy documents have addressed the issue of Education for children with special Education needs. Statistically, it is evident that the physically disabled children in Elgeyo Marakwet County have not quite received the attention they deserve within an inclusive education schooling policy. Furthermore, it is not quite clear what they experience in school and how such information could help improve their learning. Bakhshikett and Oliver (2013), asserts that, research on quality of education for learners with disabilities mainly focus on access and attendance with less emphasis on what happens within the classrooms and the school environment at large. A shift from this way of doing research is anticipated to bring about change.

Learners Living with Physical Disabilities are allowed to attend inclusive schools in Kenya and Elgeyo Marakwet specifically but there is little effort put to make their learning possible. Eleweka and Rhoda, (2000) further noted that the type of inclusion practiced in Africa results to frustration and a more state of exclusion. Soudien, (2020) reported that, Persons living with Disabilities (PWD) have the full range of potentiality as all other human beings and therefore, demand our unconditional respect. Soudien's assertion notwithstanding, the challenges of low enrolment and, exclusion of Learners Living with Physical Disabilities (PWPD) persists in both developing as well as developed countries.

In Kenya, mobility is the leading disability domain at 42% (Devinit.org, 2020). In Elgeyo Marakwet, physical disabilities lead at 0.5%. (Devit.org, 2020). There are still many LWPD who

do not get access to education despite the signing of treaties and conventions on the rights of persons with disabilities. It was envisaged that the 2003 declaration of free primary education in Kenya would have brought an increase in their enrolment. However, Kipruto, Misigo and Simiyu (2006) reported that out of the 6.2 million children who sought education in Kenya in 2003, after the declaration of free primary education, those living with disabilities were only 0.4%. Moreover, the Kenya National Commission on Human Rights (KNCHR, 2017) reported that fewer than 10% of learners living with disabilities were enrolled in school in 2011. In spite of myriad of studies on Learners Living with Physical Disabilities in Inclusive schools, there is a scanty of information on their learning experiences from an emic approach. Thus, it is upon this background that this current study seeks to find out the lived experiences of Learners Living with Physical Disabilities in Inclusive primary schools of Elgeyo Marakwet County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to explore the lived experiences of Learners Living with Physical Disabilities in inclusive primary schools of Elgeyo Marakwet County, Kenya. The study was carried out in an attempt to understand their experiences in an inclusive school and examine these experiences from the perspective of the special education teachers. Well explored lived experiences would improve the learning experiences of learners living with physical disabilities.

1.5 Research Objectives

- i) To explore experiences of inclusion and exclusion of learners living with physical disabilities in selected Inclusive Primary Schools of Elgeyo Marakwet County, Kenya.
- ii) To Examine the Experiences of the Learners Living with Physical Disabilities from the perspective of the special education teachers in selected inclusive primary schools of Elgeyo Marakwet County, Kenya.

1.6 Research Questions

- i)What are is learners' experiences of inclusion and exclusion in inclusive primary schools in Elgeyo Marakwet County?
- ii)What are the experiences of learners living with Physical disabilities from the perspective of special education teachers in inclusive primary schools in Elgeyo Marakwet County?

1.7 Justification of the Study

Exploring lived experiences advances collective knowledge about a phenomenon (Timmon, 2011). Whereas areas around inclusive education have been identified and researched on, there was need to involve the learners in research. This has triggered the move towards exploration of the lived experiences of learners living with physical disability already enrolled in inclusive primary schools.

Scholars and governments globally have shown great attention to Inclusive Education, nevertheless, low enrolment persists. Previous studies (Timmon,2011; Waititu 2015; Adhikari, Eka.Raj,2018; Redpatha *et al* 2013; salander 2016; Cipollar 2018; Kumar. 2016; Rosetti, & Henderson, 2013; Ireri et al,2020) on the other hand, are seen to actively engage teachers, principals of schools and learners in secondary and higher institutions of learning. Marginal attention has been given to the experiences of learners living with physical disabilities enrolled in primary schools which is the gap this study seeks to fill.

The Kenya National Bureau of Statistics in the 2019 housing and population census analysis of prevalence rates by residence, shows that 2.6 % (0.7 million) of people in rural areas have a disability compared to 1.4% (0.2 million) people in urban areas. (Devinit.org, 2020). Further, prevalence by domain reveals that mobility is the most commonly reported difficulty experienced by approximately 0.4 million Kenyans and representing 42% of people with disabilities (Devinit.org, 2020). In Elgeyo Marakwet County, mobility is the leading domain of disability with 0.5% followed by visual impairment at 0.2% followed by hearing, cognition, self-care and

communication at 0.2%. (Devinit.org, 2020). The impact of disability is high in rural Kenya which include Elgeyo Marakwet and this justifies the choice of the study location.

1.8 Significance of the Study

This study emanated from the researcher's desire to unveil the lived experiences of learners living with physical disabilities in relation to inclusion in inclusive primary schools. An understanding of these experiences was to make the experiences of learning better for learners living with physical disabilities, add to the existing knowledge on the school environment in an inclusive school and also could inform the teachers and school management on areas of teaching and learning that lead to Exclusion of these learners. Since disability affects both the learner and the guardian, the guardians and care givers were expected to receive enlightenment on minimizing the challenges faced by these learners. The curriculum developers and planners could be informed in constructively designing, structuring and implementing an inclusive curriculum. This study further unveiled the power of Participatory Visual Research in creating a more inclusive Education. This allowed the voice of learners living with Physical Disabilities to be heard.

1.9 Scope of the Study

This research was carried out between January 2021 and April 2021 in selected inclusive primary schools of Elgeyo Marakwet County in Kenya. The research participants were learners living with physical disabilities across all the classes with exemption of the candidate classes; Grade four and class Eight. Special Education Teachers were also involved in this study. The study focused on the lived experiences of learners living with physical disabilities in inclusive primary school.

1.10 Limitations of the study

The issue of inclusion is very wide and cannot be fully exhausted in a single study. This study was limited to inclusion in line with Learners Living with physical Disabilities in selected inclusive primary schools of Elgeyo Marakwet County, Kenya. The research was initially

designed to engage learners only but in the course of the research the teachers were engaged due to the nature of the students. Some of the information obtained from the learners verbally was not clear and therefore, the researcher employed the use of drawings and photo voice to supplement the information generated.

Caution is necessary for readers when making generalizations or conclusions about learners beyond those who participated in the study. Further research in this area with a larger sample size and a more diverse sampling group would be a significant contribution to the literature.

1.11 Assumptions of the study

The study made an assumption that all the primary schools in Elgeyo Marakwet County, Kenya embraced Inclusive Education. The second assumption was that the learners gave accurate information and the drawings and photo graphs were a true reflection of their lived experiences.

1.12 Theoretical Framework

The study was anchored on the social model of disability (SMD) by Mike Oliver (1986) and the Critical Social Theory traced back to the work of Immanuel Kant (1724-1804) and the works of 20th Century scholars from the University of Frankfurt. (Bohman, 2019).

1.12.1 The Social Model of Disabilities

The main proponent of this model is the Union of the Physically Impaired against Segregation. (UPIAS) in the 70s. Following their social definition of disability, an American disabled academic, Mike Oliver (1986), penned the terms Social Model of Disability. The social model of disability gives persons living with disabilities a focus on what denies their human and civil rights showing the actions that need to be taken. (Lawson & Bucket, 2020). According to the social model, a person is not said to have a disability but rather disability is something a person experiences, (Oliver, 1986). The model views the barriers that prevent PWDs from

participating in any situation as what disables them. From a social model perspective, disability is regarded as a social constructed injustice which can be challenged and eliminated through radical social change.

The social model of disability as a practical tool was deemed applicable to this current study due to its contribution in changing society's relationship with disabled people and to its understanding of disability. In an inclusive school, the school is charged with the responsibility of changing to meet the learners' needs but not the learner adjusting to fit in the school, (Mutisya, 2013). Learners living with physical disabilities could experience difficulties in the course of their schooling with regard to toileting, access to school facilities and exclusion in games and sports. This therefore called for efforts to make learning in inclusive schools possible for them. However, Mutisya, (2013) reported that inflexible school curriculum, disability-unfriendly school environment, unfriendly teachers, peers and lack of adequate facilities has been the characteristic of our inclusive schools.

The Social model was selected for this study because children living with physical disabilities are still left out of inclusive schools, they also experience exclusion in the school, family and the general society. Secondly, unlike the societal view, the model sees the strength of the learner rather than their disability. Thirdly, it encourages the inclusion of all learners despite the extent of impairment encouraging the removal of barriers that hinder equality in education. The model support for self-advocacy also encouraged the learners to narrate their experiences in a way that would bring about change (Finestein, 2004). Moving towards inclusion means removing the barriers to inclusion. With solidarity generated by the shared experiences of disablement, the social model of disability (SMD) was aimed at bringing the disabled children together in the fight towards change. The model was also beneficial for this less affluent region allowing taking to account not only societal barriers but also other social disadvantages (Levitt, 2017).

1.12.2 The Critical Social Theory

The Critical theory is traced to the work of Immanuel Kant (1724-1804). A current version by Bohman, (2019) presents critical theory to originate from several generations of German philosophers and social theorists in the western European Marxist tradition known as the Frankfurt school. The key features of the theory include seeking human emancipation from slavery, act as liberating influence and creating a world that satisfies the needs of human beings. According to Bohman, (2019), a critical theory is adequate if only it is explanatory, practical and normative. Critical social theory explains what is wrong with the current social reality, identify the actors to change it and provide achievable practical goals for social transformation. Unlike the traditional theories, the critical social theory has human beings as producers of their own historical form of life-giving possibilities for a more hopeful, egalitarian and inclusive society (Horkheimer,1972).

Critical theory was chosen for this study as it clearly aligns itself with some of the fundamental tenets of disability theory, and has the potential to enrich and broaden the critical disability studies principle. The tenets of Critical theory certainly advocate for the creation of a society conducive to the inclusion and emancipation of people who are marginalized (Bohman, 2019). The existing tension between self -advocacy and advocacy on others behalf is clearly stipulated in critical theory. The theory shows the need to leave room, socially and politically for self-autonomy and self-determination. As seen asserted by Horkheimer a writer in the Frankfurt school, Human beings are producers of their own historical form of life, they self-create and produce their own history (Horkheimer, 1986 cited in Bohman, 2005). In this study, the pupils living with disabilities are taken as the constructors of their own social realities and as knowers and collaborators in the research work. As seen in Levinson, (2011), the theorists in this study, employ methodological diversity and center marginalized voices not only in evidence gathering but also in interpretation and change implementation. The lived experiences explored therefore, were intended to aid in

showing the school and the society how learners living with physical disabilities experience acts of exclusion. This was hoped to help achieve the central focus of the theory which does not stop at understanding the phenomena but at change facilitating human emancipation and equity.

The exploration into the lived experiences of learners living with physical disabilities in this study was fueled by the critical theorists' acknowledgement of the agency to give human beings especially those left at the margins, a chance to participate in research. They are seen as experts and authority on their own experience because all critical inquiry is grounded in lived experiences, power relations and social justice as central norms.

1.13 Conceptual Framework

According to Adom and Hussein, (2018), a conceptual framework is a research stimulant that ensures the extension of knowledge by providing both direction and impetus to the research inquiry. The main block in this study's conceptual framework was Inclusive Education from where learners living with disabilities were exposed to different experiences. The researcher generated data on the lived experiences using drawings and photographs from the learners living with disabilities as well as a focused group discussion with the special needs education teachers.

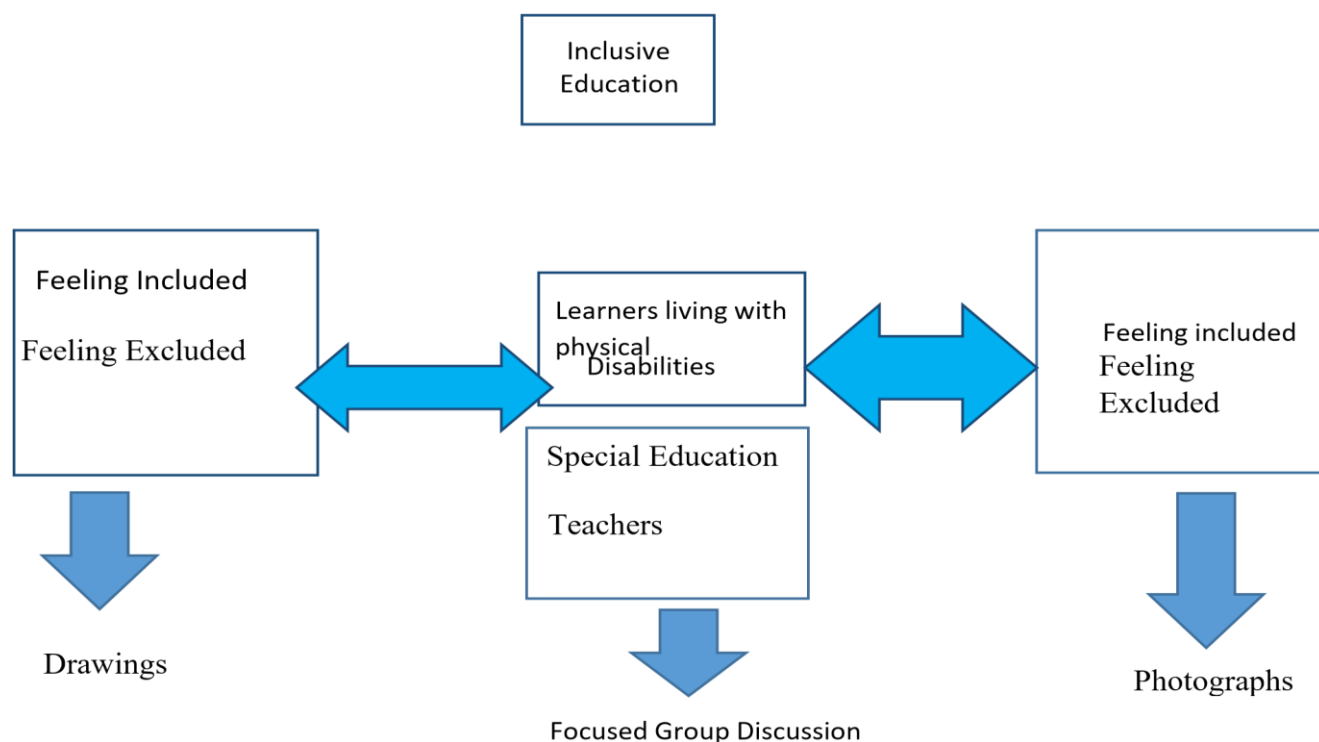
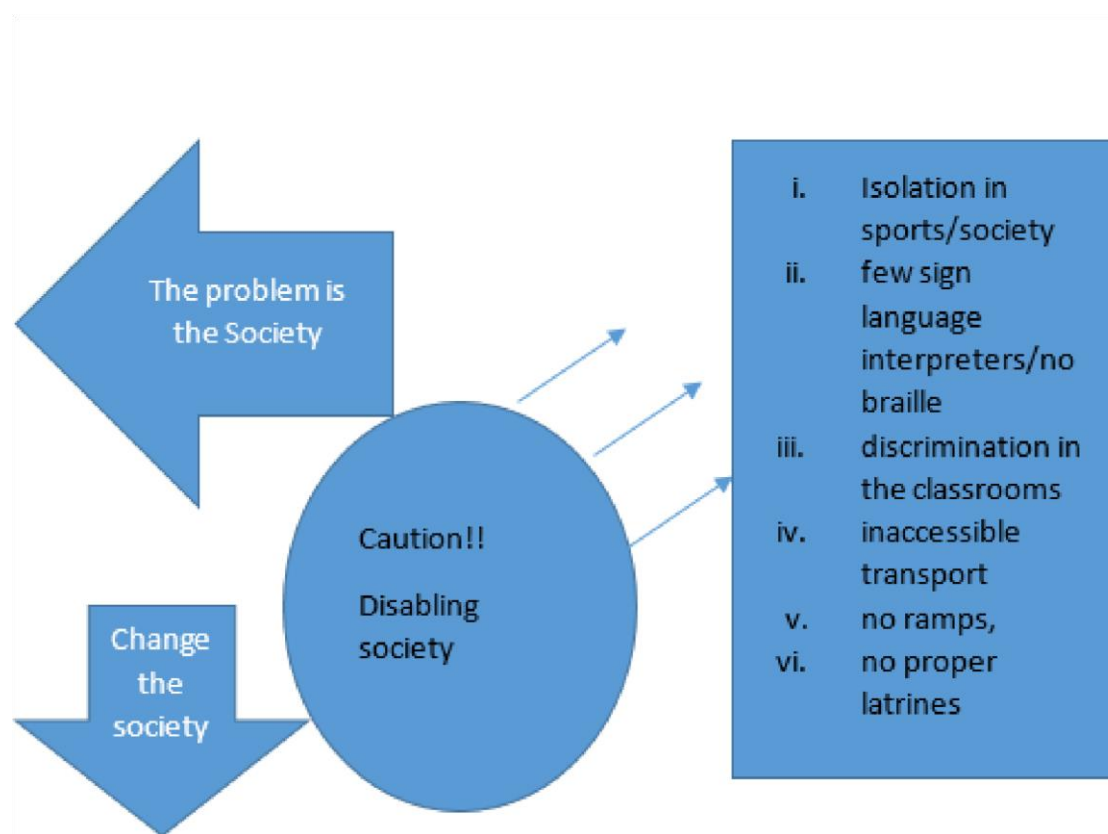


Figure 1.1 Exploring Lived experiences of Learners Living with Physical Disabilities. (Author, 2022)



Social model of disability view of disability

Source author:2020

Figure 1.2

1.14 Operational Definition of Terms

Dis-ability: the presence of an impairment that restricts an individual from proper participation.

Impairment: the state of being disadvantaged, weakened or damaged especially mentally or physically.

Physical Disability: The inability to perform physical activities in the manner considered normal

Inclusion/inclusive Education: Education system that allows for restructuring of the school environment to allow for the accommodation of diversity of learners.

Inclusive Schools: schools that enroll learners with and without disabilities

Learners Living with Disabilities; learners with different forms of Impairments.

Auto photography: The use of Photographs to narrate someone's experiences.

Participatory Visual Methodology: the use of participant taken photographs and drawing in data generation.

Lived Experiences: day to day experiences of inclusion and exclusion

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter focuses on the extensive research done by scholars on inclusive education and clearly showed the connections between the source texts and the researcher's position. The lived experiences of learners living with disabilities were explored, the challenges they faced and also the possible remedies. This chapter also looked at participatory visual research.

2.2 General View on Educating Learners with Physical Disabilities

Educating learners with disabilities is a modern-day challenge to the nations of the world. Establishing and maintaining an education suitable for all requires in addition to well trained teachers, a huge financial investment into the system (Waititu, 2015; Daly et al., 2007). Education for All (EFA), (UNESCO,1999) initiative stipulates equity in education, including those with disabilities and other special needs thus presenting inclusive education as the most suitable approach to education.

Physical disabilities are impairments known to interfere with an individual mobility, coordination, and communication, learning and personal adjustment (Kiarie,2014). These impairments cover a wide range of conditions from a mild degree of Clumsiness, to using a wheel chair. The United States based special education legislation(IDEA) see physical disabilities as originating from, cerebral Palsy, Multiple Sclerosis, Polio, Seizure Disorder, Muscular Dystrophy, Spinal Cord Disorder, Juvenile Arthritis, Skeletal disorder and Limb deficiency (Kiarie, 2014). These conditions limit the child's functional capabilities.

According to the national bureau of statistics, the 2019 population and housing census categorized mobility as the leading domain of disability (Devinit.org, 2020). The domain was still leading in the analysis of the 2009 population and housing census (Gok, 2010). Kenya Integrated Household Budget KIHCB, (2017), indicated that 0.8% of the county's population were reported to have

physical disabilities. This accounted for 0.4 million which is 42 % of the persons living with disabilities. Most of the reviewed studies on educating learners living with physical disabilities have found out that they have normal intelligence and can therefore be integrated and learn well in inclusive school but with some modifications and adaptation of the classroom environment (Obiero&Mwangi,2019; Mwangi,2017; Picard,2015) however, while studies showing the steps taken in Europe and America on inclusive education existed, there were paucity of studies on learners living with physical disabilities in Africa and Kenya in particular.

2.3 Exclusion of Learners Living with Physical Disabilities

People living with disabilities are seen to report higher levels of social isolation than those without disabilities. (O’Sullivan& Bourgin, 2010; APA, 2020). The global research showed that a larger percentage of Learners Living with Disabilities were still out of inclusive

Education despite the global policies to promote inclusive education and EFA (Bushra &Colleagues,2018). Thirty million children of school going age in SSA were out of school as at 2017, with an estimate of 10 million being learners living with disabilities (Enable-Ed & USDC,2017). Disability unfriendly school environment, inadequate personal assistance, inadequate assistive devices and equipment, inaccessible school infrastructure, negative attitudes of the family and the teachers as well as the community at large intensified exclusion. (Bushra & colleagues, 2018; Kamenopoulou, 2017; Siska & Habib, 2012).

The focus of this study was to understand the lived experiences of Learners living with Physical Disabilities. This exploratory study was aimed at bringing about change. Although the government portrayed commitment to providing education to all, the effective delivery of support services to learners with physical disabilities had not received adequate attention hence their stay in school becoming unbearable. This led to increased poor performance, aggressiveness, drop-out rates and other undesirable outcomes of education. If what is in policy is put to practice, then exclusion in education would be a thing of the past.

2.3.1 Historical Exclusion

Scholars (Dei, 2005; Peresuh & Bareham, 1988; Mariga et al 2014; Ngcobo and Muthukrishna 2008,) clearly attributes historical factors to the failure of inclusive education. Neo-colonialism especially in SSA caused serious strains in attempts to change the education systems to be relevant to the present time. Shifting from the colonial practices where education for LWD was offered by Charitable and religious organizations remained a big hindrance to the public and government sector adoption of inclusive education (Mariga et al., 2014; Moyi, 2017). This saw parents continue taking their children to special schools and colleges having a negligible number of SNE trained teachers.

During the colonial era, learners living with disabilities were termed ineducable by use of general education curriculum. They were thus equipped with vocational skills such as basketry and woodwork. With the changing nature of our society towards social inclusion, these learners needed to be included in the general education system. Embracing the colonial practice in education as well as the power dynamics which are situated in people's culture, raised fixed policies in education that did not embrace diversity (Mitchell, 2017). Disability activism as presented by Godley and Lawthorn (2012), was situated within the global trails of empire in the twenty first century clearly showing that colonialism had continued to influence our discourse and practices. Learners living with physical disabilities, due to their unconventional way of doing things were in most cases left out and became subjects of illiteracy, school dropout or even extended stay due to inconsistent school attendance. The greatest challenge experienced since the inception of inclusive education was being in an inclusive school lacking the necessary assistive devices.

2.3.2 Exclusion in Access to Resources and Support Services

The type of inclusion practiced in Africa resulted to isolation and frustration for learners with special education needs and their parents/guardians. This was mainly because, the necessary

support and resources for meaningful inclusion were lacking with parents' low financial status contributing to the sabotage of Inclusive Education (Enable-Ed & USDC, 2017). For instance, the Ugandan parents were seen to prefer taking their children to special schools which offered all the special services to their children for free. This was unlike public regular schools where they were expected to incur some cost (Enable-Ed & USDC, 2017).

Poverty which is a characteristic of many developing nations alleviated the impact of disabilities. The added costs of bringing up a physically disabled child increased poverty among families, (Mungai, 2011). This affected the access to education by learners living with disabilities and those who got lucky to enroll did not make it to completion. She further observed that parents hindered their children from accessing education by failure to provide material aids and appliances to facilitate teaching and learning. To completely include learners living with physical disabilities in inclusive schools, the global monitoring Report pointed out that availability of all the necessary resources was important (GMR, 2010; 2012).

The case of exclusion becomes worse during pandemics which included disease outbreaks and famine. In the time of this research, the COVID-19 pandemic erupted. Learners living with physical disabilities were seen to be at the receiving end of exclusion due to their vulnerability to diseases and directives on social distancing (UNICEF, 2020). The required assistive devices and personnel were not readily available in inclusive schools setting and the situation was magnified in application of remote learning (Klimkina, 2020; McClainNhlapo, 2020; Alasuurati, 2020). In order for the learners to be active participants in the classroom and remote learning, teaching and learning materials were to be availed to all the learners according to their needs.

