

Teachers' Perception of Transition Preparedness by Learners with Physical Disabilities towards Employment: Joytown, Joyland and Mombasa Special Secondary Schools, Kenya

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Abstract: The study sought to examine factors affecting teachers' perception of transition preparedness by learners with physical disabilities (PD) towards employment: Joytown, Joyland and, Mombasa Special Secondary Schools in Kenya. The study adopted both qualitative and quantitative research approaches where mixed method design was used to collect and analyze the data. The study was carried out in Joytown in Thika West, Kiambu County, Mombasa Secondary in Mombasa County and Joyland in Kisumu County. Purposive sampling was used to select the three physically handicapped Special Secondary Schools, which were the earliest to be established by missionaries in Kenya. The piloting of the instruments were conducted in Joytown special school to form three learners and all teachers teaching form one and form three who were not included in the main study. An Interview schedule was administered to administrators while the teachers and learners with physical disabilities filled the questionnaires. Self-efficacy theory was used to interpret dynamics specifically for teachers and learners with physical disabilities in the classroom. Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data while Computer Assisted Qualitative Data Analysis System (CAQDAS) was used to analyze interview schedules. The importance of this study was to create awareness of preparedness by teachers to enable learners with physical disabilities to transit to employment enhanced by teachers' teaching strategies, availability of resources and knowledge of pre-vocational activities that enhanced their perception towards learners with physical disabilities. After the findings, the researcher recommended that the Kenya Institute of Curriculum Development (KICD) should develop curriculum contents, which will suit the needs of learners with special needs including those with physical disabilities. The findings may enhance appropriate pre-vocational skills for learners with physical disabilities because it has a futuristic relevance, widens the scope of individual economic activities, and reduces the burden of dependency on others. Further, it hopes to provide educational planners and policy-makers with a framework on which policies can improve the quality of teaching special needs education hence facilitate transition preparedness towards employment for learners with physical disabilities

Keywords: Teachers' perception, transition preparedness, physical disability, employment

I. BACKGROUND TO THE STUDY

Nearly 6.5 million learners with disabilities, be they of a physical nature or otherwise, are being served by teachers trained in special education who may be unprepared to use transition competency, such as skills to train learners in pre-vocational activities to facilitate successful transition planning that may lead to sustainable employment after post-secondary education (National Centre for Education Statistics, 2010). Factors such as ill-preparedness of teacher training and their perception, many learners with PD are leaving secondary schools without accessing competitive employment, functional independence or dependable prospects for social engagements. A study carried out by Curry & Jones (2014) in Mississippi Delta (USA) revealed that some trained teachers personal training programs does not deal with specific knowledge and skills essential to teaching such as overseeing paraprofessional, making use of professional literature to address teaching, concerns and coping up with general education teachers. Persons with physical disabilities often use assistive devices such as crutches, canes, wheelchairs and artificial limbs to enhance their mobility hence contributing to self-independence. In schools, these learners have to make use of their gross and fine motors to enhance their day-to-day activities such as toileting, writing, grooming or dressing. Those with severe physical disabilities or secondary disabilities such as cognitive and communication difficulties, or cannot perform any activities on their own, have difficulties in accessing education, healthcare employment or rehabilitation services and have to depend on others for assistance (African Union of the Blind, 2007).

Globally, it is estimated that around 200 million young girls and boys are living with some sort of disabilities; such as emotional and behavioral difficulties, physical difficulties, sensory impairment such as hearing, visually and deaf-blind, cognitive difficulties such as mental retardation, learning disabilities gifted and talented, autism among others (Groce, 2004; UN, 2010). Throughout human history, individuals with disabilities specifically those with physical disabilities have struggled to live full and productive lives as

independently as possible in societies abound with stigma, discrimination, attitudinal and environmental barriers. Due to their conditions and the accompanying physical barriers these children with physical disabilities have difficulties in accessing restricted environment especially buildings with stairs and trenches. More often than not, due to social and psychological factors opportunities in education, employment are limited and more so, participation in social and community life denied having been considered to be among the poorest and most marginalized people in the World (Kembhavi & Wirz, 2009, Parnes 2009; UN, 2010). When learners with physical disabilities are well prepared their chance to get employment is aggravated hence enhancing feelings of pride, self-confidence, social security and independence. Inclusion into the workforce of workers with various skills and talents enriches both their lives and society in general (U.S. Commission on Civil Rights, 2000).