In a study conducted by Mutisya in Rachuonyo district, Kenya in 2010, availability of varied teaching and learning resources was a strong factor in inclusion. All the teachers (100% of the

sample) stated that there was need to have varied resources available in all classes with learners with diverse needs and abilities (Mutisya,2010). A similar study was conducted by Mungai in Thika, Kenya observing that many of the schools were not well equipped with resources and other learning materials that would make learning possible for learners living with disabilities (Mungai, 2010). Mutisya's and Mungai's study included both teachers and pupils in the sample and was specific to Rachuonyo and Thika respectively. Little is known on the experiences of inclusive education from the learners' perspective in Elgeyo Marakwet County which is the gap this study seeks to fill.

2.3.3 School Based exclusion

The education curriculum used in many countries in sub- Sahara Africa SSA did not cater for the needs of all learners. Since the colonial era, the curriculum had been characterized by memorization and in-flexible assessment methods not standardized for Learners Living with Physical Disabilities. Curriculum was seen as one of the obstacles that needed to be carefully designed and adapted in order to overcome the obstacles to inclusive learning. The desire to prepare learners of all abilities to fit in the world, drove the proponents of inclusive education to advocate for mainstreaming and integration. Educating children of different abilities together, fostered understanding leading to tolerance and proper preparation of the children to fit in and function in the diverse world, (Kirui, 2015). Inadequate access to specialized materials in the school such as, wheel chairs made education difficult. As Waititu, (2015) asserted, negative attitudes towards Learners Living with Disabilities continued to exist more in social and educational institutions designed for inclusivity and diversity.

Kenya embraced inclusive education to a larger extent compared to many other nations in SSA, (Enable-Ed &USDC 2017). However, there were no matching infrastructure necessary to make learning possible for LWPDP in inclusive schools. Mutugi, (2018) carried out a study on learning

challenges facing special needs education learners in public primary schools in Mvita division, Mombasa Kenya. She identified large class size as a barrier to inclusive education, increased teacher –pupil ratio, absence of ramps and rails, inaccessible toilets and lack of instructional materials. These findings were similar to those of (Mutisya, Oketch, Ngware, Ezech and Epari, 2009). Why did the schools allow learners in schools yet they knew of the absence of aids necessary to their schooling? The answer to this narrowed down to how assessment for placement was done. The assessment personnel overlooked the learners' capabilities and were randomly placed in inclusive schools. They were included in the sense that they did not attend special schools but their needs were not met. From the previous studies, the schools failed to follow up these pupils with disabilities due to financial constraints with teachers agreeing that they were not well equipped to deal with special needs education. These two studies focused on challenges and did not give the pupils a chance to air out possible remedies to the challenges creating a gap. Exploring the learners lived experiences in this study, answered the question of what is challenging and how to eliminate the challenge.

2.4 Promises and Realities in Inclusive Education

The idea of inclusive learning came as a result of the rise in global civil rights pressure in the mid-20th century. Countries with Kenya on the list, are taking the positive move towards inclusive education (Soni et al, 2020). Improvements in advocacy changing in perceptions of disability and reconceptualization of inclusive education goals were among the factors for the future of inclusive education (Williams, 2014 as cited in Magumise and Sefotho 2018). Inclusive education policy has been a concern both locally and globally and has continually been raised in several international, regional and local agencies. These agencies include, United Nations Education Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), World Bank, European Commission and not forgetting the Kenyan National Special Needs Education Policy Framework (NSNEPF) of 2009 and the Sector Policy for Learners and Trainees

with Disabilities (SPLD) of 2018. These international and local organizations are in the fore front in advocating for Inclusive Learning. (Armstrong, Armstrong and Spandagou, 2010).

Inclusive Education addresses and responds to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from education (UNESCO, 1994). Being included means one is allowed to participate using one's abilities as an equal member of the community, welcomed and embraced as one who belongs. When there is a shift and change in practice both at home, school and community at large, we say that inclusion has been realized. Inclusion and the social model of disability as adopted in this study involves acknowledging that the community is diverse with people of different races, religions and various disabilities who ought to be respected and valued (Mutisya, 2010).

Inclusive education advocates for meeting the needs of all the children as normally and inclusively as possible instead of the child with the special needs adjusting to suit the needs of the system (Levitt, 2017; Oliver & Barnes, 2010). UNESCO (2009) saw Inclusive Education as a process of addressing and responding to the diversity of needs of all learners. To ensure participation by all, UNESCO advocated for changes and modifications in content, approaches, structures and strategies employed in regular schools. Our societies are not organized in such a way as to accommodate certain kind of people or offer specialized services. Therefore, children of all ages should learn and grow in environments that resemble the environments that they will eventually work or live in. It is quite uncertain if this is really being practiced in our inclusive primary schools in Kenya.

The Salamanca statement of 1994 tied inclusive education to the Education for All agenda (EFA) asking the countries of the world to adapt Inclusive Education which advocate for equality for all children (UNESCO, 1994). This was to be done by enrolling all children in regular schools, unless there were compelling reasons for doing otherwise. At the center of inclusive education was the right to education. The Convention of the rights of the children made this even more specific

where no child was to be discriminated upon any grounds (UN, 1989). In Kenya, Inclusive Education was seen as a fundamental right to every Kenyan citizen enjoyed free of charge in public primary and secondary schools (MOE,2008). Education as a human right has power to reform towards freedom, democracy, and sustainable development (Ainscow,2004). There was need therefore, to ensure that all those excluded from meaningful participation in education were involved in finding ways of breaking the barriers. This was to be done through understanding their experiences which was the path taken by this research putting in consideration the recommendations given.

2.5 Experiences of Learners Living with Disabilities across the Globe

Persons living with physical disabilities in most cases perform daily activities unconventionally making it hard for them to fully fit into a traditional classroom set-up. Their physical limitation causes them to experience multiple difficulties during schooling, (Kabare,2018). This may contribute to dropping out of school, delay in completion or even developing low self-esteem. These learners as seen in Rossetti and Henderson, (2013) are in most cases characterized by low self-esteem, less emotional support, problems with academic and emotional adjustment. These experiences of social isolation and a feeling of not belonging often acts as a barrier to both academic and social success. This present study is aimed at gathering information on learners' experiences of having a disability and being in an inclusive school from their own perspective. (Higgins, Raskind, Goldberg, &Hermann, 2002; Rosetti & Henderson, 2013) argues strongly for doing research in the area of learners with disabilities with an “emic” approach.

(Rosetti& Henderson, 2013; Massengale2016) explored the experiences of learners living with disabilities in regular schools. In their study, Rossetti and Henderson were interested in experiences in regards to peer support, self - advocacy, and self – acceptance. The duo discovered that learners did not feel safe at school as compared to their homes. However, the learners disclosed that there were teachers who were understanding them after a shared experience adding

to a level of relatedness that deepened that feeling of acceptance and support. In expounding on their plight, the learners focused not on the struggles they faced academically, but on the emotional experiences in the classroom environment which included being misunderstood by a teacher or peers. This observation clearly showed that learners with disabilities in the two studies did not view themselves as academically disabled or disadvantaged but rather being in an environment that affected them emotionally thus contributing to their academic challenge. This current study based on prior findings sought to find out how learners in the context under study understood their position in an inclusive school. Their voices were expected to enrich the study with an understanding of education for learners living with physical disabilities. This was achieved by asking them to share their perception of the phenomenon they had lived with and developed mastery over during their young lives.

There has been a move towards understanding phenomena from the perspective of lived experiences by both authors and professionals in their activities (Rossetti & Henderson, 2013). Because learners living with disabilities were frequently marginalized in inclusive schools (Friedrichs, 2019; Elder, 2015; Lazarus & Oluwale, 2017), this study sought to unveil their experiences with an aim of bringing change. Studies on lived experiences were seen to adopt qualitative approaches to research with qualitative data collection tools and analysis techniques. Rossetti, Anderson & Massengale, (2016). In the featured studies, open ended interviews, focused group discussion, observations, document analyses were used. Deviating from the existing studies, this current study used visual tools of data collection adding to the existing knowledge. Visual tools according to (Reavey & Johnson, 2008; Mitchell, De Lange & Moletsane, 2017) helps to reveal hard to speak aspects of the learners' experiences. Photographs and drawings were used to enable the research participants express freely that which cannot be told verbally.

2.5.1 Inclusive Education for Children with Physical Disabilities in Europe.

In Europe learners living with physical disabilities and any other disability are included in ordinary classes which is similar to inclusive classrooms in Kenya. Statistics show that in Europe, one person out of seven reports a basic difficulty in carrying out physical activities. This represents 28 % of persons aged between 15 and 64. Therefore, having such a large number of its population living with physical disabilities has called to strict observance of the non-discriminatory measures in excess of every service to all and more so education (Eurostat. August, 2019).

The convention of the European Union (except The United Kingdom which reserved its right to maintain special schools), ratified the United Nations Convention of Rights of Person with Disabilities and subscribe to the principles of non-discrimination supporting equal opportunities to persons living with disabilities such as equal education opportunities (Ebersold, 2011). In conjunction with the European Union, the Academic Network of European Disability Experts (ANED) has clearly shown the efforts made by different European states towards education for persons living with physical and other disabilities (Ebersol, 2011). To achieve Inclusion in Europe like other countries and overcome barriers to inclusive education, there was seen a need to mobilize resources for both the learners and the institutions they school from. With the treaty of Amsterdam, Bryan, (2002), the European nations pledged antidiscrimination measures and this has to a larger extent seen the positive trajectory in the education for all.

2.5.2 Inclusive Education for Children with Physical Disabilities in the United States of America.

In America, 6.2 % of children between the ages of 5 and 15 have disabilities making up 14% of national public school's enrolment. This number has increased over the years by 11% between 2000/2001 and 2017/2018 (National Centre for Education Statistics, 2016). Unlike other countries

such as Kenya where parents play major roles in the upbringing of their disabled children, the disabled students between the ages of 3 and 21 in the USA are served under the Federal Individuals with Disabilities Education Act (IDEA) (Schaeffer, 2010: pewresearch.org). This has played a great role in ensuring these children are enrolled in schools and acts of seclusion minimized.

2.5.3 Inclusive education for Children with Physical Disabilities in Tanzania

Tanzania is among the five members of the East African Community. In Tanzania, education for children with disabilities started way before independence in the 1950 pioneered by the church Missionary society (Possi & Milinga, 2017). Like other East African countries, there are no clearly put and followed policies on inclusive education and therefore the successful inclusion of learners into primary schools is a work in progress (Possi & Milinga, 2017).

There was a shift in Education in 1978 with the Education Act No.25 which gave every child aged 7-13 years a right to attend school. This saw children with disabilities who were being hidden by their parents due to stigma and shame enrolled in primary schools. Despite this great milestone, children with disabilities turn out to schools was still wanting with majority still experiencing exclusion and inadequate support systems (Karakoski & Strom, 2005 as cited in Possi & Milinga, 2017). To ensure that education benefits all, Inclusive Education in Tanzania has become a recent reform in the education sector (Mkonongwa, 2014). There has been noticeable increase in the number of learners living with physical disabilities enrolled in primary schools in Tanzania over the years. A government report in 2016 indicated that, Learners living with physical disabilities were leading with 11,839 enrolled into primary schools compared to other disabilities (United Republic of Tanzania, 2016).

Despite the positive report, a case study conducted by Possi & Milinga, (2017) in selected inclusive primary schools in Tanzania indicated that, learners living with physical and other forms of disabilities were experiencing challenges that were making learning difficult. Among the

challenges included physical punishment, stigmatization, teasing due to one's disability, harassment and traumatization. There was also lack of assistive devices and learning depended on one another for mobility and other hands-on activities.

2.5.4 Inclusive Education for Children with Physical Disabilities in Kenya.

Disability in Kenya is a term used to refer to restriction of ability to perform an activity in a manner within the range considered normal within the cultural context of the human being (Gok, 2009). Inclusion is responding to diversity by empowering all members and learning to live with one another. Inclusion and exclusion in any state is shaped by its culture and histories (Booth, 2017). Post-colonial Kenya allowed education access to all learner's despite of race, gender or any other grounds (Moyi, 2017). Education Services for individuals with physical disabilities in Kenya were initiated by religious and secular organizations. Examples include, the Salvation Army, the Red Cross society and the round tables international, (Kiarie 2014). The Salvation Army is often credited with the first formal educational services for individuals with physical impairments.

A review of the early education services for students with physical disabilities in Kenya revealed that, while many students with significant physical disabilities were provided with medical and custodial care, many with average to above cognitive abilities were integrated into regular education schools and classrooms along with those who had mild physical limitations (Kiarie, 2014).

Several post independent reports were seen to give recommendations towards education for all learners including those living with physical disabilities. They include, among others, the Ngala Mwenda report of 1964, Ominde report in the same year which recommended that learners with mild handicaps to be integrated to learn in regular schools, Gachathi report of 1976 which laid down measures to address Special Needs Education (SNE) which included among others development of policy for integrating learners with special needs into regular schools, Kamunge

report of 1988 emphasizing development of SNE inspectors at district levels ,the Koech commission 1999 that recommended the establishment of national special education advisory board and the Task Force on Special Needs Education, Kochung Report of 2003.

The National Rainbow Coalition (NARC) Government in 2003 introduced free primary education which had an aim of achieving the Education for All (EFA) goals. In addition to this provision, the government of Kenya provided further funding to schools that provided services to learners living with disabilities (Gok, 2005). The Sessional paper number 1 of 2005 gives clear guidelines showing the government commitment to ensuring learners with disabilities have equal access to quality and relevant education. (Gok, 2005). In 2010, the new constitution brought further provisions that promoted education for disabled children, guaranteeing every child the right to free and compulsory education. Further still, National Special Needs Education Policy (NSNEP) in 2009 and the Sector Policy for Learners and Trainees with Disabilities, 2018, advocated for equity in opportunities and education inclusion. With the available statistics, learners living with disabilities are still dropping out of schools and others never enrolled. This calls for more research into discovering their experiences in the school.

2.6 Exploring Lived Experiences Using Participatory Visual Methodologies and its Applicability in Disability Studies.

Participatory Visual Methodology (PVM) is qualitative in nature where the research participants are active in designing the research project, carrying out analysis and writing about the research data. In previous research, PVM enabled research participants especially those who had typically been left out of study, to express that which they could hardly put across in words and which may be difficult to gather by use of other data collection tools such as interviews. Reavey and Johnson (2008) posited that, the visuals were important tools being a clear outgrowth of an individual's mind making sense of meanings. Further the duo in their chapter in *The Sage Handbook of*

Qualitative Research in Psychology, outlined a number of visual images that counted as qualitative data: photography, documentary films, paintings graffiti and computer mediated interactions. To the list of visual tools, Mitchell, De Lange and Moletsane, (2017) added drawings as an important tool in Visual Research especially with the marginalized groups.

Mitchell et al (2017), presented PVM as a methodology useful in engaging the communities and policy makers in a dialogue towards social change. Participants in research were enabled to position themselves as change agents rather than victims. Gubrium and Harper, (2015) explained that in PVMs, participants were not subjects to be studied but co- investigators, co -analyzers and co-writers. These participants were given a voice and inputs into projects that often had direct implications for them and their extended community. PVR was not a kind of research with its main aim at data collection but like Action research, it was the process and result feedback that was aimed at realizing the desired changes in knowledge and practice of research participants and stakeholders (Haalboom et al., 2006 cited in Mitchell et al., 2017).

Researchers embarked on research using participatory approaches with various groups of people for different reasons. These reasons as Nind, (2011) asserted included listening to access perspectives, understanding experience, consulting, involving participants in decision making, or working together to make something happen. Works of among others (Claudia Mitchell, 2008; O. Fallen, Tyson& Dearth, 2000; De Lange 2017, Wang 1999) proves that when working with marginalized people or communities as well as topics that are deemed sensitive, Participatory Visual Research is more suitable.

It allowed ease in participation, expressing ideas around an issue that was difficult to articulate or that had fallen into the area of subjects that were deemed in-appropriate for discussion. PVMs are critical in relation to social change in that they extend the range of who participates in the process of knowledge production and perhaps most importantly it draws in marginalized voices along with new voices (Mitchell et al., 2017). There was also the issue of power dynamics in

research where the research participants in visual research were not just objects from which data was obtained but rather they took the central position in the process of research. Bentley, (2012) wrote that the shared experiences and common cause of resisting oppression gave disabled people a new sense of worth, a feeling of belonging and a new insight into disability. Studies have been done using participatory visual methodologies in fields of sociology, psychology, health as well as education. Visual methods have been applied in studies done with learners living with disabilities especially outside the school. This created a gap in knowledge as the experiences of learners in the course of learning were not well captured. Prosser and Loxley, (2007) posited that, in order to meet the needs of LWD, research had to be carried out in the school context. This was the grounds upon which this current study was carried out engaging LWD in a PVR in the school context.

2.7 Chapter Summary

The preceding literature proved the importance of an education that benefited all, termed as inclusive education. The studies showed a venture into the general view on educating learners with physical disabilities, promises and realities in inclusive education, inclusive education and children with physical disabilities in Kenya, experiences of learners living with physical disabilities, exclusion and an exploration to participatory visual research. The literature provided researchers and organizations focus on teachers and stakeholders in understanding the experiences of disabled learners in inclusive learning, leaving out the learners. Majority of the studies looked at education for learners living with physical disabilities in terms of access with little attention given to what happens to those already enrolled, while in the classroom and their experiences in the school environment at large. From the reviewed studies, there was scanty of information on the experiences of LWPD and the use of participatory visual methodologies in studies on Inclusive Education for learners with physical disabilities. This created a knowledge and literature gap which the study sought to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

This chapter presents the methodology of the study. The chapter will be divided into sections namely; research paradigm, research design, Research approach, study area, target population, Sampling techniques and sample size, data generation methods and procedures and measures of trustworthiness. The chapter also highlights the data analysis techniques and the ethical considerations.

3.2 Research Paradigm

Huitt, (2018) defines a paradigm as a mental representation of how an entity is structured and how it functions. It is a wide structure encompassing perceptions, beliefs and awareness of different theories and practices used to carry out scientific research (Cohen, Manion & Morrison, 2007). The working definition for this study was paradigm as an approach or thinking that guides the process of research.

This study was anchored on the interpretivist paradigm. Phalm, (2008, Online) defines interpretivist paradigm as one that allows the researcher to gain a deeper understanding of the phenomenon and its complexity in its unique context. This definition of an interpretivist world view allowed the researcher in this current study to have a picture of inclusive education as presented through the perceptions and experiences of the research participants. Thanh and Thanh, (2015) view an interpretivist paradigm as one that allow a phenomenon to be studies in its natural setting. The researcher adopted this definition and carried out the research within the school compound where the phenomenon inclusive education is being experienced, allowing the phenomenon to be studied within its socio-historic context. This research paradigm was adopted in the assumption that social reality is not singular but rather multiple, shaped by human experiences and social context. This research paradigm guided the choice of both the data collection and analysis tools, (Markenzie & Knipe, 2006).

3.3 Research Approach

Research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretations, (Creswell, 2016). This study was aligned to the qualitative research approach with the assumption that it would answer the emerging questions in the course of researching the topic at hand, (Creswell & Clark, 2011). According to Austin and Sutton, (2014), qualitative approach involves asking participants the experiences of their daily lives. It is also exploratory in nature used to answer questions about

the complex nature of the phenomenon in question with an intention of having a clear description and understanding from the participant's points of view.

This approach was considered suitable for this current study as the researcher sought to understand how Learners Living with Physical Disabilities experienced inclusion, capturing their multiple meanings of reality.

3.4 Research Design

A research design is a blue print for collection and analysis of data. (Kothari, 2004). It is the glue that holds the research project together, (Trochim, 2020). These definitions agree with Creswell, (2019) who asserts that a design is a specific procedure involved in the research process. Research design include data collection, analysis and report writing.

This study adopted a phenomenological design. This design originated from the ideas of Edmund Husserl, a German philosopher (1859-1938) emphasizing the study of conscious experiences, (Williams, 2021). Human experiences are the source of all knowledge, (Creswell, 1998). This design is most suitable when studying lived experiences of a particular group Creswell, (2013). It was thus useful in this current study helping the researcher explore the experiences of the research participants who had physical disabilities and in an inclusive primary school. Phenomenology being rooted in the everyday lived experiences of human beings allowed for proper interpretation and understanding to the daily occurrences in life by the research participants (Afoakwah, 2016).

3.5 Study Area

This study was conducted in Elgeyo Marakwet County, in the rift valley region of Kenya.

Elgeyo Marakwet county borders west Pokot to the North, Baringo county to the east, Trans Nzoia County to the North West and Uasin Gishu to the south. This county has 405 primary schools which are distributed through-out the area. Disability prevalence among children in rural areas is 60% compared to 40% of their counterparts in urban areas. The area selected was rural

and currently the county had registered 4,876 persons with disabilities. Those with Physical disabilities were most common with 3,351 registered. According to the 2009 population and Housing census, (KNBS, 2009) persons with physical disabilities made up to 24.2 % (2489) of children between the age of 6-13. This was a high percentage compared to others such as mental disabilities with 9.1 % and Hearing Impairment with 17.3. Mobility was also the leading disability domain in the 2019 population and housing census. (Devinit.org 2021). This justified the choice of the study location which was rural and having a significant no of pupils living with physical disabilities.

3.6 Target Population

Population is defined as a group of individuals, objects, items or entities with common characteristics or attributes, (Etikan & Babatope, 2019). The study population comprised pupils living with physical disabilities in selected inclusive primary schools in Elgeyo Marakwet County and Special Education teachers.

3.7 Sampling Technique and Sampling Size

Sampling is the process of selecting units which may include people, organizations or animals among others from a population of interest to enable make a fair generalization of results back to the entire population (Trochim, 2020).

This qualitative study adopted purposive sampling technique. The purpose of this sampling strategy was to match the sample to the research objectives towards improving the rigor of the study and trustworthiness of the data and the findings. It further allowed the researcher to get the actual individuals who had experienced the phenomenon under study. Data generation and analysis was done concurrently which was in agreement with Family Health International, (F.H.I, 2020) who asserted that, purposive sampling was most successful when data review and analysis were done in conjunction with data collection. This current study involved a small population of

learners and thus the choice of this sampling strategy agreed with Schutt, (2018), who asserts that when carrying out an in-depth exploratory study of a small population, purposive sampling is appropriate.

Inclusive primary schools with learners with physical disabilities in Elgeyo Marakwet County were included in the sample. Boys and girls living with physical disabilities in grade one through to seven were involved following the parent/guardian consent. Etikan and Bala, (2017) posited that, the selected sample should have the required information and be willing to share it. There was a wide range of physical disabilities among the participants, involving different degrees of difficulty with certain activities. With the help of the special education teachers, the researcher employed this sampling technique to select research participants in the selected schools who had the desired characteristics and could actively participate in the study

All the pupils and teachers who met the criteria were invited to participate in this study. The trained SNE teachers who were present during the time of research were 10 in number and they all agreed to participate in the study. Meitens and McLaughlin (2004) suggested that the appropriate number of participants for phenomenological research is 6 and Creswell, (2007) suggest 10 participants to be an adequate number. For the learners it was not possible to isolate some apart from those in class eight and grade four who were revising for their national examination.

The participants were selected from three primary schools which were selected purposively having a significant number of learners living with physical disabilities according to the information obtained from the sub-county education offices.

3.8 Data Generation Methods

Data generation methods comprised several activities such as searching for, focusing on, noting, selecting, extracting, and capturing data, Goldkuhl, (2019). Domination of social science research by the mono-modal discourse has been evident with what could be heard or read taken as the

source of all meaning (Silverman, 2001). However, according to Reavey & Johnson, (2008), researchers in the 21st century are seen to move towards Multi-modal discourse with visual methodologies which include films, photographs, drawings and paintings among others as ways of data generation. Visual images were instrumental in communication revealing the particular expertise of people within particular circumstances (Bennett & Roberts, 2004).

This research adopted visual research tools which changed the traditional relationship between the researcher and the research participants making none the master of the other but rather co-researchers building inclusivity in research. The tools were used alongside a focused group discussion. Visual tools for data generation have been successful among children and more importantly when dealing with vulnerable groups, (Dawn & Manay, 2013). The social study of childhood has taken children as diverse social actors competent to make decisions and contribute to constructions of their lives (Nind, 2011). This study employed drawings and photographs by the learners for data generation. De Lange et al, (2017) asserts that there is a potential of visual tools to evoke empathic understanding of the way other people experience the world, and this influenced their selection for this study. The two data generation methods were accompanied by a focused group discussion with the special education teachers to examine the shared experiences by the learners.

3.8.1 Drawings

Drawings were seen appropriate for working with the selected learners in this study, since it is a tool that works best with young children (Mitchell, Chege, Maina & Rotham, 2016). They show the child's emotional state better than verbal description since they are expressions of the unconscious emotional aspects of a person, (Diem-Wille, 2001). Theron, Mitchell, Smith and Stuart, (2011) contended that the use of drawing was suitable in particular contexts such as in this study whereby, encountering learners who have difficulties in language development or those that have encountered experiences that are difficult to express verbally was rampant. Drawings

allowed for a simplified way of expressing ideas. The participants not only got immediate access to ideas but also led to thinking about taking action thus acquiring agency which give a sense of empowerment (Mitchell, De Lange & Moletsane, 2017). Children have the ability to capture feelings and emotions through drawings. Their culture from a very early age revolve around visual objects most specifically learning how to draw and paint, (Prosser & Burke, 2011). The learners living with physical disabilities selected to participate in this study were expected to make drawings of their lived experiences in the inclusive school. Opening up a range of active participation in the research.

The drawings did not entail participant drawing and researcher analysis only but rather drawing and talking/writing about the meaning hidden in the drawings, (Mitchell et al, 2011). The participants wrote detailed explanations of their drawings known as captions following the notion that, the most prominent aspect of understanding a visual image is what the maker intended to show and not on the audience interpretation (Dawn & Manay, 2013).

3.8.2 Photographs/photo voice

Camille and Sutton-Button, (2014) view photo voice as a participatory research approach used mainly with marginalized populations. The vast applicability of the visual data generation methods has been evident with successful application in different fields of research. These include among others, Education, Disability Studies, Public Health and Refugee studies, (Glaw, 2017; Mayaba, 2015; Cleland, 2021). Photo voice researchers put cameras in the hands of the silenced research participants giving them an opportunity to narrate their day-to-day experiences with an aim of fostering social change, (Foster & Fishman, 2005).

The primary objective of employing photo voice in this study was to allow the pupils identify, record and reflect on their experiences in an inclusive school. This process of data generation viewed the participants as experts of their own situations thus ensuring knowledge transfer with researchers and policy makers at the receiving end, (Camille & Sutton-Brown, 2014). The

photographs taken by the participants was hoped to promote critical dialogue and finally reach policy makers to enact social change and better education for learner's living with physical disabilities. The activities involving drawings and photo voice included: The research participants being given an opportunity to draw individually showing feeling good (inclusion) or bad (exclusion) at school. The learners living with physical disabilities working together taking photographs showing their experiences of inclusion and exclusion in the school

3.8.3 Focus Group Discussion

Focused group discussion (FGD) is a frequently used qualitative approach that enables gaining in-depth understanding of social issues, (Nyumba, Wilson, Derrick & Mukherjee, 2017). FGD obtain data from a sample selected purposefully which is representative of the entire population and it is closely linked to the use of Participatory research, (Nyumba et al, 2017). This method was used with the Special education teachers and was seen as a promising alternative in participatory research, (Morgan, 1996). It also offered a platform for different worldviews in this study on the experiences of learners living with physical disabilities in inclusive primary schools. Nyumba et al, (2017). The duration of FGD was 1-2hrs following, Berkes, (2012) who posited that, based on the complexity of the topic under investigations, number of questions and the number of participants, a FGD should take 1-2 hours.

FGD is a flexible technique and is adaptable at any stage of research compared to other more conventional methods such as individual interviews, surveys and questionnaires. In this study, FGD was used to give an opportunity to examine the information obtained from the other two data generation tools and bring forth more understanding on the topic as stipulated in Nyumba et al, (2017). This was so because, FGD built on the group dynamics, explored the issues in context, depth and detail. This was freely done without imposing a certain structured format as seen with structured individual interview.

The Focused Group Discussion for Teachers answered the following question:

- i. What can you say about inclusion and exclusion of learners with physical disabilities in inclusive primary schools?

3.9 Trust Worthiness

Trustworthiness is the term used by qualitative researchers referring to the process of validating the findings and making them truthful (Pitney, 2004). A study is trustworthy if the reader of the research report judges it to be so, (Gunawan, 2015). In interpretive research, trustworthiness is an alternative for measuring the value of research and its effects. It also aids in leading the way of providing for rigor in the research process building a body of knowledge instrumental in societal change, (Collier-Reed, Ingerman & Berglund 2009).

To ensure trustworthiness in this qualitative research, the researcher ensured, credibility, transferability and dependability of the research data as discussed in the sub-sections below.

3.9.1 Credibility

The truth value of an investigation is termed credibility in qualitative research (Lincoln & Guba, 1985). Credibility is seen to consider the correspondence between the research participants and researcher's perception of the social construct. As Ary, Jacobs, Sorensen & Razavieh, (2010) posits, the choice of an appropriate data generation tools enhances the true value of the research data. In this study, the researcher employed drawings and photographs for data generation and focused group discussion accompanied the two. This ensured that the researcher captured the intended meaning which may have been hidden in the visuals. To ensure credibility member checking was also allowed where the research participants were allowed to access and confirm the truth value of the research findings before the final analysis and write-up was done.

3.9.2 Transferability

Anney, (2014) defines transferability as the extent to which research findings can be generalized to other similar contexts. This aspect of trustworthiness as seen in Lincoln & Guba, (1985), draws on the notion of applicability of research outcomes. The researcher made a rich thick description

of the study subject and context to ensure that similarities and differences were clearly spelt out in relation to other situations where the results may be possibly relevant. The reader/other researchers can determine whether the results of this study apply to their study.

3.9.3 Dependability

Dependability is a suitable concept to use for the positivist term reliability. It is a kind of internal reliability in which the findings of an investigation are a true reflection of the data collected Merriam, (1995). Ensuring dependability of a study is an important consistency check for data interpretation and findings of an investigation, (Collier Reed et al,2009) To ensure dependability, the researcher ensured that care was taken throughout the research process employing multiple data generation tools. During the data generation process, the researcher was conscious ensuring that the participant expressed how they had experienced physical disability in an inclusive education and not any other phenomenon. To ensure stability of the research findings, the researcher ensured consistency between the results of the research and the data collected.

3.10 Data Analysis

Qualitative research uses analytical categories to describe and explain social phenomena which can be obtained deductively or inductively. The analytical process begins during data collection where the data already gathered is analyzed as well as shaping the entire data collection process. Qualitative researcher analysis must ensure simplicity and elegance ensuring the work make sense to the relevant audience, (Bazeley, 2009).

In this study, the researcher obtained data through visual methodologies; drawings and photographs as well as verbal data through focused group discussions. The participants offered an analysis of their drawings and photographs, by writing captions on the drawings as the explanation. To examine the data, the researcher engaged the special education teachers in a focused group discussion. The researcher recorded this and conducted thematic analysis of the data (Braun and

Clark, 2006). Thematic Analysis allowed segmenting, categorizing linking and relinking aspects of data before interpretation, (Grbich, 2007).

The research participants were actively involved in the data analysis in pursuance of participant and its audience autonomy. This as Mitchell et al, (2017) posits, paved way for sustainability of agency and social change. The analysis of the visual data included what the participants did to make the pictures as well as what they said in answering the research questions Radley & Taylor, (2003). The analysis further involved examining both the images and the FGD data both with and without the participants. The analysis process included using the images, the notes taken in the field and during the FGD, to make meaning through a thematic analysis process. The images made by the research participants were viewed as indicative of their experiences and were interpreted with the help of captions accompanying them.

3.11 Ethical Considerations

All research raises ethical issues. These issues are fundamental parts of the research process from the initial formulation of the research questions, data generation, analysis and even final publication, (Reavey & Johnson, 2008; Oates, 2006). Ethical consideration allows the researcher to protect the participants, develop trust with them, ensure the integrity of the study and guard against research misconduct, (Creswell & Clark, 2017). Ethical problems in qualitative research arise due to the nature of inquiry where the researcher is involved in studying private lives which are later placed in the public domain. This current participatory visual research with Learners Living with Physical Disabilities like any other type of research faced an ethical challenge. To respond to the challenge, the researcher adhered to two ethical principle of Informed Consent and ensuring Anonymity of the research participants.

The sampled schools offered boarding facilities for the learners living with physical disabilities and was not possible to access the parents/guardians. In this regard the special education teacher heads gave consent on behalf of the parents. The participants were asked to give assent during

the briefing session (before the actual process) and debriefing (after data generation before publication). As seen in Reavey & Johnson, (2008)), Informed consent/Assent entailed telling the research participants of the entire purpose of the research, the main features of the design adopted, possible risks and the benefits to be derived from participation. The participants were also notified of the voluntary participation and withdrawal at any time.

Anonymity is a critical aspect when carrying out research with vulnerable populations and thus the researcher ensured that the identity of the participants was maintained by not publishing images that are identifiable, (Sparrman, 2005). The researcher made an initial negotiation with the participants on what they preferred shown. This was mainly because, the presentation of visual data increases the likelihood that the participants could be unintentionally identified creating an ethical problem, (Reavey & Johnson, 2008). The researcher was obliged to hide the identities of the research participants and of those who were captured in the photographs and may not have provided informed consent. To ensure confidentiality of the generated visual data, the researcher was guided by Sparrman, (2005) who presented various digital media techniques that the researcher could use to disguise the participant's identity. These included: Blurring the face, preparing a contour drawing in Photoshop, creating own pencil drawings from the image and also zooming in on one aspect of the image as an object. In this study the researcher zoomed in on one aspect of the image as an object.

The researcher before commencing on the actual research process obtained ethical clearance from the ethics committee of Moi University. The researcher further obtained the national research permit from the National Commission for Science, Technology and Innovation and a letter from the county director of education to allow the researcher carry out research in Elgeyo Marakwet County.

3.12 Chapter Summary

This chapter outlined the research design and methodology used in exploring the lived experiences of learners living with physical disabilities in inclusive Primary Schools of Elgeyo Marakwet County. This chapter captured the approach and its suitability to the study, the strategy used as well as the paradigm in which the study was positioned. The methods used to generate data, the reasons for choosing them and how they were used in the field to generate the data. The chapter also described how the data was analyzed, how the study was conducted ethically and how trustworthiness of the research was ensured.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Chapter Overview

Data obtained from drawings, photographs, and focus group discussion was presented in this chapter as well as an analysis of the data generated and interpretation. The themes derived from the generated data were presented and discussed. These findings were subsequently interpreted and discussed in line with the literature and the interpretivist paradigm.

4.2 Demographic Information

In this study, three inclusive primary schools were purposively selected. The schools were located in Elgeyo Marakwet County, Kenya. One in Keiyo North, another in Marakwet West and the third one in Keiyo South. The learners living with physical disabilities were all allowed to participate except the class eight pupils who were preparing for the end of year national examinations. Ten teachers trained on special education were also engaged in the study. School A had 20, School B 15 and School C 30 Learners Living with physical disabilities.

4.3 Presentation of Drawings and Photographs

Drawings and photographs were used to address the first objective with the learners living with physical disabilities as the research participants. The objective aimed at exploring the experiences of inclusion and exclusion of learners with physical disabilities. In this section, the researcher presented drawings and photographs that were made and taken by the learners. The participants were asked to make two drawings depicting instances that they felt good and bad at school. They were also divided into two groups where they were expected to take three photographs for each group in the school compound that best explained their experiences. The group comprised at least two participants who had mastered the skill of photo taking and having able upper limbs. All the sixty-five drawings were not presented in this document. 30 drawings were selected based on the

research focus and eight photographs were included in the study. During the drawing session, the participants were asked to make captions of their drawing and oral explanation were made with audio recordings. The audio recorded data, and the oral explanations were combined to form the written explanations on the drawings presented in this Thesis. The drawings were presented according to how they addressed the study objective: These were categorized into two groups: A- Feeling Good and B - feeling Bad.

4.4 Objective One: Exploring the experiences of inclusion and exclusion of learners with physical disabilities.

The overall aim of this study was to explore the lived experiences of LWPD in selected inclusive primary schools of Elgeyo Marakwet County. The first objective was addressed by use of two data generation tools, drawings and auto photography. The research participants were requested to freely make drawings of the instances they felt good in school interpreted as inclusion and instances they felt bad interpreted as exclusion. They were also to take six photographs each school, in the school environment that clearly narrated their experiences. The themes and their categories were derived from the drawings, photographs and the focused good discussion f-or the second objective as presented in figure 4 below. The drawings on feeling good and feeling bad were seen to revolve around the school. Learners however, did not leave their home experiences behind and this was emphasized by the special education teachers. The themes from the drawing and photographs were two feeling good at school and feeling bad at school with nine categories of interconnected aspects that showed feeling good (inclusion) or bad (Exclusion) at school. Five themes were obtained from the focused group discussion with twelve categories. The researcher used Pseudonyms for all the research participants.

Research Question	Themes	Categories
What are your experiences in your school?	Feeling Good at school (Included)	- School is good, i love being in school. - My teachers are good; they treat me well. - I have very many Friends at School. - School is better than home
	Feeling Bad at school (Excluded)	- Neglected at school - The school terrain is bad - Mathematics is difficult - Am discriminated and denied leadership roles - There are no support services
How do you Perceive the experiences of learners	Inadequate staff.	- Attrition - Teacher Training

living with physical

disabilities in your school?

Syllabus Coverage Demand

- Speed of Delivery
- Time Allocation per Lesson
- Curriculum Demands
- Examinations

Rejection by Family

- Parental Negligence
- Lack of Prioritization
- Inadequate Social-Emotional Support

Support for Inclusion

- Learner Assessment for Placement
- Inclusion for Social Integration
- Teacher Commitment to Inclusion.

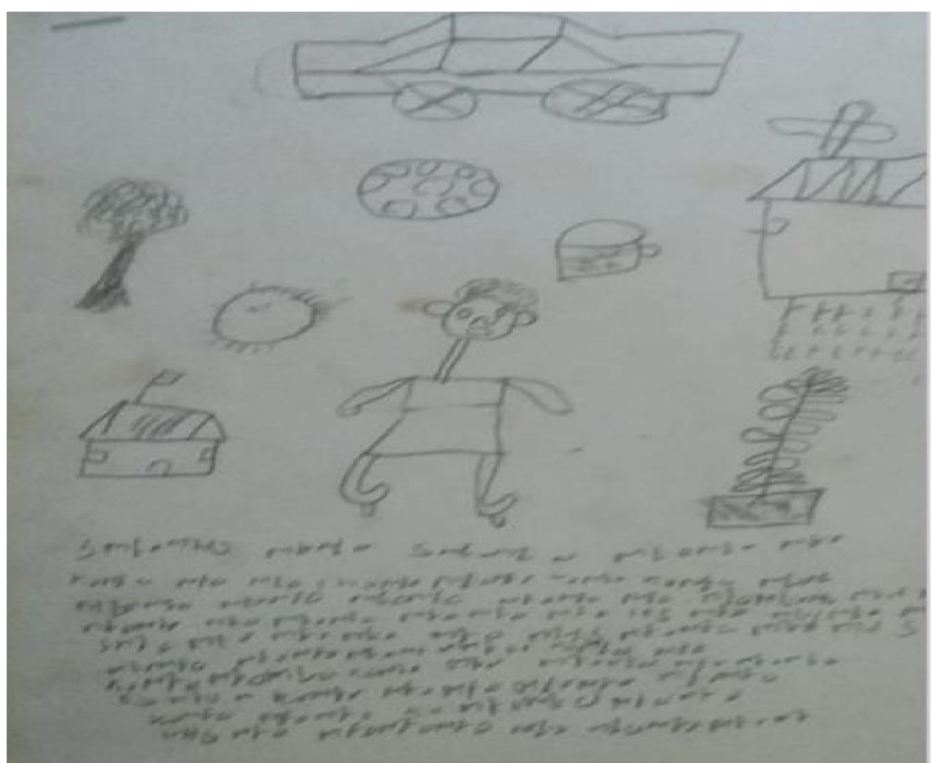
Competent Based Curriculum

Fig.4.1: A summary of the Themes and Categories

4.4.1 Experiences of Inclusion

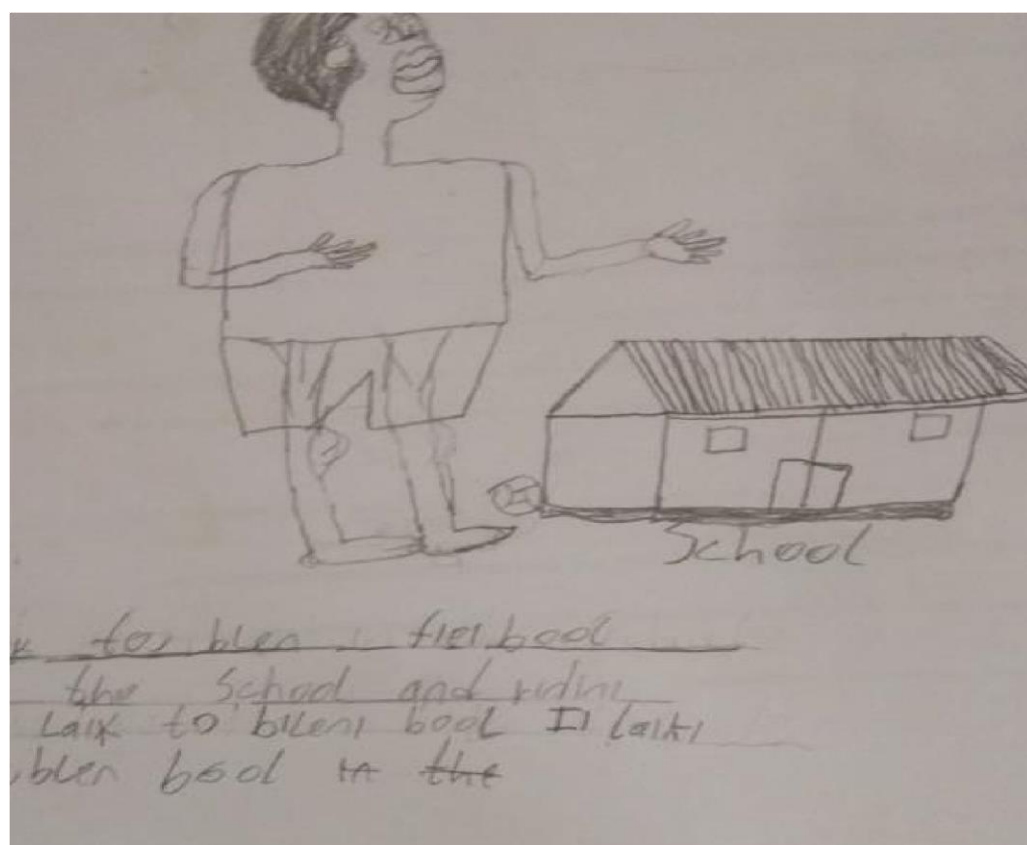
4.4.1.1. School is good; I love being in school.

Learners had a positive view of their school experiences and said that school was good. To get the meaning of this statement, the researcher asked a prompting question such as what makes school good for you? What happens at school? Learners living with physical disabilities were not good in verbal communication, but the drawings they made and the captions gave a clear picture of their assertion that school was good. Of the 30 selected drawings made by the learners, none omitted a drawing of their school. They all showed their love for their school and made even flower decorations for their school compound. According to the participants, the school was a good place to be. Several of them expressed in their verbal explanation of the drawings how they were excited when their parents/guardians shared the idea of bringing them to school. The idea that there were people of like ability around them gave them joy and motivation to remain in school.



Figure,4.2 A drawing by Anita

Anita: I love it here; I was the only one with this challenge in my former school. My mum does not allow me to do any chores at home, she thinks I am not able to. I am able. I am allowed to do chores in the small home. In my life, I feel so happy especially when I am here at school. I love being in school, reading and staying with friends. I love flowers. I love cars they help with movement. I was in another school and transferred here in class seven. I love it here; I was the only one with this challenge in my former school.



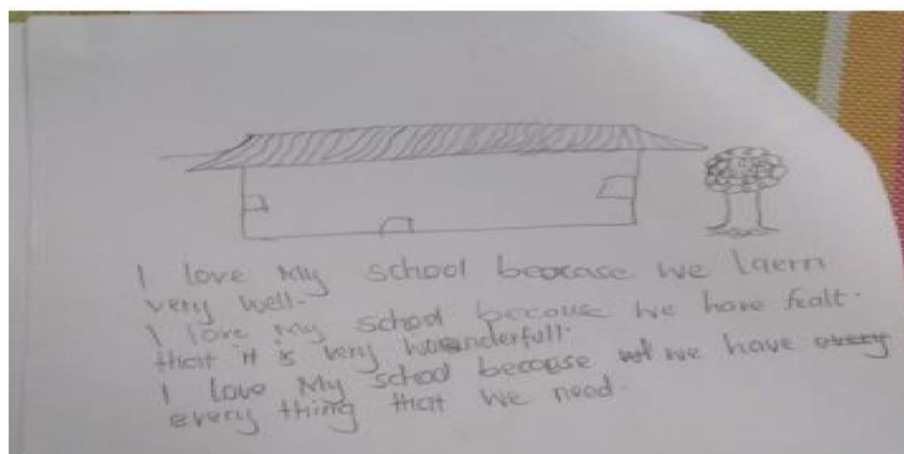
Figure, 4.3 A drawing by Tom

Tom: I get basic needs at school like food and shelter. There is good food at school, we are fed well. I have friends at school and enjoy my days with them. I love being in school. I feel good when I am in a science class. The subject has flowers like my school compound. I love flowers they represent love and love is very important to me. I have many friends at school, unlike at home who have good morals. I am happy with friends at school. I feel good when in the small home, we eat well and sleep well.



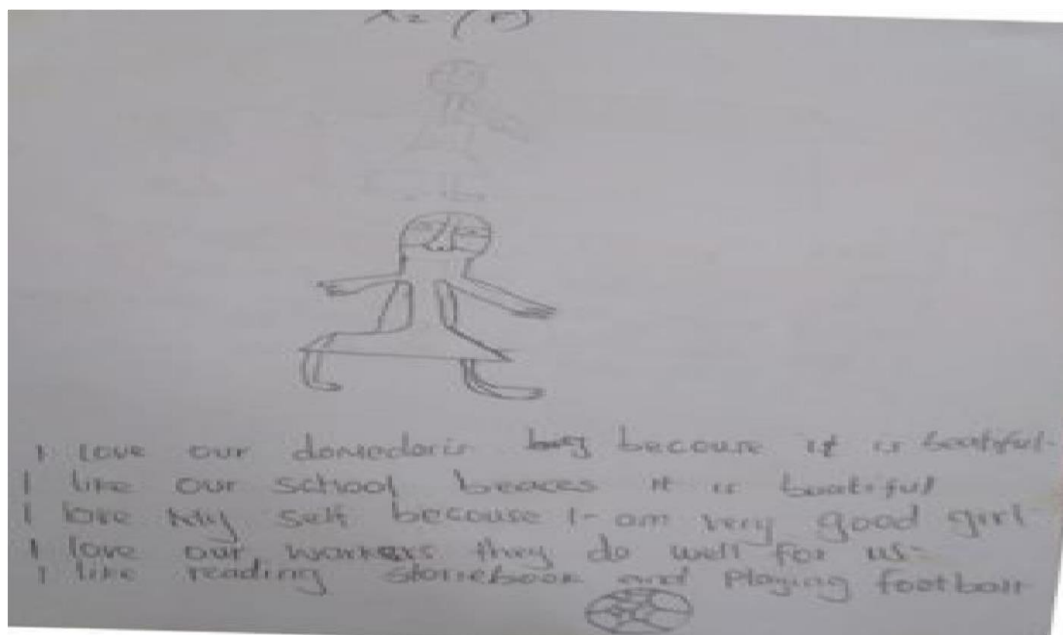
Figure, 4.4 A drawing by Debra.

Debra: Drawing of my classroom, I love being in class. I lack nothing in school. I feel good in the classroom. Drawing a tree, I am like a tree that cannot die even when it is cut down. I have big dreams. Drawing of a cow. I like my school it is like a cow bringing meat and milk. Like football, my friend Kibet likes playing too. We play together.



Figure, 4.5. A drawing by Mary

Mary: Drawing of my school, I love being in school we have everything we want in school. I feel good in the classroom.



Figure, 4.6 A drawing by Marjorie

Marjorie: I feel good when in the dormitories in the small home. I love my school all the time. I love myself the way I am. I love my school as it makes me feel that I am very wonderful. We have everything that we need in school. My friends at school love me I feel good in the dormitory we sleep well.

Teacher Hannah: PWPB feels more comfortable when with those of like abilities. I think this is just a matter of competition. They are not comfortable others are more energetic and may cause injuries.