World Health Organization (WHO, 2011) revealed that in Ghana people's traditional practices and cultural beliefs engender negative attitude, discrimination and stigmatization, which have effects on persons with physical disabilities. For instance, a child born with cerebral palsy condition would be seen as a curse giving ambivalent reaction toward the child and the family at large leading to exclusion in the community (Avoke; 2002; Naomi, 2012). Commonly, it is believed that impairment makes persons with physical disabilities incapable of fending for themselves thereby making transition to employment very difficult even after completing secondary education (Kassah, 2000).

The Government of Kenya has made deliberate efforts towards creating conducive environment for various players to enable them to incorporate disability issues into their policies and programs (GoK, 2003). The Persons with Disabilities Act, No.14 of 2003 is a piece of legislation that covers the rights of persons with disabilities and the idea of equal opportunities in areas such as those of employment. The Act provides a solid enough framework, save for some weakness for ensuring accessibility and the inclusion of PWDs in all facets of life. It prohibits discrimination in employment, education and health amongst other core areas of life as a method for accomplishing the equality of opportunities. Towards this end, the Ministry of Education adopted an integration policy for schools, which enables children with physical and mental disabilities, emotional, learning difficulties etcetera be placed in regular learning institutions. These forces also serve as the driving force behind the transition focus on independent living and employment for learners with physical disabilities. Preparation for transition by teachers for post-secondary education include the learning those of pre-vocational skills necessary to cope with academic and social challenges. Just because a learner with physical disabilities and other health impairment are academically capable of going to college, assumption for not preparation to transit to employment is not needed (Kochar-Bryant, Basset & Webb, 2009, Shaw, Madaus & Duke, 2010).

It is the responsibility of special needs teachers to co-ordinate the transition plan, guide the learners and outside agencies to work towards attaining the transition goals of attaining employment after school. The position of a special education teacher is a difficult one because they face many challenges as they work to implement learner's transition plans using available and sometimes, scarce resources and a restricted curriculum used for all learners in school. Without proper planning and preparation, a learner may become overwhelmed and have trouble adapting to unfamiliar settings especially at the workplace (Hughes, 2009). It is important for teachers train not only on what to teach but also the methods that are appropriate to learners with physical disabilities. The questions of what barriers keep teachers from utilizing their professional transition competences remain unanswered (Cob & Alwel, 2009). The persistent dismal outcome of learners with physical disabilities acquiring transition skills towards employment after post-secondary may be attributed to numerous factors such as teacher's self-efficacy and perception (Bandura, 2000; Blanchett, 2001; Sinclair, Christenson & Thurlow, 2005). It is against this background that prompted the researcher to investigate teachers' perception on transition preparedness of learners with physical disabilities on transition to employment.

II. OBJECTIVE OF THE STUDY

The study was guided by the following objective that sought to: Identify factors affecting teachers' perception of transition preparedness by learners with physical disabilities towards employment.

III. MATERIALS AND METHODS

This study adopted descriptive survey research design to allow the researcher to gather information, summarize, present and interpret the data for the purpose of clarification (Orodho, 2008). This design was relevant for the current study as it sought to understand teachers' perception of transition preparedness by learners with physical disabilities towards employment. A mixed method research methodology that entails collecting, analyzing and "mixing" both qualitative and quantitative in a single study was used to help the researcher to understand research method (Creswell, 2008). In this design, qualitative and quantitative approaches were used to confirm, cross-validate or corroborate findings within a single study. Using a combination of qualitative and quantitative data collection a study can improve by ensuring that the limitation of one approach of data collection and analysis was strengthened by the other approach (Green, 2001). The target population for the study was 540 teachers, 30 administrators and 830 learners from the three selected secondary schools for learners with physical disabilities namely; Joytown, Mombasa and Joyland in Kenya thus 1400 respondents from which sample size was drawn. The researcher used purposive sampling to select the special secondary schools because they have highest population of learners with physical disabilities in Kenya. The researcher used purposive sampling based on

the experience or knowledge of the group sampled. The teachers were selected because they teach in these schools and had relevant information for this study. Each school have one administrator therefore they were chosen because they had information about teachers' competency, curriculum used by teachers, policies and regulations regarding learners with physical disabilities and challenges facing the learners and the school as a whole.

Qualitative and quantitative approaches were used to analyze the data. The researcher checked the completed questionnaires and interview schedules to ascertain their accuracy and uniformity to responses. Field notes from interview schedule were edited, coded and organized to emerging themes. A Computer Assisted Qualitative Data Analysis System (CAQDAS) was used to code, manage and analyze data, further it explored the relationship between the coded in one file and theoretical explanations. The software was to identify description how and when each theme would occur and any qualification or exclusion of emerging themes either positive or negative eliminated possible confusion (Boyalties, 1998).