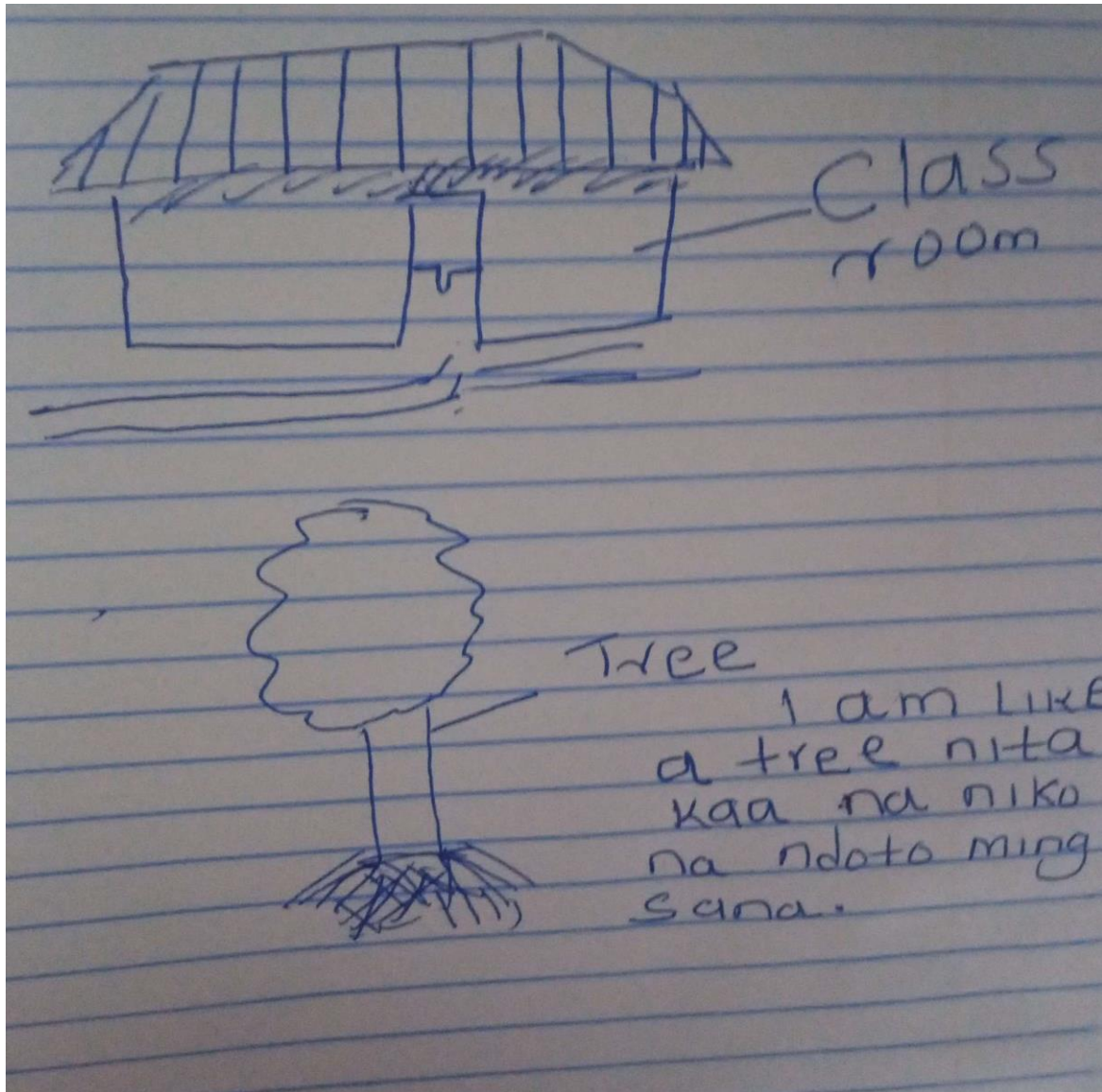


Figure 4.6, A Drawing by Jacob

Drawing of a classroom. I love being in school and feel good in my classroom. Drawing a tree, I am like a tree that cannot die even when it is cut down. I have big dreams at school.

These drawings portrayed love for their school, and an appreciation for receiving basic needs at school. They were also excited in a school where there were other pupils with similar challenges. Waititu, (2015) noted that learners living with physical disabilities related well with one another. She further asserted that, this could be because they easily identify with each other having many things in common. Westwood and Graham, (2003) stated that the significance of inclusion is that, learners get an opportunity to model other physically challenged learners who have successfully

adjusted in spite of various challenges in the course of their learning process. The duo further posited that inclusion assists the PWD to be self-sufficient and culturally enriched. Teachers observed that school provided basic needs to the LWPDP and noted that majority of these learners came from poor backgrounds, and did not have basic needs at home. Thus learners were taken good care of at school and the small homes.

Teacher Tom: Poverty and disability go hand in hand. The parents are from low-income families and this affects the learners stay both at home and school.

Teacher Jane: From home, disability is taken as a curse/witchcraft. Therefore, taking the parents on board is challenging. We go out of our way to ensure the learners are in school.

This is in agreement with Ireri et al, (2020) assertion that 85 % of parents with children with disabilities are from poverty-stricken families. And therefore, engaging these parents in discussions pertaining to the education of their children has remained a great challenge.

4.4.1.2 My Teacher is Good

The learners expressed their love for their teachers indicating that they make them feel good/included in school.

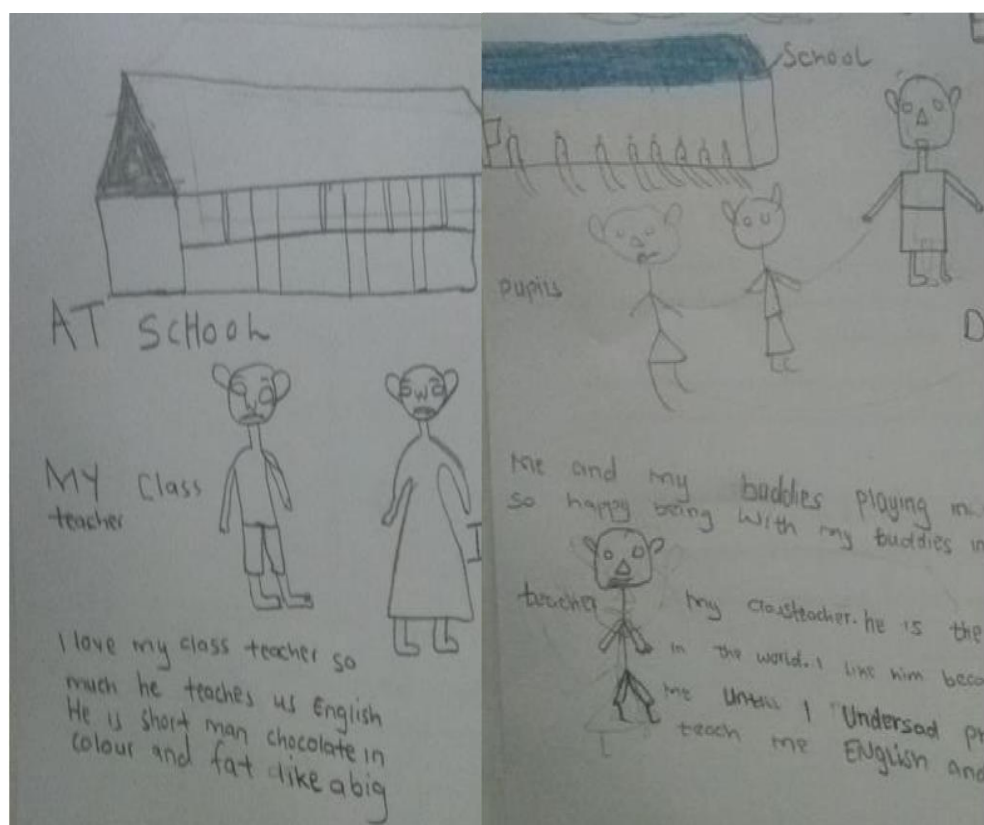


Figure 4.9, Drawing by Jemimah

Jemimah: I love my class teacher he teaches us English. I feel good reading English and I love my English Teacher. I do well in English, unlike Mathematics. Mathematics is difficult it is not easy for me to construct

Learners did not clearly explain why they loved their teachers. However, a discussion with the teachers brought some elements to light. The teachers who had been trained in Special Needs Education were able to handle these learners and exercise patience unlike those who were not trained. These teachers also assumed the role of the parents by ensuring that these learners lived comfortably at school. These teachers reported that they would at times take these children at home after school for the holidays when the parents failed to show up, the teachers would also engage in providing for their basic needs, help them navigate through the classroom and even join in cleaning the small homes.

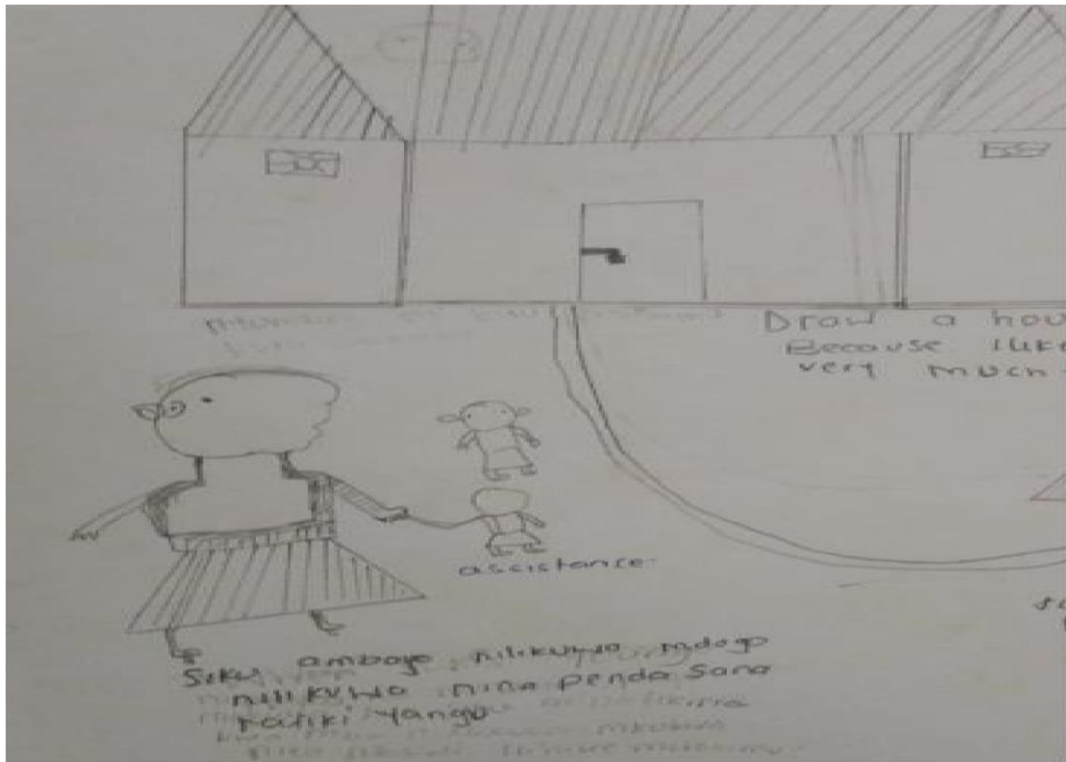
Teacher Ivy: The learners need more attention. I have one learner in grade three whom I have to lift from the wheelchair to the seat and back and sometimes wheel him out. It is not easy for all the teachers to do so.

Teacher Solomon: Sometimes they come without school uniform and we are forced to chip in as teachers to make the pupil comfortable in school.

Some of the parents are not aware of the existing support services available for children living with disabilities. Moreover, due to poverty, and disability these children are brought up in lack and negligence (Odongo, 2018). Most parents therefore, take their children to school and leave them under the care of teachers who are overwhelmed and most of the time unshared responsibilities leads to the learners being disadvantaged. In a study conducted in South Africa, Mark et al. (2019) discovered that to understand parental attitudes towards inclusion and education for their disabled children, the impact of poverty to parenting should be put into consideration. Mwangi and Oridho (2014) also revealed that in Kenya, Social Cultural factors among parents of learners living with disabilities contribute to their attitudes on educating their children especially in inclusive schools.

4.4.1.3 I have Friends at School

The study found out that the learners living with physical disabilities had friends at school. These friends included those with and without disabilities. These learners however disclosed that they felt more comfortable with learners who had similar disabilities.



Figure, 4.10 A drawing by Rita

Rita: I feel good about my friend Flora. She helps me push the wheelchair and also explains concepts in class. I feel good reading Kiswahili and I love my Kiswahili Teacher he is also a friend. I do well in Kiswahili, unlike Mathematics. Mathematics is difficult it is not easy for me to construct. I love reading school books, I love myself. I am very much okay at school. I have many more friends than at home. I love playing games at school.

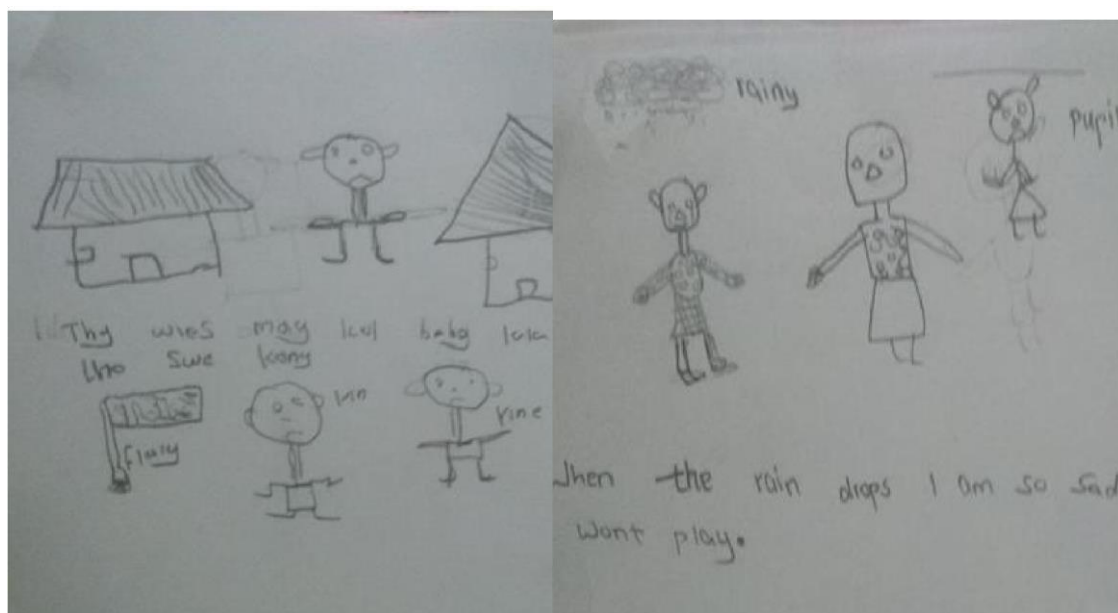


Figure: 4.11 A drawing by Paul

Paul: Drawing of my school. I and my friends. I am so happy being with friends in school. They love me. At home, they do not allow me to play with them. There no kids like me at home. When it rains I am so sad I cannot play and I get rained on as I cannot run (Observation-there are no shades besides the classrooms. Something should be done about the terrain

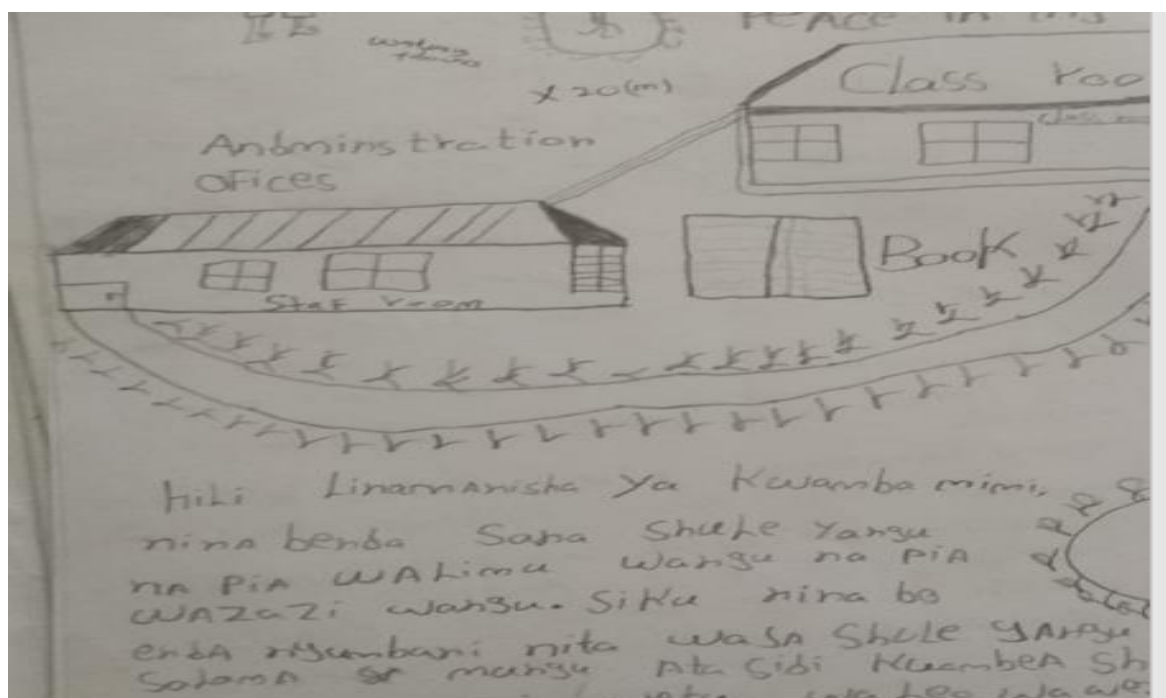


Figure 4.12 A drawing by Taniyah

Taniyah: In my life, I feel so happy especially when I am here at school. I love being in school, reading and staying with friends. I love flowers. I love cars they help with movement. I was in another school and transferred here in class seven. I love it here; I was the only one with this challenge



Figure: 4.13, A drawing by Peter

Peter: I drew a car because I love cars they help with movement. I love it when in the dorm and the small home. We live there together with my friends. I love playing football. We play with my friends on Sunday and Saturday. I drew a table and food. I love the food cooked at school we eat together with my friends.

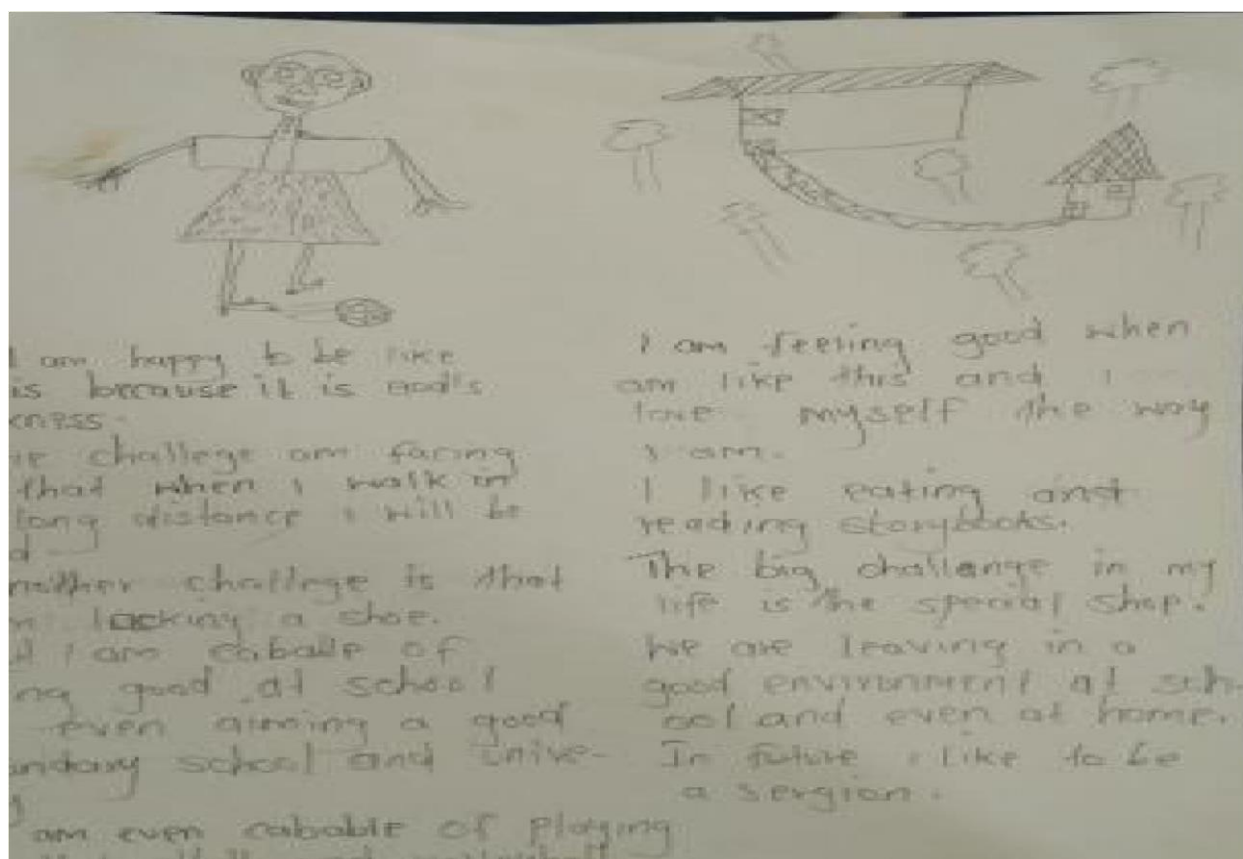


Figure: 4.14 Drawing by Grace.

Grace: A drawing of myself in school. I love reading school books, I love myself. I am very much okay at school. I have many more friends than at home. I love playing games at school. I feel good when in the dormitories in the small home. I love my school all the time. I love myself the way I am. I love my school as it makes me feel that I am very wonderful. We have everything that we need in school. My friends at school love me I feel good in the dormitory we sleep well. The big challenge I have is that I need a special shoe.



Figure: 4.15 A drawing by Sally

Sally: I have drawn a happy girl and others joining her. I am happy when included by my friends and when we are playing together, I am sad at school when I see others running away from me sometimes my friend does not want to play with me, she says I smell bad

All learners, whether with or without disabilities should meet psychological and social needs. The need to be loved, trusted, and secure and having a sense of belonging is the desire of every human. When learners living with physical disabilities are deprived of these vital needs, they develop low self-esteem and self-denial, (Waititu, 2015). This study found out that Learners living with physical disabilities were warmly accepted by their fellow students without disabilities. This is in agreement with Waititu, (2015) whose study found out that LWPDs are not isolated by their fellow students, however, they only relate sparingly. These learners as seen in this study and in agreement

with Waititu (2015) who found out that LWPB prefer playing, and interacting with their counterparts with disabilities. This clearly shows that even though others do not isolate or discriminate against them, they interact more amongst themselves. The act of LWPB isolating themselves from other learners in most cases is a reflection of their experiences with the non-disabled learners or the school environment that show their differences. Inclusive education as seen in Ireri et al, (2020) is expected to promote self-esteem and self-perception influencing both social and academic life experience. Although the inclusive schools are having policies well stipulated, segregation is still evident in the schools and low enrolments persist, (Ireri et al, 2020).

4.4.1.4 The Small Home

The inclusive Primary schools selected for this study had a special accommodation wing for the learners with physical disabilities known as the small home. This acted as their home in school where they returned to after the classes. Learners who in most cases have faced rejection and isolation at home saw this as their second home. Through beautiful drawings, these learners gave stories of their small home. In the small homes, there were matrons as well other support staff who ensured that the learners' needs were well met.

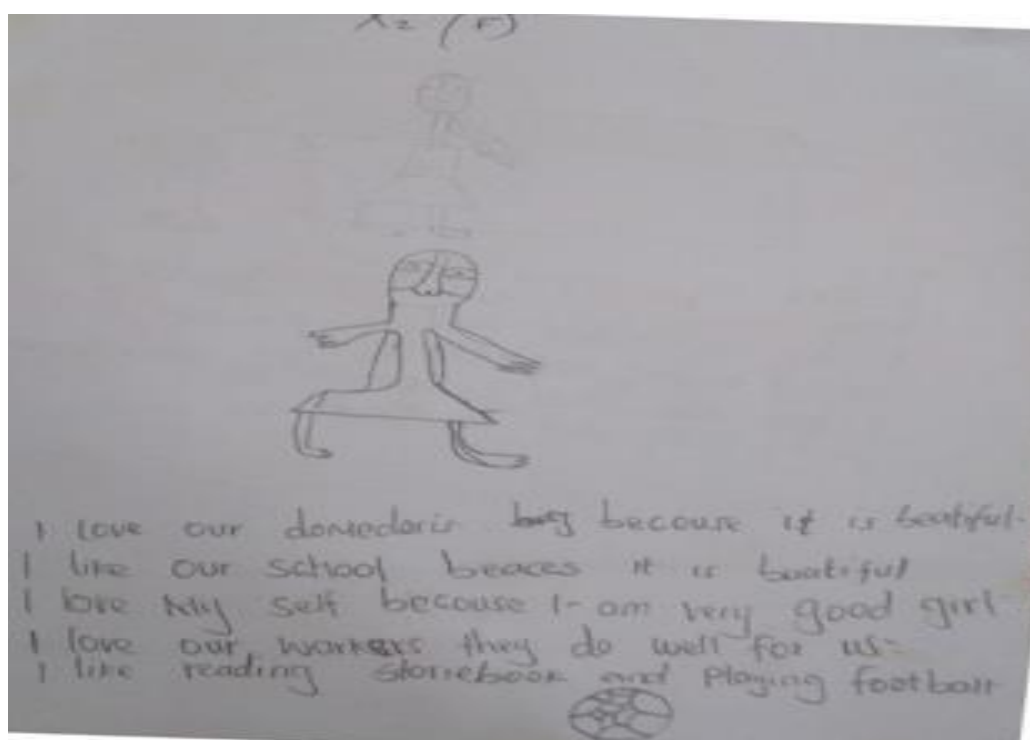


Figure: 4.16, A drawing by Melina

Melina: I feel good when in the dormitories in the small home. I love my school all the time. I love myself the way I am. I love my school as it makes me feel that I am very wonderful. We have everything that we need in school. My friends at school love me I feel good in the dormitory we sleep well

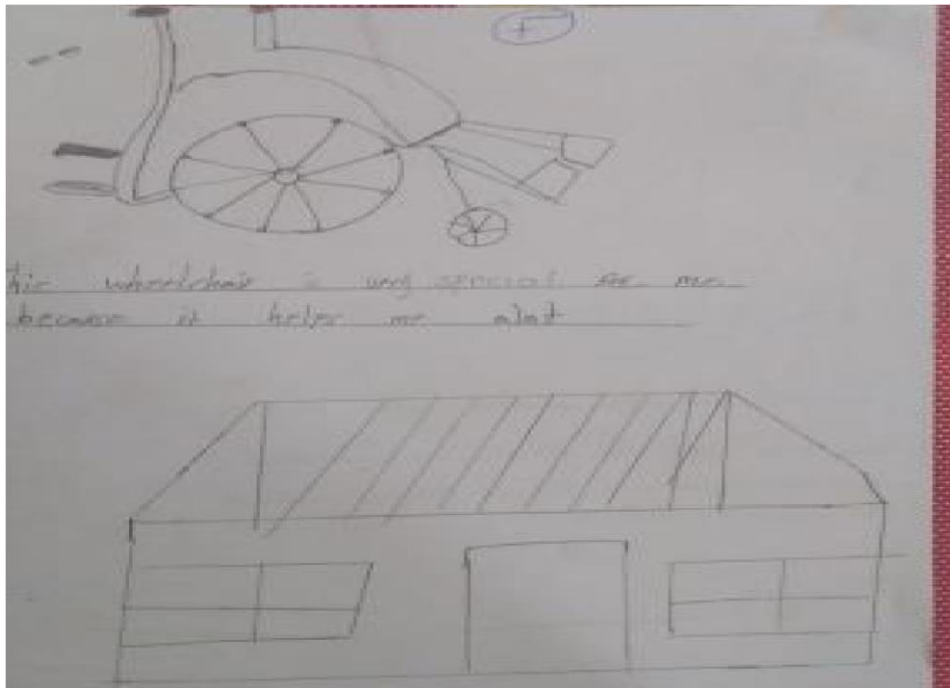


Figure: 4.17 A drawing by Prince

Prince: Drawing of a house, this is the small home we stay in and rest. I am well supported. The matron cleans our clothes. They give us daily duties to clean the washroom. I feel good about it; at home, they don't allow me to do duties because of my confinement in a wheelchair.



Figure, 4.18 A drawing by Jacob

Jacob: Drawing of a house, this is the small home we stay in and rest. I am well supported. The matron cleans our clothes. They give us daily duties to clean the washroom. I feel good about it; at home, they don't allow me to do duties because of my confinement in a wheelchair.

Some of the learners living with physical disabilities have low self-esteem, Kauffman, (2004) and therefore having people who love and take care of them make a difference in their lives. These learners, therefore, need close attention from someone understanding them as well as acceptance. During the verbal explanations, the learners expressed their deep love for their small homes. The researcher observed that the small homes were set up as complete homes. There was a stand-alone kitchen, a recreation facility as well as good sits where the learners rested after a long journey and day on their wheelchairs.

4.4.1.5 School is Better than home

In these drawings, one thing stood out among the majority of the learners. They enjoyed school more than home. The learners were not discriminated at school, and this created a sense of belonging. Learners with disabilities were warmly accepted in school unlike in their families and the community, (Waititu, 2015).

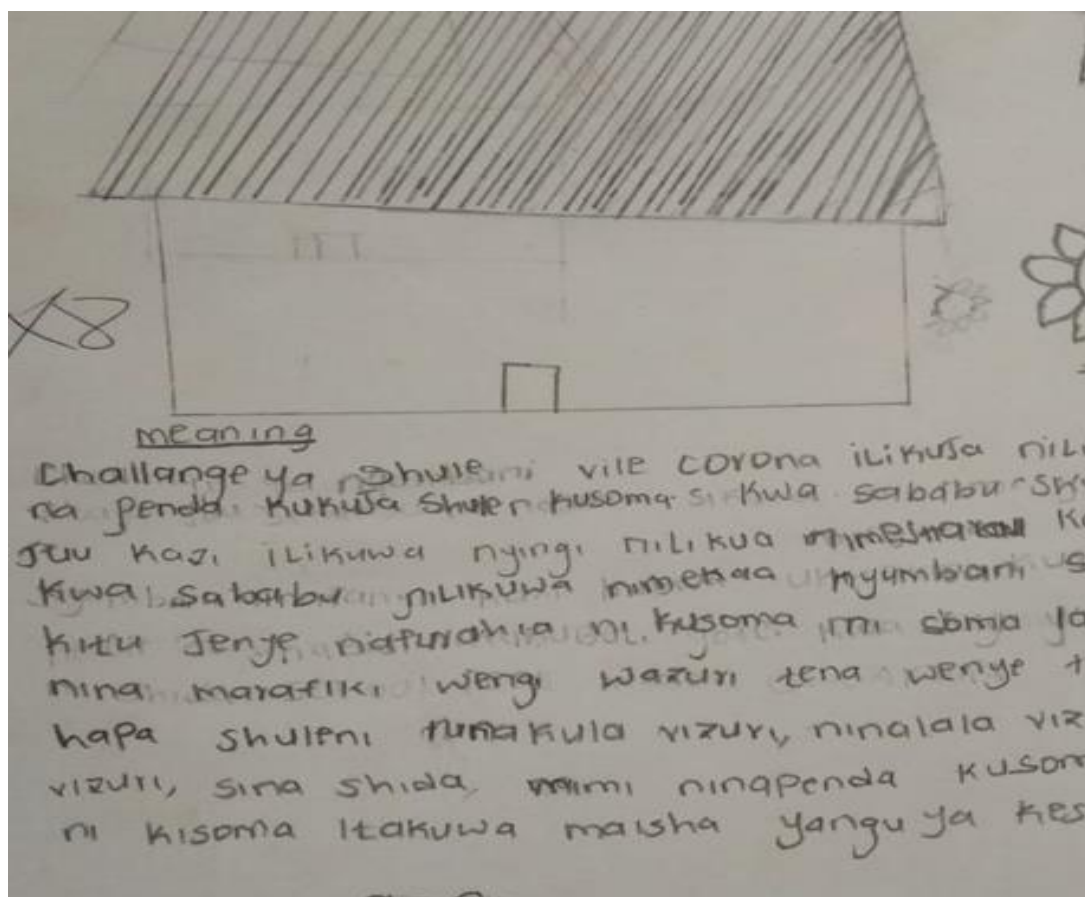


Figure: 4.21 A drawing by Joan

Joan: School is better than home. I am always very happy when going to school. I feel good at school the teacher in charge takes good care of us. When the Coronavirus forced us to stay at home, I felt so sad, I love being in school have many friends at school, unlike at home. My friends at school love me and have good morals. I eat well at school. When Corona forced us to stay at home, it was my greatest challenge. I also forget many things as a girl when I stay at home for long

I love it at school. I am allowed to do some chores such as cleaning the small home. My mother does not allow me to do the house chores such as swiping she says I am not able to. I think I am able

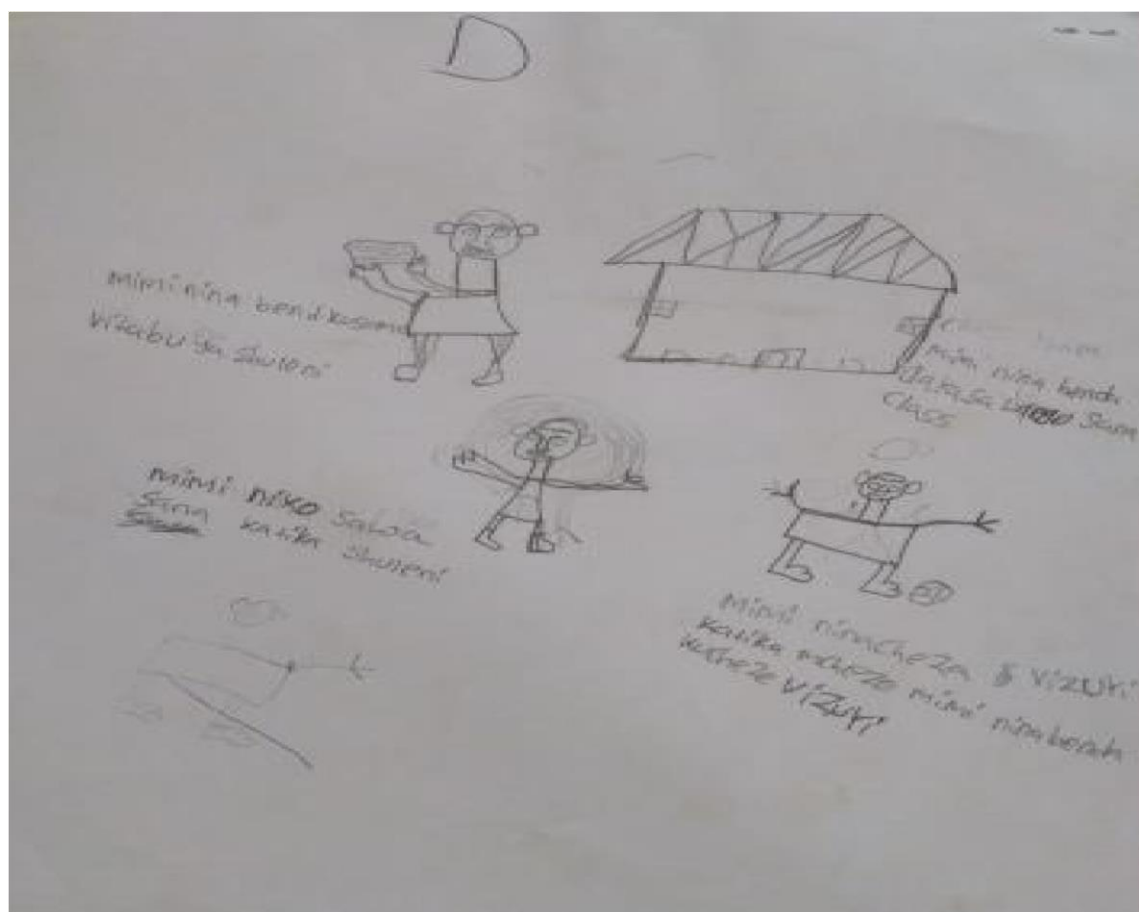


Figure: 4.21, A drawing by Janice

Janice: I am very much okay at school; School is good and I also sleep here. Home is challenging. I have more friends than at home. I love playing games in school and I prefer being in school to home. I love my classroom teacher; she treats me better than my village mates.

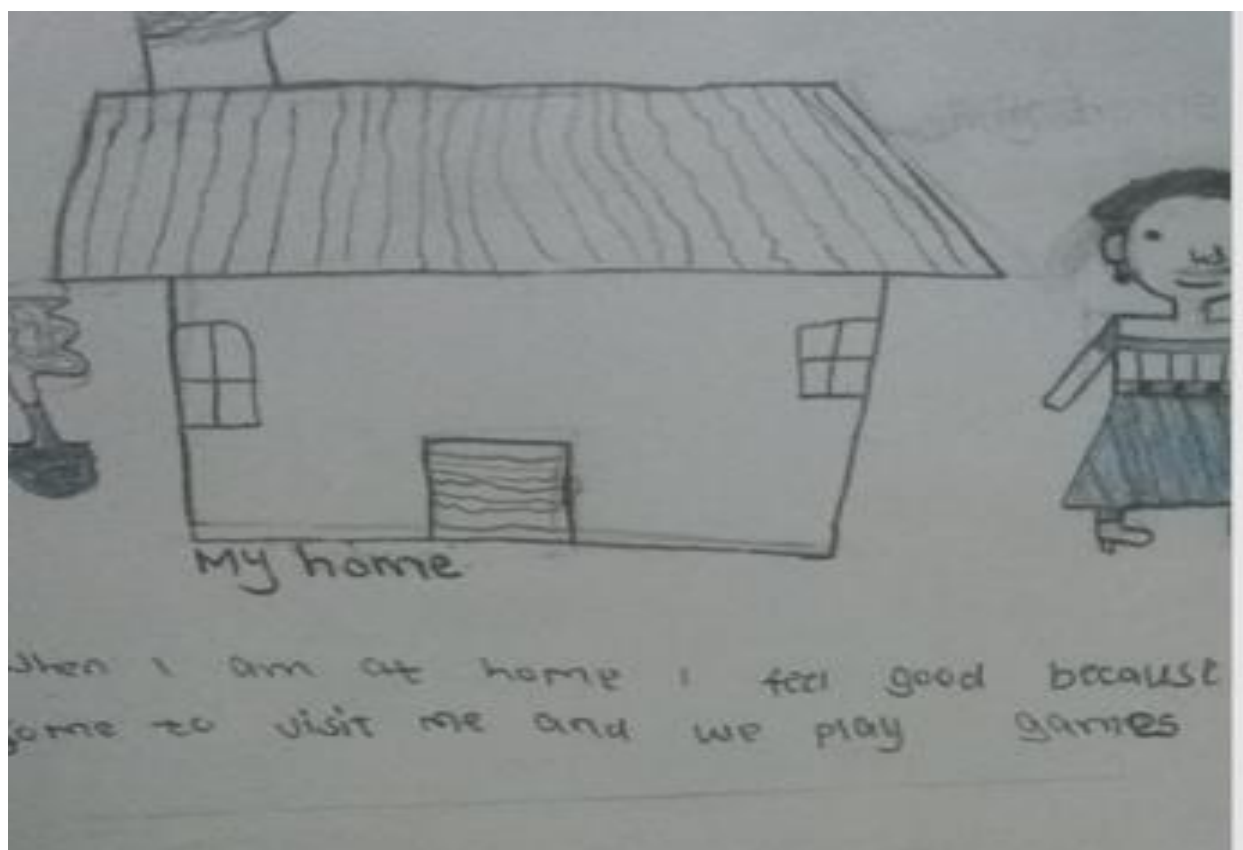


Figure 4.22 A Drawing by Pricilla

Pricilla: I drew my home and i. I love being in school because I am lonely at home. My parents and siblings leave me inside the house they do not allow me to interact with others at home. At school on the other end, I am allowed to interact with other learners.

The learner's experiences at school and home shape how they live and view themselves. These learners recorded that school was better than home. In the drawings, they were seen to draw their school and just a few drew their homes. In the explanation of the drawings from the audio recordings, learners reported the school was better than home. During the focused group discussion with teachers, the researcher identified some of the teacher's experiences that echoed the learner's perception of school being better place than home. These findings are in agreement with Ileri et al, (2020) who reported that at the home of disabled children they were not treated normally, as their parents were stigmatized as they observed others treat their children as a consequence of accurse or misfortune. The parents therefore were reported to withdraw and thus home

environment was not accommodative to the learner living with disability. The theory adopted for this study however, calls for the society which includes the home to change as a way of accommodating those living with disabilities. As seen in this study, the learners living with physical disabilities feel more comfortable at school than in their homes. The learners ought to have a sense of belonging in their homes but it is not the case. They are neglected or left under the care of the elderly, (Waititu, 2015). This has contributed in making them cherish any opportunity they get to be in school.

4.4.2 Experiences of Exclusion

The learners living with physical disabilities also drew drawings that showed that they were not feeling good at school (exclusion). Auto photography which was another tool of data generation for the first objective showed pictures that depicted exclusion/feeling bad at school and were discussed together with the drawings. The visual tools showed that most learners living with physical disabilities were excluded not only by the society, but also by their families. Mutisya, (2004) reports that these learners find it very hard to fit in exclusive societies and families. A challenging experience is always when parents and the significant others in their lives are unable to love and take care of them unconditionally, (Waititu, 2015). As seen from these drawings and the photographs, experiences of exclusion, led to a damaged self-concept and withdrawal, (Irer et al, 2020). From the visual data, the researcher derived one theme: feeling bad at school. The theme had several categories. Neglected at school, the school environment is unfriendly, Mathematics is difficult, I Am discriminated and denied leadership roles, there are no support services, and there are physical barriers in school. Teachers to treat me well.

4.4.2.1 The school Environment is unfriendly.

The learners made drawings showing feeling bad/excluded at school. The visual data featured the rainy season, when the learners had difficulties with movement, other showing staircases both in the dormitories and the school compound, coping with rough pavements, using double decker beds

in the dormitories, crawling due to lack of wheelchairs, inadequate facilities for self-care, and discrimination from teachers. The learners also mentioned some experiences outside the school environment that portrayed exclusion. One of the learners explained how the rainy season added more challenges to the learners with physical disabilities since the school compound was not friendly to them.

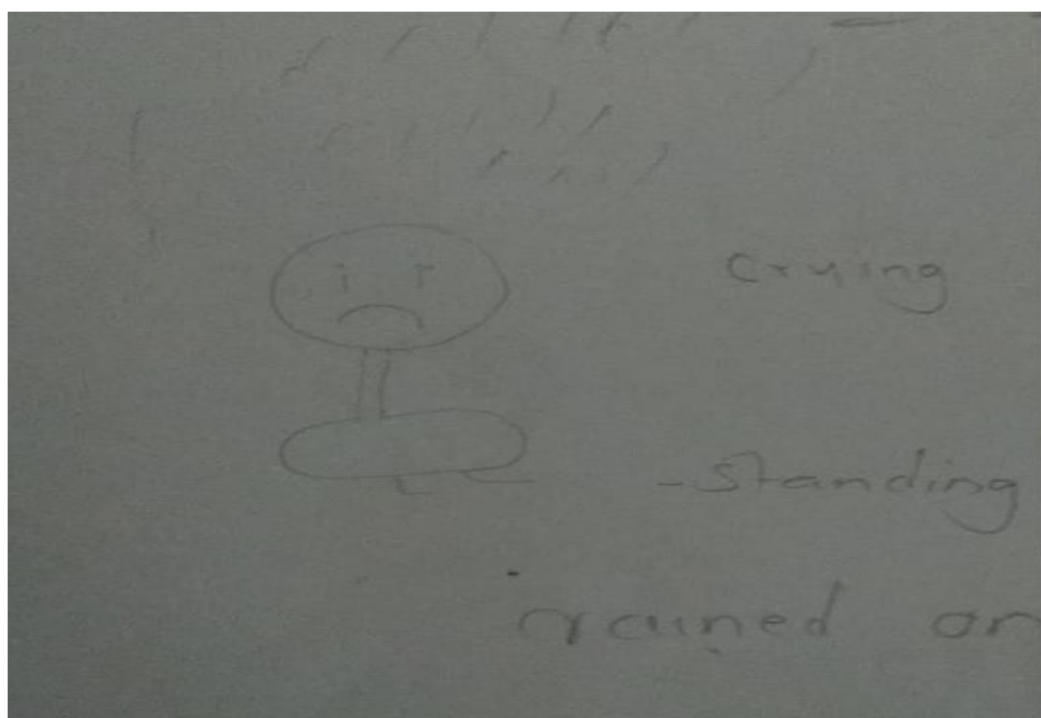


Figure: 4.23 A drawing by Juliet

Juliet: I have drawn this one showing a girl who is being rained on Because this is how I feel about myself. There are many things I desire but cannot do on my own. I feel bad when it is rainy and Muddy, my wheelchair does not move smoothly. When it rains I am so sad I cannot play and I get rained on as I cannot run there are no shades in the school compound, besides the classrooms.

To fully include the LWPD in our inclusive school, an environment should be created whereby they are able to move freely on their walking aids and be made comfortable on their Prosthesis. The change in weather conditions should not influence how the learners experience inclusive education.

In agreement with the Social Model of Disability, Oliver, (1998), the remedy to the challenge of exclusion for persons living with physical disabilities is in the restructuring of the society and not on focusing on the individual environment. In her study in Nyandarua county, Waititu, (2015) found out that during the rainy seasons, the school pavements and the compound became impassable for the learners living with physical disabilities. Ireri et al, (2020) in their study in Tharaka-Nithi County also found out that the school infrastructures and the environment were not well adopted to accommodate learners with physical and other forms of disabilities. In one instance, Ireri et al (2020) found a school, where the essential facilities were all found upstairs. He narrated an instance where he had to walk slowly with a learner on clutches upstairs with no ramps or lift. In this current study, the researcher observed that there were no shades in the school compound where they could get shelter from the rain and also the rough pavements and the terrain could not allow them drive their wheelchairs faster or move easily on the clutches. As seen in Eleweka and Rhoda, inclusion in African schools should be more than just having learners with disabilities admitted in regular schools but more so in ensuring their stay in school reaps maximum benefit of the social, emotional and academic needs.

4.4.2.3 I feel bad when discriminated against and isolated by others

A drawing by Joseph and Jacinta exhibited instances where they felt isolated and left out. Jacinta could not hide how she felt about her home, where she experiences discrimination from her family members.



Figure: 4.24 A drawing by Jacinta

At home I am left alone, my siblings and parents go visiting and I am left alone. I feel so bad about it; they do not love me.

A small number of learners indicated that they are isolated by their fellow learners. Some also indicated that their teachers do not treat them similar to their non-disabled counterparts.

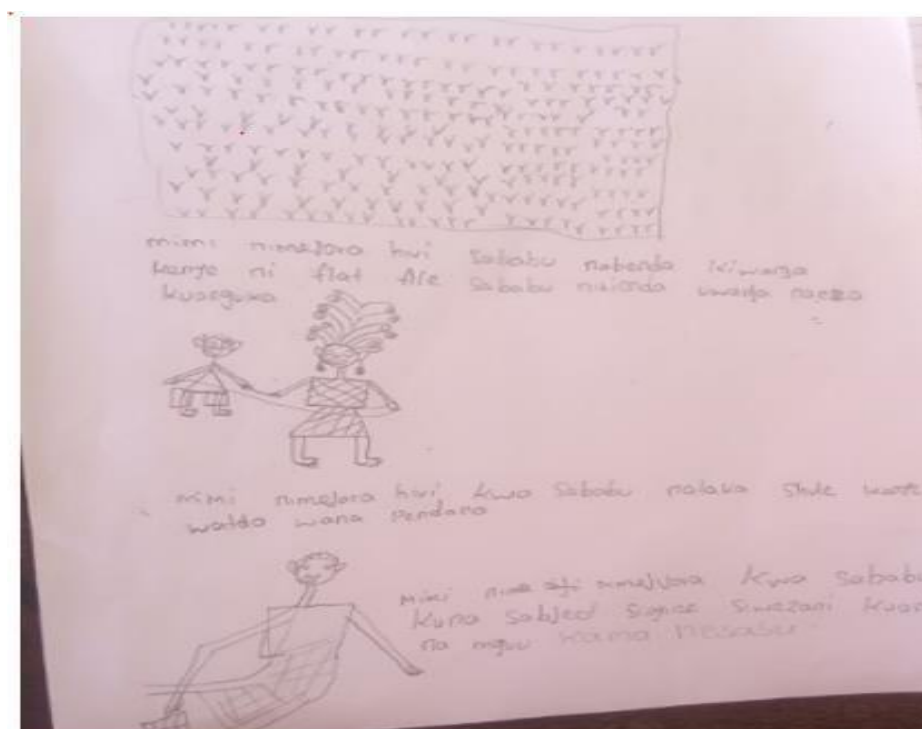


Figure 4.25 A drawing by Janeth.