IV. RESULTS AND DISCUSSION

Demographic data

Demographic data was discussed under the following sub-title: gender of the respondents, professional qualification of the teachers and categories of learners with physical disabilities.

Demographic Information of the Study Population

Table 4.1: Learners with PD, teachers' and administrators demographic information

Respondents	Demographic information	Number of respondents	Percent
Learners (N = 83)	Gender		
	Male	60	72.3
	Female	23	27.7
Teachers (N = 54)	Male	30	55.5
	Female	24	44.4
Administrators (N=3)	Male	2	66.7
	Female	1	33.3
	Years taught in the school		
	Less than 5 year	8	14.8
	6 – 10 years	16	29.6
	11 – 20years	13	24.1
	Above 21 year	17	31.5

Source: Research Data: 2016

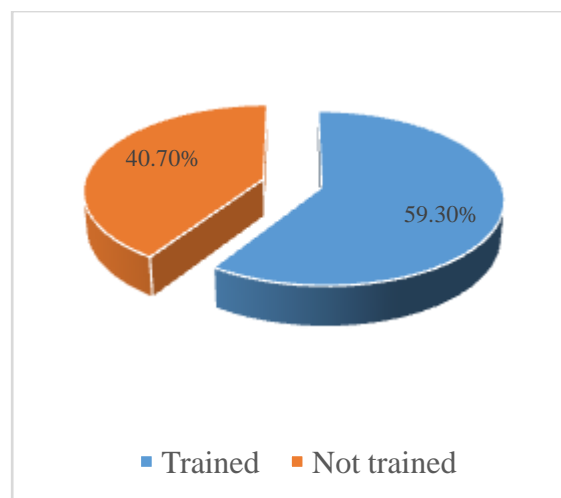
Table 4:1 indicates the demographic information of respondents, which included the administrators' gender, teachers' gender, the learners' gender, and the teachers' years of teaching experience. This helped to determine if gender and years of teaching influenced perception of teachers' transition

preparedness by learners with physical disabilities towards employment. More than half of male teachers participated in this study while the rest were female. The teachers who participated in this study had taught in their current schools between less than a year and more than 25 years. Thirty one of the teachers had served for more than 25 years; twenty four percent had taught between 11 – 20 years, twenty nine per cent had taught between 6 – 10 years while fourteen per cent had only taught for less than one year. Learners with physical disabilities in these schools comprised seventy-two per cent males whereas female learners accounted for twenty eight percent. A report on gender analysis on disability in schools (Midred, 2002) noted that disability limited educational opportunities more significantly for women than men, thus their enrolment and retention rates remain low. These tallies with the researcher finding of female enrollment in the selected schools under study that is far below compared with male.

Factors Affecting Teachers' Perception of Transition Preparedness towards Employment by Learners with Physical Disabilities to Transit to Employments

The objective one sought to find out factors affecting teachers' perception of transition preparedness by learners with physical disabilities towards employment.

Figure 4.1: Professional qualifications of teachers



Source: Research Data: 2016

Figure 4.1 shows professional qualification of teachers in the three selected schools. Majority have undergraduate degree but not trained in special needs education minority are trained in special needs education either they hold a diploma or a degree in education. According to researcher's findings the perception of teachers were contributed by insufficient knowledge and skills of special needs education, lack of appropriate teaching strategies and nature of learners with physical disabilities. The researcher established that some teachers teaching in Joytown, Joyland, Mombasa special secondary schools were not trained in special needs education though they had Bachelor degree in education. Upon

completion their under graduate studies in education they were posted to teach in these special schools without any training in special needs education. A study in Ghana by Agbeneyga (2007) noted that, teachers trained in Special Needs Education had positive perception towards teaching learners with disabilities unlike those untrained, which confirms what the researcher found out in the current study. Teachers not trained in special needs education had difficulties handling learners with physical disabilities such as giving them extra time in completing tasks in the classroom. Further, teachers were reluctant to assist weak learners in the academic because they focused on brilliant students to boost the mean grade in their teaching subjects in national examinations since these learners are subjected to the same national examination countrywide. There were no specialists to offer services such as occupational therapy, physiotherapy in these schools. It was therefore difficult for learners with PD to increase their self- independence.