In the above drawings, Janeth presented discrimination in both curricular and non-curricular activities.

I have drawn the playing field. It is not flat and we want one that we can play and not fall. I would love a school where we love one another. I have also drawn myself. I love writing but I am not abler to write well with my leg; I feel I am like the others though doing things differently. My desk is different from the others. I use an adapted table which is my sit and my desk. I am not able to use my leg to do all the subjects like mathematics especially constructions.

The research participant also made drawings indicating how they struggle with access to the self-care facilities such as the washrooms.

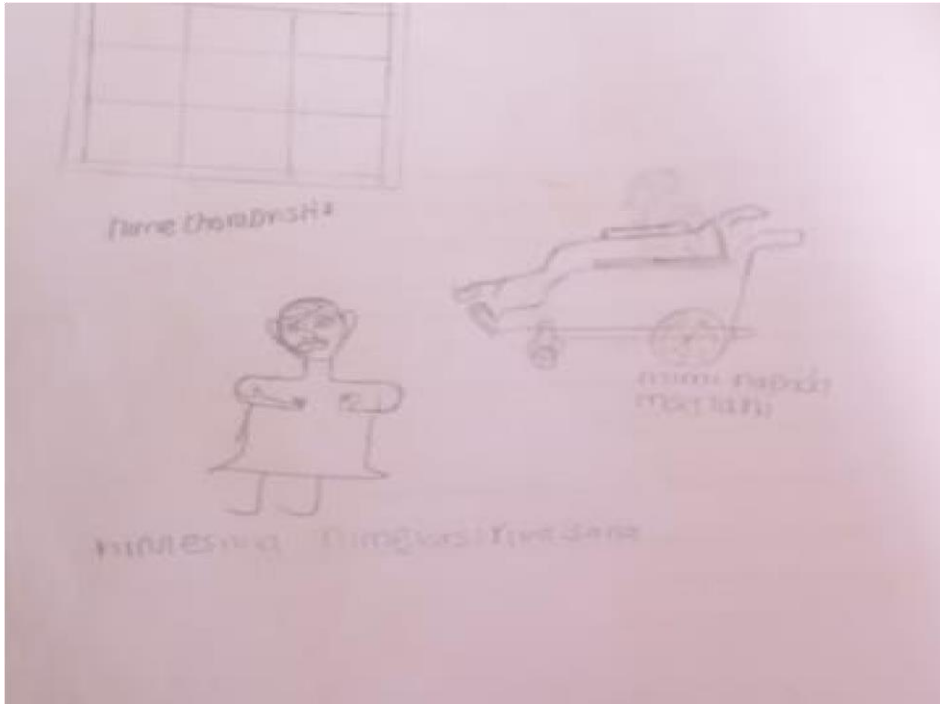


Figure 4.26 A drawing by Immaculate

Immaculate: I am angry the teachers are too fast and do not mind my writing pace. In some cases, when one leaves for the washrooms which are only found in the small home, we find that the lesson time is over.

Sometimes I feel bad because the teachers do not take care of us. They write very fast and sometimes I am punished for asking questions from the others the teacher says it is noise making. I feel that the teacher treats me differently

Due to the time set for the lesson which is usually 35 minutes, the teachers taught very fast and did not consider the pace of the learners. They were often left behind. The researcher also observed during lesson delivery that most of the learners living with physical disabilities were left behind. Some of the teachers did not concentrate on this group and ended up doing cosmetic teaching.

One of the learners also talked about his role as a prefect and how he was relieved of his duties abruptly. The learner reported that, `` *they appointed someone who was not physically challenged. I was a prefect from class three. I think I was demoted because of my condition.* ''

The experiences of exclusion at school did not exclude the home and family. What the learners' experienced at home affected how they carried themselves around in school. Some of the learners indicated that they are treated differently from their siblings; they are left closed up in their homes as others go visiting. A learner also expressed how he was always in deep thoughts wondering what will happen to him after school since the father and his siblings did not want him. Some also indicated how they lacked basic needs.

The parents gave priority to their non-disabled children. As indicated by the research participants, they came to school late after their siblings were attended to. The teachers in the focused group discussion confirmed this by indicating how they were forced to cater for the basic needs of these learners who were damped into the school by their parents. The teachers also indicated how they went around the homes bringing these learners back to school after school holidays because their parents gave them the last priority.

Jossey: I have drawn a tortoise I walk very slowly and I feel bad about it. For example, when I go to the washroom which is in the small home I am late for the lesson. I don't have a wheelchair. It broke down.

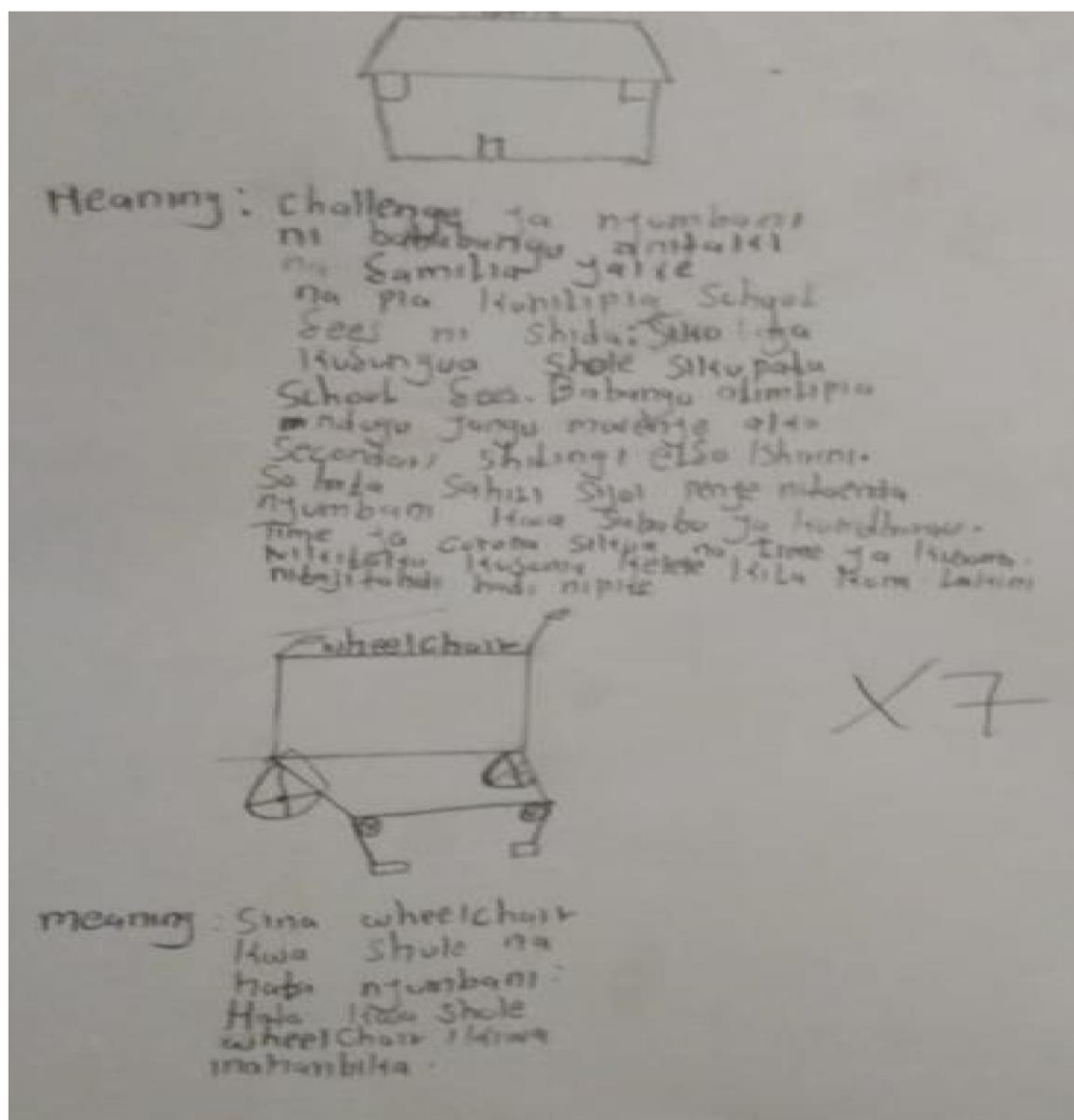


Figure 4.27 A drawing by Jasmine

Jasmine: my father and his family do not want me. He does not pay my school fees; he pays for my brother. I don't know where I will go after school. They disregard me. In my life very happy when I am in school. Coronavirus was a challenge because I could not go to school there are sometimes however I do not go to school due to lack of books, I frequently stay at home when others are in school. Sometimes I find myself in deep thoughts when I think about my condition and where I will go after school. I also think about the problems at home

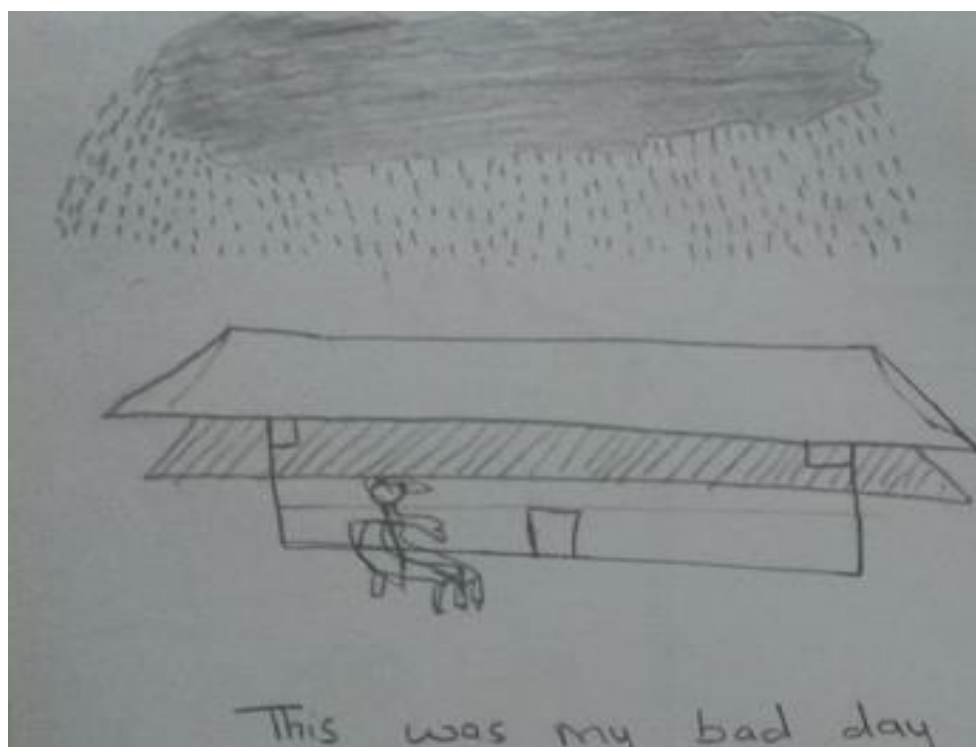


Figure 4.28 A drawing by Joel

Joel: this is a drawing of one seated alone. This was my bad day. I am angry because I am alone.

The others do not want to relate to me. They say I am not like them.

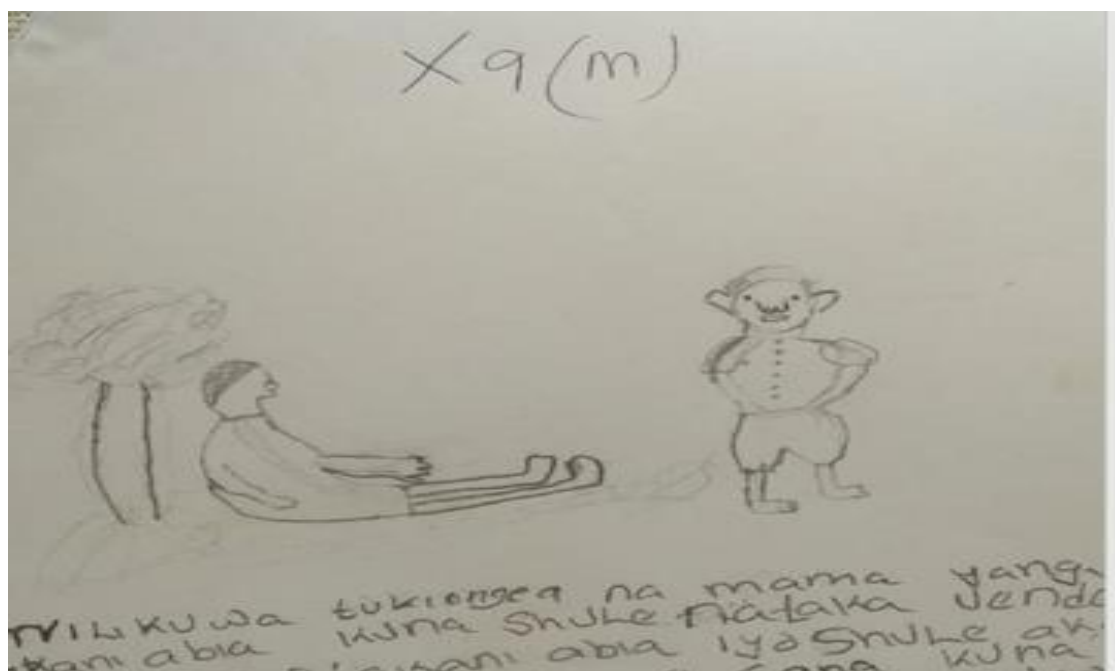


Figure 4.29 A drawing by Suzan

Suzan: Here I was talking to my grandmother. She was telling me about a school. Since there is no one to take care of me at home I live with my old grandmother. My other brothers and sisters do not have a disability they went to school “mapema Sana” early enough

During the discussion with the teachers, this came up that majority of the young mothers who happened to give birth to disabled learners before marriage did not carry with them the disabled child to their new marriages. They are therefore left under the care of their grandparents and in most cases living in absolute poverty.

Persons living with any form of disability as indicated by Waititu, (2015) have low self-esteem, only a small number has high self-esteem. They, therefore, need support from all those significant people around them. An intervention should be put in place to remove the barriers on the way of total inclusion of learners living with physical disabilities. This would to a large extent make inclusion meaningful to them. On isolation, the learners also indicated how they are isolated by their normal counterparts and treated differently. Although research shows that learners living with physical disabilities relate well with their non-disabled counterparts Waititu, (2015) in this case, the learners preferred being with their disabled counterparts.

4.4.3 Auto photography

Collier and Collier (1986) in the book Visual Anthropology brought forth the aspect of Auto photography. According to the duo, the tool builds bridges between marginalized groups in research due to its non-reliance on participants to speak for themselves. In this session, the research participants were asked to take part in photo taking of their surroundings that indicated feeling good or bad. The Learners were engaged in taking photographs that gave a narrative of their experiences in the inclusive school. The researcher after engaging the learners in the first objective realized that that they could not easily express themselves verbally and also writing was challenging to a good number of them. In this case, the researcher followed the learners as they took the photographs and engaged them with questions, such as why did you take that photograph?

How does it make part of your school experience? And the researcher took notes. The interpretation of the photographs was done together with data generation. The choice of auto photography was employed to allow non-verbal expression for the participants but allowing for both clarity and confidence. The participants' concentration was seen to be more on the physical barriers which formed their experiences of exclusion in the school environment. Pictures were taken around the school compound for example the pavements, the playground, the dining hall and the dormitory area. They also took pictures of themselves in their challenging situations.

4.4.3.1 Experiences when it rains



Figure ,4.30 **A photograph showing school compound**

The learners pictured this to show how the school was challenging to maneuver especially on wheelchairs during the rainy season. They also noted that there were no wide verandas and shades in case of rains. The terrain also was challenging.

You know when it rains, we are rained on. The school verandas are also small. The school terrain also does not allow us to walk with our walking aids faster.

4.4.3.2 Lack of enough Assistive Devices



Figure, 4.31 A photograph showing broken wheel Chairs in a store in the small home.

This is a challenge we are facing in the school. We do not have wheel chairs they broke down(Mathew)

On this note, one of the special education teachers reported that the school had no finances to repair the wheel chairs. *“We depend on the catholic church and well-wishers. Help comes mainly in June annually”*. The learners are therefore unable to move freely and efficiently in the inclusive school, forming part of their challenging experiences of exclusion.

4.4.3.3 Inaccessible Physical Facilities



Figure, 4.33 A photograph taken showing a dormitory cubical.

In this photo, the learners expressed their challenging experience with use of double decker beds. *Our beds are double decas. I remember Ken fell one day trying to climb the bed, it was very painful and was taken to the hospital. (Kareen).*

On this this challenge one of the teachers reported that “*double decas are the only way to accommodate the learners with the inadequate resources available in the small home.*”



Figure, 4.34 A photograph of a learner using the hand to help in movement.

This is a challenging experience to some of us. There are no clutches to help in walking and the wheel chairs are not enough for all of us. (Justus) The learners said that they felt excluded since nobody was taking care of them by buying the wheelchairs.



Figure 4. 35 A photograph taken in the playground.

We are looked down upon by the other learners and we are left to play alone amongst ourselves. We like it anyway because the other could hurt us. These learners in spite of their conditions, they require to be accommodated in extracurricular activities. This is in agreement with Waititu, (2015) recommendation that adapted games be introduced in inclusive schools to allow accommodation of all learners.



Figure,4.36 A photograph showing Learners helping each other in Movement.

This is challenging because we have to push our friends to and from the classroom daily. There are no good walk ways and most of them cannot wheel themselves. Most of the time we get late to class.



Figure 4:7 A photograph Showing learners holding Hands

It is challenging to see a school that is not united to support all learners. One of the learners reported that: I started experiencing disunity right from my home. My family did not want me. As we are holding hands we should remain united.



Figure, 4.8 A photograph showing a rough pavement.

Most of the school pavements are this way sometimes we are unable to wheel ourselves around the school compound. (Tanya)

From the observation from the three school, the majority of the pavements in the schools were rough and the wheelchairs could easily lock themselves as the learner wheeled themselves around the school.

The inclusive school environment should be disability friendly, (Kamenopoulou, 2017). It is the school's responsibility to readjust to meet the needs of the learners and not the learner adjusting to meet the school requirements as seen in the social model of disability (Lawson & Bucket, 2020). The primary aim of inclusion is to make the lives of the learners living with disabilities as much similar to those of learners without disabilities, (Mulambura, 2012 as cited in Waititu 2015).

Learners living with physical disabilities are capable of doing well in academics and therefore there is a need to be assisted to fit well in any educational programme and maximize their potential.

4.5 The Experiences of Learners Living with Physical Disabilities from the Perspective of the Special Education Teacher.

Besides the data generated by the learners living with physical disabilities, the study also sought teacher's views to aid in data corroboration. Learners were not able to elaborate on their challenges in school. The voice of the special education teacher was therefore deemed important for this study. To give room for a wide discussion, the researcher used a prompting question which acted as a background from which the discussion was built. "How do you perceive the experiences of learners living with physical disabilities in inclusive primary schools?" The themes developed elaborated further the experiences of the PWPB and were as discussed below:

4.5.1 Inadequate Staff

This theme had two categories which included Attrition and Teacher Training.

4.5.1.1 Attrition

The study found out that the increasing shortage of special education teachers was due to increasing rate of attrition. The negative experiences of the learners living with physical disabilities in this study was as a result of falling in the hands of teachers who are not trained on special needs education.

Teacher James: After these teachers leave the profession, it becomes challenging for those left since the government takes quite a lot of time before posting another trained Special Education teachers into the school. This has a negative impact on learners who end up falling in the hands of general education teachers.

Teacher Mary: I am a trained special education teacher. Teachers in inclusive schools despite their dealing with the learners with special educations, do not receive any allowances which is the case with those in special schools. This has led to many teachers leaving the teaching profession and

starting their sole businesses. They gave me once five hundred and seventeen Kenyan shillings, another time one thousand and eight hundred and have not received anything else since then. Later the TSC sent a regret saying I apply for deployment to a special school. Who then will take care of learners in inclusive schools? Since the teacher during their transfer from special to inclusive schools carry along their knowledge on inclusive education, their allowance should continue flowing. This will put the learners living with physical and other disabilities at an advantage since there will be enough and well trained teachers in the inclusive schools.

Sam, Effa and Osei-Owusu, (2014) gives a fore shadow of what is likely to happen soon in the field of education. The scholars allude that, most teachers will leave their profession in the nearest future if their working conditions, salaries and both classroom and school environment are not improved. *Teacher Jane: I have been in the teaching profession for 20 years and the only reason I am still here is my commitment to the profession, not the benefits accrued. Others have left due to demotivation from our employer. I am also happy when I see a smile on the pupils' faces. I was very happy when one of my physically challenged girls became the best in the school during the last year's national examination. She went to the best girls' school in the county. However, disappointments and high work load has costed most of my teacher friends their teaching career.*

Teacher Lizzy: Teacher attrition has led to a decrease in manpower in the school. In this school, we are only two SNE trained teachers against a population of around 50 learners living with disabilities who are not taught in isolation. As an SNE teacher, I am always aware of my learners, their needs and capabilities. In case of attrition, the learner's educational needs will be curtailed

The teachers also reported that the gradual reduction of teaching personnel through retirement or resignation has played a great role in the shortage of teachers. The loss of these experienced teachers in the field of Special education has had a profound impact in the field of education and learning for learning living with physical disabilities, (Bahtilla,2019). (Ingersoll, 2001 as cited in Bahtilla, 2019) posited that teachers left the teaching profession because of job dissatisfaction. This is

associated with low salaries, lack of administrative support, lack of student motivation, learner discipline problems as well as lack of autonomy. These challenges resulted in Sergiovanni and Moore (1987) assertion that, given another opportunity to choose careers, majority of teachers would not choose the teaching profession. In this current study, the teachers pointed out that some teachers left the profession for reasons such as poor remuneration, low social status and teaching difficulties due to the nature of learners and the curriculum overload.

4.5.1.2 Teacher Training

This study as seen in other Studies have shown that teachers' professional training and preparedness has had a great impact on inclusive education. Inadequate pre-service teacher training is common in many teacher training colleges and universities with the majority taking general education (Sokal & Sharma, 2017).

Teacher Judy: I only have two special education teachers in this school. Teachers should all be trained to handle learners with disabilities. Those who are not trained do not take much attention to handling learners living with physical disabilities, they believe it is the role of the special education teacher.

There are cases in the school where learners are punished by some teachers when they are seen helping to push the wheelchairs for their disabled counterparts. They are quoted making such utterances such as ", ulikuja shule kusoma ama kusakuma wheelchairs (did you come to school to learn or push those wheelchairs?)

Teacher Juliet: Teacher training in Kenya has only one general unit of special education in the entire teacher training program. I think with the changing nature of education all the teachers should be trained on inclusive education

During teaching practice teachers are not posted to inclusive school which I think can prepare them for the diverse abilities of learners. Being posted in inclusive schools later in their careers

leads to some kind of shock which others cannot handle and they end up treating these learners differently.

Teachers are in most cases left to figure out on the job how to deal with learners living with disabilities. This has been disadvantaging our pupils. They may fall on the hands of teachers who have a negative attitude towards disabilities and they go on having some bad experiences of exclusion.

Morton and Gordon, (2006) in their study reported that there was need for a comprehensive teacher education training in the 21st century. They further wrote that teacher training ought to fully equip teachers to comfortably meet the opportunities and challenges of inclusive schooling. Since teachers are believed to hold the future of learners in their hands. They, therefore, model to children how they should view the world.

In order for a physically challenged learner to have positive experiences at school, the teacher must be willing and open to accept them and their additional needs... (Daly Keogh & Whyte, 2007). The teacher has the task of teaching the learner how to read, write and also relate with others. Inadequate qualified teachers, threaten the quality of education received by the pupil living with Physical Disabilities (Thwala, 2017).

Teachers who are SNE trained are prepared to deal with the learner exhibit of behavioral symptoms including short attention span, impulsive aggressiveness, self-injurious behaviors and temper tantrums (APA, 2020). Teachers who are trained in general education are therefore inadequate in teaching these learners. As put by one of the teaches in the FGD,

They get into class and do cosmetic teaching. They do not give the learners any attention because they assume that the SNE teachers have the full mandate over the disabled learners.

This statement is in support of one of the learners who describing feeling bad at school, stated that the teachers were very fast in class and upon asking they were silenced and alleged to distract the class

The government should introduce training to all teachings on inclusive education. They will be able to deliver to the students' the required service/assistance.

The government to train all teachers on special education. This might change attitudes. The other teachers assume that SNE teachers have different pay and allowances. They, therefore, pay little attention and effort in assisting the learners.

Shortage of staff leads to minimal recruitment of learners living with physical disabilities into inclusive schools. The staff such as matrons are paid by finances from well-wishers. There is only one trained SNE teacher on physical disabilities in my school.

This discussion by the teachers explained why the number of learners living with physical disabilities in primary schools is much lower than that of the “normal” children. Inadequate teacher resource is one among other factors that 150 million people as seen in Okongo, Ngao, Rop and Nyongesa, (2015), who have experienced lack of access to services such as school, recreation as well as child care services. Teachers being part of the resources needed by the learner to acquire beneficial learning should be trained in huge numbers as the number of PWDS is increasing with increased calamities in the world (Okongo et al, 2015). when there is inadequate human resource, the smooth running of inclusive education is curtailed. This therefore leaves the learners with negative experiences of discrimination and neglect. They, therefore, dropout or become more aggressive. Marder, (2017) posited that the academic achievement of learners living with disabilities has been reporting a stagnation. This is attributed to inadequate teachers in inclusive schools to match the needs of the enrolled learners’. Inclusive education should not only concentrate on placing learners living with disabilities in inclusive schools but ensuring they fully benefit. Teachers are expected to dedicate their time, support and most importantly acquire the necessary training (Marder, 2017).

The Teachers Service Commission delay in placement of teachers and sometimes there is wrong placement in inclusive schools. Especially in my case, I used to work in a special school before I was placed here. I am trained in hearing impairment but this school has learners with physical

disabilities which I have not specialized on. Although I am trained on inclusive education, I may not fully satisfy the needs of a physically challenged learner.

The UNCRPWD article 24(4) calls for the state authorities to ensure that appropriate measures are put in place to ensure that teachers are trained in a way that they could effectively work at all levels, (UN, 2006). This calls for teacher training with an aim of gaining the skills necessary to handle diverse learner needs. In her study on special education in Kenya. Kiru, (2018) reported that teacher training had not shifted towards inclusive learning and therefore the challenges to inclusive education were among others inadequate teacher training which had left the learners living with disabilities unattended to and excluded. This was supported by Peter, (2004) in his global review on inclusive education where he stated that among the barriers to inclusive learning and causes of exclusion for learners with learning needs is inadequate teacher training. Further, Ainscow, (2003) posited that the heart of inclusive education is in teacher development. Teachers should therefore, be trained and equipped to deal with a diverse range of learners thereby strengthening their knowledge, skills and attitudes. This would ensure creation of inclusive ethos and a conducive learning environment.

4.5.2. Syllabus Coverage Demands.

The study found out that the lived experiences of the learners living with physical disabilities were influenced by the demand to clear the syllabus on time. This theme elucidated information that was broken down into the following categories: The speed of delivery and wait time, time allocation per lesson and wide content.

4.5.2.1. Speed of Delivery

The teachers commented on the rate of content delivery in the classroom. They reported that, *some teachers especially those who are not trained on special education do not slow down to accommodate those writing slowly or using their mouth or foot.* This finding agreed with what the

learners reported that one way they felt excluded is when the teachers were faster in content delivery living them behind.

The study also found out that teachers who were not SNE trained did not bother if the learners were left behind or not, they assumed the role of teaching the LWPDP was in the hands of those trained. The study also discovered that the pressure by the ministry of education and the school administration to clear the syllabus on time, left learners living with physical disabilities disadvantaged. However as one of the teachers reported, those with only physical disability were able to cope and join good secondary schools.

Teacher Nancy: Teachers trained on SNE take time to attend to the learners with physical disabilities, however, the untrained will just say this one is disabled and nothing good can come out of them. The pressure to clear the syllabus is also a leading cause of cosmetic teaching. Other teachers see the LWPDP as needing more attention and due to large class size they do cosmetic teaching. This creates mixed reactions in the classroom interactions which can be solved through introduction of teacher resource persons in the classroom.

4.5.2.2 Time Allocation Per Lesson.

The study found out that the time allocated for each lesson was limited putting into consideration the diversity of learners, the scope of the content and with a single teacher in the classroom. The wait time needed per learner living with physical disability was not practical within 35 minutes allocated per lesson.

Teacher James: Curriculum Demands, hurry to clear the syllabus and time and Lesson Planning limits the teacher to teach in a slower pace. Because of mobility challenge, the pupils are slow and there is a challenge in meeting the lesson set target. The learner may lag behind and feel excluded.

Teacher Jane: Lesson time is limited; a single lesson takes 35 minutes and going as per the speed of the physically challenged may disadvantage the rest of the learners. Some are very slow and exhibit minimal participation in the classroom. Teaching learners with physical disabilities needs

a lot of patience. This may not be possible to some teachers who are not SNE trained. The rate of mood swings amongst LWPD is high compared to other pupils. Sometimes they refuse to write or engage in any activity in the classroom.

Teacher John: Limited Time allocation per lesson leads to cosmetic teaching. What we do mostly in an inclusive school is cosmetic teaching, we leave those slow to copy from others. The argument in most teachers would be after all they are challenged they may not end up anywhere. This exposes the LWPD to experiences of exclusion. They experience discrimination since the others move right ahead and they are left behind.

The relationship between syllabus coverage and student performance has kept teachers on their toes in their attempt to influence their students' performance positively, (Musasia, Nakhanu & Wekesa, 2012). In inclusive primary schools, the teachers are not added more time for syllabus coverage. They therefore need to come up with ways of ensuring all the learners are able to move in a pace that allows syllabus coverage. The teachers commenting on this reported that:

It is sometimes challenging to carry all the learners along towards syllabus coverage some are always left behind. In this case scenario, learners living with physical disabilities especially those with multiple challenges are left behind. in this school for example, we do not have special time for teaching learners with physical disabilities we teach all of them together during the allocated lesson time and the remedial lessons.

There is a challenge too with teacher student ratio which has influenced how LWPD experience inclusive education. The ratio should be 1:2 that is one teacher attending two LWPD. In this school, I teach grade four, having a total number of 44 pupils. Six of them live with physical disabilities. These learners need my attention as a teacher but given the huge classroom size, it is not possible to give individualized instruction. These learners especially those with multiple disabilities are left behind and they therefore feel excluded.

Similar studies on inclusive education found out that time allocation per lesson was limited for a diverse class. Looking at the challenges affecting inclusive education teachers in Swaziland, Thwala, (2015) found out that inclusive education was not beneficial to all since the syllabus was not developed to cater for the diverse needs of learners. The 30 minutes allocated for primary school single lesson held the hands of the Swaziland teachers from helping LWD.

The global monitoring report on education for all (GMR, 2010) echoed the teacher's sentiments by proposing that for inclusion to be successful, the teacher needs some assistance personnel. The learner positive experiences can only be enhanced through meeting their educational needs. The classroom assistants would help in ensuring that the learners with disabilities in the inclusive classroom were not left behind.

4.5.2.3. Curriculum Demands

The school curriculum dictates the teaching and learning activities that the teachers and learners ought to engage in to be able to meet the desired results. In an inclusive classroom, the teaching methods employed by an instructor played a great role in achieving effective teaching (Zwane& Malale, 2018). Learning breakdown is experienced by the PWD when the curriculum become inflexible and rigid, (Mutitswe, 2012). Discussing about the curriculum, the teachers highlighted how this aspect had influenced the experiences of the learners living with physical disabilities.

I may not discuss about the former curriculum, but the current one has left out the physically challenged. It is a physical curriculum where nearly all the lesson activities are hands on. Even as it is helping us to teach the learner to do most of the things by themselves, those missing the lower and upper limbs are disadvantaged.

I remember last year my class grade three had a clean the market activity, we had those on wheel chairs just watching. Yesterday we had a lesson on filtering, it was challenging to have my learner who is missing upper limbs do the activity. I wished there was a substitute activity.

I teach grade one, most of the time we engage in drawing and coloring. This activity has been better for LWD though challenging to those with multiple disabilities, they work together with the others and give good drawings. They are slow, but they do it.

One of the causes of exclusion for learners with disabilities is an inflexible and rigid curriculum. When the needs of all learners are not prioritized, they feel excluded and left behind. Therefore, in an inclusive school, a curriculum that is learners centered should be adopted (Mutitswe, 2012). Zimba, (2012) on the other hands discovered that the school curriculum was not adopted to the needs of the learners. These teachers used the techniques employed in regular classrooms and this placed the learners living with disabilities at a disadvantage. Zimba further pointed out that there were teachers who did not carry the burden of the disabled. They even wrote on the blackboard where some of the learners in the classroom had visual impairments, (Zimba, 2012).

4.5.2.4. Examinations as Part of Learning.

Examinations in schools is part of teaching and learners where the classroom instructor/teacher imposes an assessment on the learners to check on their social, academic and behavioral development as well as the understanding of concepts in preparation for transition to another education level, (Zwane & Malale, 2018). The teachers shared their fears on how assessment was carried out in inclusive schools in Kenya. They mentioned the contents of some subjects, the number of tests done per day as well as time allocated per test.

Teachers Mary: The learners living with physical disabilities especially the amputees are disadvantaged when doing certain tests questions. For example, geometry which has questions carrying high marks is not doable to them. We have always been writing as part of our recommendations anytime we get an opportunity that this topic should be removed or modified but nothing has been done. The learners therefore experience discrimination and self-pity as they are unable to do what their counterparts are doing.

The number of tests done per day during national examinations is similar to both regular and inclusive schools. The learners especially those with severe Muscular Dystrophy and those with cerebral palsy experience difficulties and fatigue due to the number of test items. We don't have control over this and we see our learners experience inclusion in this manner. We can only influence internal examinations.

I have a child with Spinal Bifida, after assessments he develops wounds due to long hours of sitting and the time consumed when they go for self-care is not put in consideration.

When we are doing the assessment in inclusive schools the provisions given to learners in special schools is not given to our learners here. In special school, the learners are given 30 minutes extra per paper and 10 minutes extra for Insha and composition. This privilege would be better if extended to the learners in inclusive school. To allow them compete favorably with their non-disabled counterparts and bring to an end experiences of exclusion, time allocation both for lesson and assessment should be determined by the learning needs of individual learners.

Studies such as Thwala, (2015) discovered that examinations and assessments in inclusive schools were controversial and failed to accommodate learners with diverse learning needs. Zanwe and Malale, (2018) also reported that, assessment in inclusive schools had always been on the learner and not the learning process. The learning process ought to be assessed to ensure the learners are exposed to the right curriculum content according to their abilities.

4.5.3. Rejection by Family

This study found out that the experiences of the learner in their families contributed to how they interpreted their experiences at school. The teacher's interactions and interpretation of the learners' experiences also was determined by how the learners experienced life at home. Several categories came up from this major theme. Parental Negligence, lack of prioritization, lack of emotional support, hiding of persons living with physical disabilities.

4.5.3.1 Parental Negligence

Teachers helped the researcher examine the learners lived experiences. Their love for school more than home was as a result of parental negligence. Learners in this study shared instances where they were treated differently from their siblings and how they preferred being in school to home. Shedding some light on this, the teachers shared their perspective.

I am both a teacher and a guardian to the learners here. I am the teacher in charge of special education but over the years, the roles have extended to even providing basic needs to some of these learners. Sometimes after school closes we have to take the learners to their homes of request the matron to stay with them over the school breaks. After the school reopens some are not brought back, we go round their homes bringing them back to school. With these kind of experiences, the learner would prefer school to home

Parents rarely visit them here except on special occasions. Parents are not serious about bringing the learners to school during enrolment and even after school holidays. They are taken as a second priority. They overstay at home and only come back when the needs of their other siblings have been satisfied.

For parents to bring children to school is a big step some hide their children at home because of stigma, do not see the need for the kid to go to school, and the belief that disability is a curse. Parents delay in taking the kids to school until they are forced by the government. The majority are brought to school at an older age than expected for primary schooling. This affects the way they respond to instruction given and how they experience schooling.

The parents bring their children to school with basic needs. They are those who use the diapers, we as teachers take that as our responsibility. However sometimes we may not be in a position to provide to all their needs and this affects their self, they may feel discriminated and not loved.

There is no funding enough to pay workers especially in the small home whose running depends on Charity. The teachers besides teaching take part in cleaning to ensure the learners are comfortable

in school. They in most cases get overwhelmed and this disadvantages the learners' and contributes to their experiences of exclusion.

The subject of parental roles in the education of learners living with disabilities has not received much attention in Kenya, reports show that parental negligence especially in the rural areas of Kenya on the education of their LWD is high (Njeru,2015; Odongo,2018). The duties of parents of learners living with disabilities have well been spelt out in the ministry of education basic education ACT (Republic of Kenya 2013). Article 30 and 31 calls the parents to ensure the children attend a public school that offers free and compulsory education.

Studies such as (Bii & Taylor,2013; Odongo, 2018) asserted that, the added costs of bringing up a disabled child for example healthcare, rehabilitation among other needs has been an overburdening factor that lead to parental negligence in educating their children born with disabilities (Bii & Taylor, 2013 as cited in Odongo 2018). Despite the availability of resources set aside for persons living with disabilities, parents seemed not aware of them or they did not want to be labelled due to the societal beliefs on disability as a curse or a misfortune (Odongo, 2018). Parents were reported to not take an active role in ensuring their children living with disabilities get access to education. Parents of learners living with physical disabilities were not able to access the services set aside for learners living with disabilities and they, therefore, saw the school as a dumping site (Odongo, 2018).

As seen in the discussion with the teachers, parents were unable to access these services due to the stigma associated with disability and poverty. Some of the parents lacked knowledge on the existence of these services (Odongo, 2018). They, therefore, took their children to school and left them under the care of the teachers who were overwhelmed and most of the time unshared responsibilities led to the learners being disadvantaged. These teachers who acted as both parents and guardians of the learners ended up being overwhelmed and the negative experiences led to their assertion that learners with disabilities were better off in special schools (Odongo, 2018).

4.5.3.2 Lack of Prioritization

This study found out that parents gave their non-disabled siblings the first priority and those with disabilities always came last. They came last especially in matters education and provision of basic needs.

A good number of our learners here are over the age of a primary school going pupil. The parents do not bring them to school on time.

Some of the parents do not send bus fare when school closes and the teacher chips in to ensure they get home. I happen to know of a parent whose son schools here and the daughter in a neighboring school, the girl is always home on time when school closes and reports back on time, but for this boy the school has to keep intervening.

Parents give preference to their children without disabilities. We have a couple of siblings here in this school, and you may find that the parents pay the school fees for the so called normal kids first and waits until the school follows up, to pay for the disabled one. Since the learners are observing all these, they may feel hated and unwanted.

A study by Daly, et al, (2007) however, gave contrasting results with a group of parents who were concerned with their children despite their disability. They were seen to be supportive to their children's education ambitions and did everything to maintain their educational ambitions. They were also seen to do everything possible to maintain their children's motivation for education needs. The moment parents will view their children as individuals and meet their needs individually, the goals of inclusion will be achieved (Curtin & Clarke, 2005).

4.5.3.3. Inadequate Social, Emotional and Behavioral Support.

This study found out that the learners experienced social emotional and behavioral challenges as a result of their experiences mainly at school and their homes. Teachers revealed that the Kenyan Schools were failing to provide the required support to the learners living with physical disabilities, there was also domestic violence, self-esteem issues social exclusion and inequality.

Kenyan schools were failing in providing the required support to the LWPDP in inclusive schools. These learners needed social, emotional and behavioral support and failure to receive these, as reported by the National Centre for Learning Disabilities, resulted to damaging consequences, (NCLD, 2017). Teachers disclosed that some of the learners gave them a tough time in the course of teaching due to the exhibition of strange behaviors.

Learners living with disabilities are very sensitive and are easily offended, they take any negative comment from the peers as an aim to humiliate them. These learners respond in more aggressive ways not only to those bullying them but to others in the school compound as well.

I have my learners show great mood swings and aggressiveness. As a teacher sometimes, I just allow them to stay in class and not engage. They sometimes refuse to write or engage in any given activity.

These learners would tempt you, sometimes they act as bullies themselves and want to pin others down. In this case, I am forced to give the learner the punishment for bullies though what they need is social and communication skills.

In response to this assertion by the teachers Picard, (2021) reported that the showcase of social, emotional and social challenges was influenced by social seclusion, disproportionate disciplinary rates, delayed enrolment and prolonged schooling years.

Some of the learners come from abusive homes. Learner mental ability is affected by domestic issues from home for example parental violence which to a larger extent calls for teachers to chip in and help bring an emotional balance in the learners'

Research showed that lack of emotion and social support had resulted to learners living with disabilities aggressive behavior, (Waititu,2015). Others such as (Picard, 2021; Scorgie, Kilda & Wilgosh, 2010) asserted that Students with physical disabilities faced exclusion even in form of incorrect stereotypes. This included among others, the idea that those using a wheelchair must also have a mental challenge. The role of teachers was also vital in the experiences of these learner. For

example, the tools of teaching by Davis, (2010) outlined the role of teachers as being careful and aware of their own stereotypes when it came to learners living with disabilities. Teachers were expected to keep their attitude on check due to their direct influence on the learner and their mode of content delivery (Davis, 2012).

Learners will enjoy the inclusive school environment when there is a complete turnaround in the entire school environment. This school for example was stated as a school for the physically handicapped but later accommodated the others learners too. Though these learners were the pioneers, they are faced by numerous challenges from access to discrimination in class and resources allocation

We are trying to adjust how we call the learners; to ensure they don't feel left out or different.

We prefer calling them ``learners who are differently abled''. We are encouraging them to do most of the chores by themselves especially in the small home

These findings were in line with Picard, (2021) who asserted that People of all abilities wanted a school and a home that showed them they were valuable and included. The classroom was expected therefore, to adjust for the sake of the different abilities of learners (Picard, 2021).

A study by Mary and Sore, (2010) showed that persons without disabilities viewed those with disabilities as people who were less able. The authors however posited that the learner(s) did not have less ability but the information received is what they respond to differently.

Learners living with disabilities needed more special accommodation and special educators were expected to put attention to every student they handled. They were expected to study their background to know the strategies they would use to improve their characters (Picard, 2010).

The school climate should be physiologically inclusive having all the learners understand each other, feel safe and supported, have positive relationships and are more respectful and accepting of each other. The most important and expected skills of SNE teachers is to be able to fully understand the LWD, the way they walk, talk, write, play as well as their different personalities. Schools are

expected to provide a climate that assures the learners of safety and a sense of belonging. In case the school fails in its role, the rate of dropouts would increase with retention and completion rates decreasing. Development of negative emotions as well as negative behavior as a way of responding to dissatisfaction among the learners would therefore be inevitable.

4.5.4. Support for Inclusion

4.5.4.1. Learner Assessment for placement

Experts in the fields of disability offer assessment for the learners living with disabilities to determine the type of schooling beneficial to them. This can either be in an inclusive school or a special school. When a child is disabled unlike others, debates arise on their possibilities of doing things normally. The debates include their possibility for enrolment in either general education learning or special education learning in special schools (APA, 2020). Having a disability does not automatically call for special education and therefore the teachers insisted that assessment should be done to ensure that the learners get the required attention. *The government and the ministry of education should ensure the correct placement of LWD in schools. This allow the learners to get to the right school and have a positive experience of inclusion where their needs are well met. Early assessment should be done at the research centers.*

There are some PH learners in my class, however, those with multiple disabilities stand at a disadvantage. In this school, you will find that a good number of those with physical disabilities have a bit of mental disability too and therefore their placements in an inclusive school for the physically handicapped is disadvantageous. Others such as those with challenges with their upper limbs need artificial hands which are very expensive. The 35 minutes allocated for teaching a single lesson also is not enough with these learners in a classroom.

We have learners placed in this school but should be better in special school, or schools for the mentally challenged. However due to poor assessment techniques they end up here.

Placement of learner has also influenced their good or bad experiences. The school has inadequate resources both physical resources and human personnel. Having this huge number has overwhelmed us.

The fact that Kenyan primary schools were not initially started with the PWDS in mind, their inclusion into these schools needs correct examination. At this point, a discussion erupted from the teachers showing their mixed reactions to inclusion. One of the teachers pointed out that *“these learners are better off in special school since the government is no actively engaged in making schooling beneficial to them all.”* Others pointed out that *“as much as inclusive education is more disadvantageous in terms of comfort, there was no society for the physically handicapped and therefore being in an inclusive school was more beneficial.”*

Studies such as (Zanwe & Mutitswe, 2018; Thwala, 2017) asserted that assessment should not be done on the learners but also on the learning process to ensure correct placement.

4.5.4.2. Inclusion for Social Integration

Integration of learners living with physical disabilities in inclusive schools goes a long way in preparation for societal integration, (APA, 2020). Inclusion was seen to have a positive effect on the social contacts and personal development of the learners both disabled and not. From the FGD, teachers were seen to believe in embracing inclusive education with factors such as lack of adequate resources, stakeholders neglect and ill-preparedness remaining constant. Teachers who viewed inclusive education as a path to social integration, treated the LWPD well, giving them a smooth experience of teaching and learning. They reported to do everything within their power to ensure the learners had positive experiences. This included creating awareness in the classroom and encouraging team work.

A learner living with disability will not be expected to live in a disabled people society after schooling and therefore learning from an integrated community is a preparation ground for the life

after school. We advocate for equality, preparation for society, optimism and Joy in this inclusive setup.

Inclusive education is a source of joy to me. There are learners brought to school on wheelchairs but they later through modelling start walking and doing other physical activities. Being in a special school denies the learners the desire to take a challenge.

Some of the teachers reported that when agencies such as government Involvement and resource allocation were concerned, Inclusion deprived the learner of the benefits of special education. This was so because, the government efforts were more conspicuous in special school. Some of the teachers had mixed feelings both good and bad about integration. The SNE teachers disclosed that aspects such as discrimination in content delivery and resource funding, labelling by some pupils and teachers made the life of the learner living with disabilities challenging in an inclusive school. Including physically challenged learners in an inclusive school calls for a support mechanism for the learner. The teachers reported that in their schools a good number of learners had multiple disabilities and therefore numerous support mechanism were also needed. There were Problems arising in the school because no such protective frameworks were made available. The teachers concluded that the learners struggle to fit in had contributed to their experiences of exclusion. One of the teachers reported that: *My school terrain is steep and learners get it rough especially if they have to drive themselves along on their wheelchairs. With the muddy and rough pavements as well, they are struggling to fit in this environment.*

our schools have been neglected and the government has forgotten there are special kids in our schools. There are no special facilities to make learning possible and beneficial for these learners in this school. Some need physiotherapy, wheelchairs, and adapted desks and chairs adequate teaching personnel among other requirements for they are quite many.” one of the teachers reported.

There is a great benefit in inclusion as the accrued benefits are more than the said disadvantages. If the government would ensure special training for all teachers, allow for adequate staffing of teachers and other support staff, adequate necessary materials as well as work on class size, inclusive schooling would be beneficial and embraced by all. As it is now, the special education teachers reported that, the physically challenged learners were better off in special schools.

A report by Berry and Dom, (2015) shows that students with physical disabilities need support from both teachers, non-teaching staff and their classmates. They also need a supportive school environment to allow for successful education. The learners with physical disabilities have unique needs for physical space and there is a need for tables and chairs that can allow them to sit and write comfortably in the classroom. It is unfortunate that despite having allowed for the existence of the inclusive school, the government has not taken any initiative to ensure the stay of the learner is beneficial at school.

4.5.4.3. Teacher commitment to inclusion

The research found out that the teachers' positive experiences and commitment to inclusive learning had an impact on the experiences of learners living with physical disabilities. The teachers narrated instances that they portrayed commitment to inclusion and indicated that this may probably be the reason why the learners previously indicated that they loved their teachers.

Teachers help in cleaning the dormitory area. This is because we do not have enough manpower in terms of support staff. The increased mastery of the skills required to teach students and after class assistance to learners with a wide range of abilities leads to a change in attitude and commitment.

Some of the PH learners are very slow. Some without the upper limbs use their legs to write and others the mouth. The speed at which they engage in classroom activities is not accommodated by

all the teachers. They also exhibit minimum participation and require a lot of patience. This is not possible for some general education teachers without special training in special education.

One day I used a teaching aid to assist in teaching a topic on money and currencies, I carried to class several notes and coins. When I finished explaining a detaching the subtopic every learner was happy and they clapped in appreciation

A study by Boitumelo &Major, (2020) reported that teachers who were trained in Special Needs Education in most cases could handle the pressure and responsibilities that came along with inclusion compared to those not trained. The duo further asserted that there was a link between teacher's experiences in inclusion and their enhanced personnel or professional development. The teachers who were trained in special education were seen to take more care on ensuring the welfare of the LWD however, those who had not trained took learners living with disabilities as a liability and did not concentrate much on them (Boitumelo and major, 2020).

I have been teaching learners living with disabilities since the beginning of my career. I have a special attachment with them and does not do it necessarily for a pay. This statement by one of the teachers agrees with previous research, that experiences of inclusion create an attachment between the teachers and their students increasing the concern for the needs of these students (Yeo, Chang, Neihart & Huan, 2014). Studies showed that people who had never had an experience with someone with a disability tended to have fear of such individuals and thus exposure to inclusion had the potential to minimize or eliminate teacher's fears and concern, (Kuyini and Magope, 2011 cited in Boitumelo and Major, 2020). The teachers pointed out that having LWD in mind easily accommodated others and therefore increased inclusive skills which resulted to higher quality teaching for all children.

All the children seem to benefit in an inclusive classroom even those to whom the modification is not intended. It was noted in this study, therefore, that increased teacher instructional competencies for inclusive education were likely to support the learning of all students those with and without

disabilities. This would on the other hand make the learners living with physical disabilities have positive lived experiences. Teacher commitment to inclusion would also be backed up by the school receiving support from the stakeholders not only in developing the inclusive education policies but also by providing the means of practical implementation (Daly et al, 2007).

4.5 Competent Based Curriculum (CBC)

The competency-based curriculum (CBC) in Kenya was introduced in 2017 after a review of the existing 8-4-4 system by the Kenya Institute of Curriculum Development. CBC is designed to emphasize the significance of developing skills and knowledge and also applying those competencies to real-life situations, (Nyakangi,2018). The teachers focused group discussion revealed that the curriculum did not seem to have the welfare of learners living with physical disabilities at heart and targeted learners who could actively engage in hands-on activities.

The curriculum is hugely concentrated with practical activities and it targets the well to do. It does not provide a simple subject matter and it is not categorized according to the learner's abilities.

CBC is hands-on with activities such as modelling, stitching and filtering in grade four. These hands-on activities are not accommodative to learners with Cerebral Palsy and those with Muscular Dystrophy.

I went for CBC workshop under special but did not see anything special. It was just like the other CBC workshops attended by general education teachers.

We have identified the elements that need to be worked on in the new curriculum but our suggestions are never considered. This curriculum may bring more segregation than inclusion if we are not careful.

What will be learners who cannot stitch, filter or engage in hands on activities do when others are actively engaged? A substitute activity needs to be put in place to ensure learners living with physical disabilities in inclusive schools reap the maximum benefits of inclusion.

The teachers reported that curriculum developers never came to the ground to gather first hand information. They were reported to only get some non-teaching professionals to aid in policy formulation and never to include teachers. One of the teachers alluded that, *"Vitu Kwa ground ni different"* (at the grassroots things are very different) *and those engaging with the learner on a day-to-day basis should be included in policy formulation.* The teachers reported that the already at use Curriculum led to discouraging experiences of the learners living with physical disabilities. They felt left out when they were missing on the day-to-day classroom activities that involved the use of one limb or the other that they were missing.

The teachers also reported that KNEC guidance on modelling, photo mounting did not have these learners in mind. *How would those without upper limbs carry out such activities? I have a pupil in my class using the mouth to write and another one using the leg. There should be substitute activities for those who are not able to do some activities.* Another teacher reported that the curriculum was not friendly. *CBC is more challenging since most of the activities are practical and the pupils have a challenge with either their legs or hands. The government has given uniform activities which should not be the case, and when giving an evaluation, ability should be put into consideration.* Another one added: *Class three exams for example, there is a boy with Muscular Dystrophy. They were doing filtering water. The boy's muscles could not hold the apparatus. Last year, grade four pupils were sweeping the market. Those on wheelchairs only observed from a distance. It appears all theory and the learners experience isolation.*

Chuaungo, (2021) wrote that curriculum modification would to a larger extent contribute to successful inclusion. If our education system would at any point be termed inclusive, there should be a shift on how the curriculum is formulated and implemented.

4.6 Chapter Summary

This chapter focused on the findings of the lived experiences of learners living with physical disabilities in Inclusive Primary School of Elgeyo Marakwet County, Kenya. The learners gave

instances they felt good/included and bad/excluded in school. The Special Education Teachers also highlighted on the experiences of the learners from their perspective. In the next chapter, a summary of the findings recommendations and conclusions were presented.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSIONS.

5.1 Introduction

Inclusive education has remained an important strategy for the achievement of the EFA agenda set in 2001 and the Millennium development goals agreed upon by nations to achieve universal primary education by 2015. To have persons with disabilities enjoy the right to education, the MOE has come up with special education programs to allow PWD to participate fully in school and society. To accommodate LWPd in inclusive schools, the inclusive education policy has ensured that these learners School in environments with the least restrictive environment. The research participants portrayed that they loved being in school more than home. However, despite the government effort to enroll the physically challenged learners into inclusive schools, there were experiences shared in this study that revealed there were challenges that affected their schooling negatively. Experiences of discrimination, Parental Negligence, syllabus demands, inadequate teacher training among others were featured in this study. This study was set to explore the lived experiences of learners living with physical disabilities in inclusive primary schools of Elgeyo Marakwet County, Kenya. The study was guided by two objectives: to explore the experiences of inclusion and exclusion for learners living with physical disabilities in inclusive primary school and to examine the experiences of learners living with physical disabilities from the perception of the Special Education Teachers. The research design employed was phenomenology with the qualitative data analyzed thematically. The tools of data generation included drawings, auto photography and focused group discussions. Non-Probability sampling was used in selecting the sample purposively.

5.2 Main Findings

From the study, it is evident that learners living with physical disabilities integrated into inclusive schools had experiences distinct to themselves. Their lived experiences were not hidden from the special education teachers and the input of the two groups in this study gave rich information.

Learners living with physical disabilities were in most cases seen to be at a disadvantage since their level of dependency was higher compared to other disabilities. They experienced segregation not only in school and society but also among their siblings.

The study found out that learners with physical disabilities loved and preferred being in school to home. They repetitively made statements during data generation that school was better than home drawing a clear picture that their life was well lived in the school. The small homes gave the learners a homely environment where all their needs were met. The learners enjoyed being in school with the others of like abilities which gave them increased self-perception. Sharing a class with their non-disabled counterparts gave them an advantage as modelling actively took place. As the teachers poised, they were also well prepared for life after school for there was no society for the disabled. This out rightly supports the government policy on inclusion and the disabled peoples' Act of 2011 (G.O.K, 2011).

The learner(s) lived experiences disclosed during the drawing and auto-photography session, clearly showed that the school environment was not fully inclusive though was by far better than home. The absence of adaptive facilities in the school compound such as toilets, desks and chairs made the learners uncomfortable. The rough pavements if any and the unmodified terrain made the movement on wheelchairs and parenthesis challenging for the learners. Discrimination in school leadership and co-curricular activities was also saddening. As seen in the social model of disability employed for this research (Oliver, 1996), the school environment should be accommodative to the learners living with physical disabilities. As stipulated by one of the teachers, the school should be constructed with the disabled learner in mind since the others can easily fit in. To make a positive shift in the experiences of learners living with physical disabilities, there should be active removal of all barriers to education for all.

Special Education teachers trained on the physically challenged are few in inclusive schools. Those trained on inclusive education are also a small number which is mainly posted in schools where

their specialty is not needed (SNE Policy Framework, 2009). Teachers trained in general education are not aware of the needs of special education learners and from interaction, to the mode of content delivery, the learner is left out. To actively participate in making education beneficial for all, teachers training and attitude is crucial and should be looked into. The teacher training curriculum has only one unit on special needs education and the teachers are mainly trained in general education. During the internship period, teachers are not posted in special or inclusive schools and therefore they do not learn nor practice interacting with the diverse needs of learners.

The role of parents to learners living with physical disabilities plays a great role in their schooling experience. Rejected at home, parental negligence, low prioritization and the notion of the society to see them as a curse or some form of misfortune damaged the learner's self-esteem and heightened their experiences of exclusion. The learner was left knowing school as their only safe home. How they were treated at home affected how they responded to their teachers and peers. The LWPD were found to be very aggressive and moody. This is in most cases attributed to their affected self-esteem as seen in Waititu, (2015). Parents and the society embracing persons living with disabilities as equal members of the society would make a great difference. Learners with loving families and inclusive societies exhibited high self-esteem at school and were not overtaken by their emotion in response to day-to-day activities at school (Waititu, 2015).

5.3. Conclusions of the Study

The lived experiences of learners living with disabilities had the school and family as the key players. Integration started from home going to the school and extended to society. When the parents experienced denial and self-pity for having disabled children, it affected the learner directly. This was the reason why instances of children being hidden from non-family members; disability being perceived as a curse from the gods and cases of advanced in age learners in primary schools seen to be rampant in Kenyan primary schools. From the findings, there was a clear need to sensitize

parents and general education teachers and the society at large on the need to embrace inclusivity. This would give the child an opportunity to grow in an environment where he/she felt accepted and loved.

In Kenya, the enrolment of students living with disabilities in inclusive schools was witnessed in all the provinces as at 2005, (Disability Standards of Education, 2005). To maximize their potential, learners living with physical disabilities need a barrier-free environment. A disability-friendly school environment and culture was seen as a necessity for the learner(s) academic achievement. The need for materials to support their schooling was also vital compared to their non-disabled counterparts. The government is entrusted with ensuring inclusive schools are barriers free with a school environment friendly to learners living with physical disabilities, (GOK,2009).

The existence of certain topics in mathematics such as geometry and drawing in sciences and social studies and stitching in home science was seen to be challenging to LWPD. These topics need substitute activities for those with severe physical disabilities. The co-curricular activities that called for manipulations also were seen to need modifications. In the attempt to prepare the learner for the marketplace, the curriculum developers introduced the Competent Based Curriculum which is mainly hands-on. However, the demands of the new Kenyan Competency Based Curriculum, (CBC) is already facing challenges in implementation among learners with physical disabilities. With the hands-on activities, the LWPD are left behind due to its rigid nature of delivery and evaluation. A curriculum that is mindful of learners with physical disabilities should be flexible with regards to time allocation for each lesson, availability of a variety of teaching and learning resources as well as the mode of access. The teachers trained on physical disabilities are also to be posted to inclusive schools for the learning of learners living with physical disabilities to be beneficial. Learners living with physical disabilities are capable of doing well academically and should therefore be given all the necessary support.

5.4. Recommendations of the Study

Following the findings of this study, the researcher, learner and the special education teachers came up with the following recommendation.

5.4.1 Experiences of Exclusion

The learners and the teachers exposed that learner living with physical disabilities were excluded in inclusive schools. The instances mentioned by the learner included experiences of neglect, difficult school terrain, some subjects being difficult, discrimination in leadership as well as lack of adequate support services. As seen in the discussions in this study, a change in environment and having a school community that is disability friendly would solve instances of exclusion. The school terrain needs to be modified to allow movement on wheelchairs, clutches and other movement assistive devices. All learners in the inclusive schools exhibiting leadership qualities should be given the opportunity despite their physical abilities. There should be a modification in the school curriculum and choice of subjects and activities for learners with severe physical disabilities.

5.4.2 Teachers Recommendations on Subject Area

1.Mathematics

Learners with fine motor difficulties especially Cerebral Palsy who have intellectual ability but have contractures, Spasticity and low muscle tone are unable to do the geometrical constructions. These questions carry a lot of marks during the national examinations. There should be other substitute questions they can attempt to enable them compete favorably with their non-disabled counterparts.

2.Social Studies

Map reading and drawing should be substituted with another activity for amputees, Cerebral Palsy and those living with Muscular Dystrophy.

3.Home Science

Needle work need to be substituted with another activity. Learners with Cerebral Palsy and Spasticity are unable to thread and do servicing. This is a way they are excluded in classroom activities and to include them there should be activities based on the learner ability.

4.Physical Education (P.E)

Learners with muscular dystrophy and cerebral Palsy have for a long time been excluded in this important lesson. These learners have difficulties in fine motor dexterity and have problems in manipulation. They are not able to take part in playing activities with others due to their conditions. The syllabus advises gymnastics, jump and dribbling. These activities exclude learners with physical disabilities especially those on wheel chairs and those with brittle bones. The teachers recommended that adapted games should be introduced in inclusive schools to minimize instances of exclusion.

5.4.3 Speed of Content delivery

The learners complained of their teachers being very fast in class and being left behind by others in classroom activities. These learners especially those with severe muscular dystrophy have low muscle tone due to severe degeneration of muscles. They suffer fatigue due to the long hours of engagement as well as the number of test items/lessons taken per day. Amputees of both upper and lower limbs need support. They experience exclusion in instances where their challenges are not put into consideration when giving instructions and classroom activities. Spinal Bifida wounds due to long hours of sitting, time consumed when they go for self-care should be put into consideration when allocating lesson time for an inclusive school, with physically challenged learners. The extra 30 minutes given per paper is not enough and the 10 minutes extra given for composition and Insha during Assessment. Looking at the diversity of disabilities, this time is not enough. The number of papers taken by the learners per day which is similar to regular learners is also not friendly and contribute to their negative experiences. The implications on time is that these

candidates do not have time to go for break and are highly fatigued at the end of the assessment. Those with Spinal Bifida are also disadvantaged as they get wounds due to sitting for so long in one day while doing assessment. They may lack time to go for self-care. If in any case they go for self-care, they find the time for assessment is not enough.

In regards to time and assessment the teachers recommended that less test items per day should be employed amongst learners with physical disabilities. More time should be given during assessment with time for self-care put into consideration. More manpower is needed during assessment and in classroom teaching to assist the learners during self-care and toileting.

5.4.4. Attrition

The teachers disclosed that the majority of their SNE counterparts had left the teaching profession. This as seen in SNE policy framework, (2009) is as a result of lack of established promotional structures or schemes of service to sustain them in the profession. The government should ensure that SNE teachers receive an allowance putting into consideration the extent of disability of the learners they are handling. This would minimize attrition.

5.4.5 Teacher Training

Inadequately trained SNE teachers end up becoming obstacles to the implementation of Inclusive Education, (Kochung,2011). When there is inadequate human resource in the school and the curriculum goals of inclusive education are not met as seen in Okongo et al, (2015) the government should embark on the training of all the teachers on inclusive education. Since the government and the SNE policy (2009) calls for all learners to attend regular schools, teachers should be adequately equipped. One of the teachers reported that the other teachers assumed that they received extra allowances and therefore paid little attention to the LWPD. When all are trained, they would therefore take good care of learners living with disabilities.

5.4.6 Syllabus Coverage

The teachers are expected to clear the syllabus and achieve certain set goals. However, the diversity of learner needs may delay syllabus coverage. Having learners with severe physical disabilities, the teacher should slow down on the pace of content delivery to effectively accommodate all the learners. The examinations in inclusive schools should be set based on the learners' abilities. Resource teachers should be placed in classes to assist the general education teacher in reaching out for those who need special attention.

5.4.7 Recommendation for Parents

The study found out that parents neglected their children living with physical disabilities. To curb this, the study recommended that parents and the society should be sensitized on the creation of an inclusive society. The rate of parental negligence is as a result of societal and cultural beliefs that are passed over time. Children with and without disabilities should get equal parental attention. They should be allowed to get access to education as their non-disabled counterparts. As seen in Daly et al., (2007) the parents should treat their children individually and meet their needs as independent people. The parents should be sensitized on equality and the available privileges for persons with disabilities so that they can pursue them to benefit their children. The society should also be sensitized against discrimination on basis of disability and stereotyping.

5.4.8 Recommendation for CBC

The competent based curriculum is majorly hands-on involving the use of both upper and lower limbs. The new curriculum first launched in 2017 had its emphasis on learner's mental abilities to process issues. It was also aimed at processing a practical framework that nurtures competencies of learners based on their passion and talents. The school sampled had learners with physical disabilities who are listed on the category of learners with special needs who may not have their needs met from following a regular curriculum (School Net Kenya, 2018). The KICD need to come up with activities within the regular curriculum that would benefit all. They should also select

policymakers from the grassroots level who by firsthand experience understand the needs of LWPd. When giving the continuous assessment test, and the applied sciences, the learners' ability should be put into consideration. During CBC training, teachers should be trained on alternative ways of content delivery to the LWPd.

5.5. Suggestions for Further Research.

Further research in the area of inclusive education with larger sample size and a more diverse sampling group would be a significant contribution to literature.

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APPENDICES

Appendix (i): Minor Assent Form

Project Title: **The Lived Experiences of Learners Living with Physical disabilities in selected Mainstream Primary Schools in Elgeyo Marakwet County, Kenya.**

Investigator: **Maingi Wanjiru Josephine**

We are doing a research study about your Lived Experiences as Learners Living with Physical disabilities in a Mainstream Primary School. A research study is a way to learn more about people. If you decide that you want to be part of this study, you will be asked to *make drawings of how you perceive yourself as a learner living with physical disabilities, take photographs of the challenges experienced and make drawings of the possible remedies*. There are no direct benefits to this study. The school community however, will learn the challenges and perceptions of the learners. They may also put in place strategies towards eliminating the challenges faced by the learners living with physical disabilities. Though there are no direct benefits since the study is for academic purposes, learners will benefit from a changed inclusive school environment. There are some minimal risks that are associated with this study. You may experience some emotional discomfort as you reflect on challenges you face as a learner living with physical disabilities.

If you do not want to be in this research study, there are no punishments.

When we are finished with this study we will write a report about what was learned. This report will not include your name or that you were in the study.

You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents/teachers know about the study too.

If you decide you want to be in this study, please sign your name.

I, _____, want to be in this research study.

(Sign your name here) ----- (Date)

Appendix (ii) Informed Consent



MOI TEACHING & REFERRAL HOSPITAL / MOI UNIVERSITY
COLLEGE OF HEALTH SCIENCES -INSTITUTIONAL RESEARCH
AND ETHICS COMMITTEE (MTRH/MU-IREC)
INFORMED CONSENT FORM

Study Title: *The Lived Experiences of Learners Living with Physical disabilities in Inclusive Primary Schools in Elgeyo Marakwet County, Kenya.*

Name of Principal Investigator(s): *Maingi Wanjiru Josephine*

Co-investigator(s): *Prof Misigo and Dr Bernadetha Rushahu (Supervisors)*

Name of Organization: *Moi University*

Address: *1553-10101* **Telephone Number:** *0711334599*

Name of Sponsor/Funding Agency: *CERM-ESA/DAAD*

Informed Consent Form for: *Parents.*

This Informed Consent Form has two parts:

- Part I: Information Sheet [to share information about the study with you]
- Part II: Certificate of Consent [for signatures if you choose to participate]

PART I: INFORMATION SHEET

Introduction:

You are being asked to take part in a research study. This information is provided to tell you about the study. Please read this form carefully. You will be given a chance to ask questions.

Taking part in this research study is voluntary. Saying no will not affect your rights to health care or any other services. Your treatment/payment or enrolment in any health plans or eligibility for benefits will not be affected if you decide not to take part. You are also free to withdraw from this study at any time. If after data collection you choose to quit, you can request that information provided by you be destroyed under supervision. This would be before data is de-identified and aggregated. You will be notified if new information becomes available about the risks or benefits of this research. You will receive a copy of this form after it is signed

Purpose of the study: *To explore the lived experiences of learners living with physical disabilities in Inclusive primary schools, the experiences of Inclusion and Exclusion*

Study site: *Elgeyo Marakwet County*

Study population: *Learners Living with Physical Disabilities in Inclusive Primary schools [The group has been chosen to be able to give their own lived experiences and be given an opportunity to make contributions to change]*

Study procedures:

The study will adopt Participatory Visual Methodologies which entails taking Photographs and drawings

If you agree you will do the following:

Make drawings of how you perceive yourself as a learner living with Physical disabilities, Take Photographs that show challenges you face as a learner living with physical disabilities and also make drawings of possible remedies to the challenges faced.

Benefits:

The school community will learn the challenges and perceptions of the learners. They may also put in place strategies towards eliminating the challenges faced by the learners living with physical disabilities. Though there are no direct benefits since the study is for academic purposes, learners will benefit from a changed inclusive school environment.

Risks/Discomforts:

The learners may experience some emotional discomfort as they reflect on challenges they face as learners living with physical disabilities

Payments and Reimbursements:

No Payment or reimbursement will be made to the study participants.

Confidentiality:

All reasonable efforts will be made to keep your protected information (private and confidential). Using or sharing (“disclosure”) of such information will follow National privacy guidelines. By signing the consent document for this study, you are giving permission (“authorization”) for the use and disclosure of your study information. We may need to share your protected information with the community advisory board, MTRH//MU-IREC, NACOSTI or the healthcare team. We will retain your research records for at least six years after the study is completed. At that time, the research information is destroyed [Physical Destruction, clearing and purging] If you decide to withdraw your permission for use of your personal data, contact the [P1] in writing and let them know your decision. At that time, we will stop further collection of any information about you. However, the health information collected before this withdrawal may continue to be used for the purposes of reporting and research quality.

[OPTIONAL]: You have the right to see and copy your personal information related to the research study for as long as the study team holds this information

Compensation for injury:

In the event of an injury resulting from participating in this study, medical expenses will be covered for treatment of that injury

The researcher will ensure no injuries occur and in case of one, medical assistance will be offered as guided by special needs teachers/s in the school.

PART II: CONSENT OF PATICIPANT:

I have read or have had someone read to me the description of the research study. The investigator or his/her representative has explained the study to me and has answered all the questions I have at this time. I have been told of the potential risks, discomfort, and possible benefits (if any) of the study. I freely volunteer to take part in this study.

[This section must be written in the first person. If the participant is illiterate, or for some reason is unable to write, they should provide a thumbprint and a competent witness must be engaged during the consent process]

Name of Participant Signature of participant/Thumbprint Date & Time

Name of Witness [Optional] Signature of Witness Date & Time

Name of the person obtaining consent Signature of person Date & Time obtaining consent

Maingi Josephine



9/02/2021

Printed name of the investigator Signature Investigator Date

A NOTE ON STUDIES USING VERBAL CONSENT/ASSENT:

Verbal consent/assent means that the person obtaining consent or assent verbally explains the study using a study information sheet, and that consenting individuals give their verbal consent/assent in place of written consent to participate. They should be given the opportunity to ask questions and invited to keep a copy of the study information sheet. The PI should submit a copy of the study information sheet showing this consent script and how the research team will document in their research files when the consent discussion took place, who did it, and if there were any emergent issues.

Contacts for questions about the study

Questions about the study: PI Contact Information [Josephine Maingi, 0711334599, josephinemaingi@gmail.com]

Questions about your rights as a participant: You may contact the Institutional Ethics and Research Committee (MTRH//MU-IREC) 0787723677 or email irec@mtrh.go.ke or irecoffice@gmail.com. The MTRH//MU-IREC is a group of people that review studies for safety and to protect the rights of participants.

Appendix (iii) Research Permit (NACOSTI)

Ref No: 482704	Date of Issue: 02/March/2021
RESEARCH LICENSE	
	
This is to Certify that Miss: JOSEPHINE WANJIRU MAINGI of Moi University, has been licensed to conduct research in Elgeyo-Marakwet on the topic: THE LIVED EXPERIENCES OF LEARNERS LIVING WITH PHYSICAL DISABILITIES IN SELECTED MAINSTREAM PRIMARY SCHOOLS IN ELGEYO MARAKWET COUNTY, KENYA, for the period ending : 02/March/2022.	
License No: NACOSTI/P/21/8861	
	
Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Verification QR Code 	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix (IV) IREC Ethics Clearance

Rhino Ethics - IREC008/2021 - 1 of 1

Final Decision Certificate

This document certifies that the study:

"The Lived Experiences of Learners Living with Physical Disabilities in Inclusive Primary Schools in Elgeyo Marakwet County, Kenya."

Principal Investigator: Ms. Maingi, Josephine Wanjiru

Reference number: IREC008/2021

Was reviewed and received the following status:

"Approved"

Additional Comments:

No Comments from the Reviewers.