Table 4.2: Categories of learners with physical disabilities

Category of disability	Number of learners (N = 83)	Percent
Orthopedic	50	60.3
Neurologic	18	21.7
Other health impairment	15	18.1
Total	83	100%

Source: Research Data: 2016

Table 4.2 indicates categories of physical disabilities the learners have. The researcher further sought objective one to establish if categories of learners with physical disabilities contributed to teachers’ perception of transition preparedness towards employment. The study established that majority of the learners had orthopedic conditions, twenty-two per cent had neurologic and eighteen per cent had other health impairments. It was important for the researcher to establish conditions of the learners and the extent to which this affected the teachers’ perception in effectively delivering instructions to them. The teachers admitted that those learners with physical disabilities could not perform as fast as learners without. A study by Wehman and Kregel, (2011) established that a learner with orthopedic impairment might have cognitive problems and this means; additional time may be spent trying to get the learner ready to conduct a job search or other pre-vocational activities within limited time allocated in class. During examination, learners with special needs are allocated extra thirty minutes to complete the examination although the Ministry of Education felt this was not enough and proposed to increase the time to forty minutes “Daily Nation of November 22 2017”

Table 4.3: A correlation matrix of teachers activities and skills

		1	2	3	4	5
I am trained to teach learners with physical disabilities for:	r-value	1	-.391*	.000	.117	-.134
	Sig. (2-tailed)		.044	1.000	.568	.504
I prepare individualized education program(IEP) for each learner to enhance transitional goals	r-value	.000	.513**	1	.000	.345
	Sig. (2-tailed)	1.000	.006		1.000	.078
Individualized educational program (IEP) enhances learners with PD to achieve their goals	r-value	-.134	.351	.345	.251	1
	Sig. (2-tailed)	.504	.073	.078	.215	
I train learners with PD in pre- vocational skills to enhance transition to employment	r-value	.117	.162	.000	1	.251
	Sig. (2-tailed)	.568	.430	1.000		.215
Learners with physical disabilities are capable of competing well with their counterparts without disabilities	r-value	-.391*	1	.513**	.162	.351
	Sig. (2-tailed)	.044		.006	.430	.073
N		54	54	54	54	54

Source: Research Data: 2016

*. Correlation is significant at the 0.05 level (2-tailed).

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

1. Trained in special education to teach learners' with physical disabilities.
2. Prepare individualized education program (IEP) for each learner to enhance transitional goals
3. Individualized educational program (IEP) enhances learners with PD to achieve their goals
4. Train learners with PD in pre- vocational skills to enhance transition to employment
5. Learners with physical disabilities are capable of competing well with their counterparts without disabilities.

Table 4.3 shows teachers' activities and skills, which they perform to teach the learners. A correlation co-efficient was used to compare two quantitative variables, namely teachers preparedness, and activities and skills they impart to the learners with physical disabilities. After establishing the correlation, the table 4:3 indicated there was a strong relationship between teachers preparedness, especially those trained in special needs education, they teach learners with physical disabilities effectively, and activities and skills they impart on them. Correlation is significant at value of exactly mean of 1.0 indicating that there is perfect positive relationship between the two variables. As for those teachers who prepare individualized education program and those who train learners pre-vocational skills, all these enhances transition preparedness by learners with physical disabilities towards employment. Furthermore, Table 4:3 using Pearson moment correlation coefficient the result showed there was no relationship between IEP and teachers' activities and skills. The learners had a view that individualized education program did not enhance their goal of getting employment after leaving the school. Hence there was no correlation between teachers activities and skills and learners individual IEP negative r-value of less than -1.0 was significantly ($r = -.134, p = .504$). The researcher did not find any relationship between teachers' activities and competing with learners without disabilities as indicated on Table 4:3 negative r-value was significantly less than -1.0 ($r = -.391, p = .044$). Teachers trained to teach learners with physical disability were of the opinion that learners with physical disabilities were not capable of competing well with their counterparts without disabilities. Teachers who always prepared individualized education program (IEP) for each learner to enhance transitional goals significantly ($r = 0.513, P = 0.006$) were of the view that learners with physical disabilities were capable of competing well with their counterparts without disabilities. Studies done by Morningstar & Clark (2003) in USA showed that teachers' incompetency to prepare learners with physical disability was contributed to by poor planning and delivering transition services when entering the profession without complete certification. In addition, absence of an alternate route may contribute to special education teachers feeling ill equipped to employ transition services successfully.

Amount of Time Teachers Spent with Learners with Physical Disabilities Influence Transition Preparedness to Employment

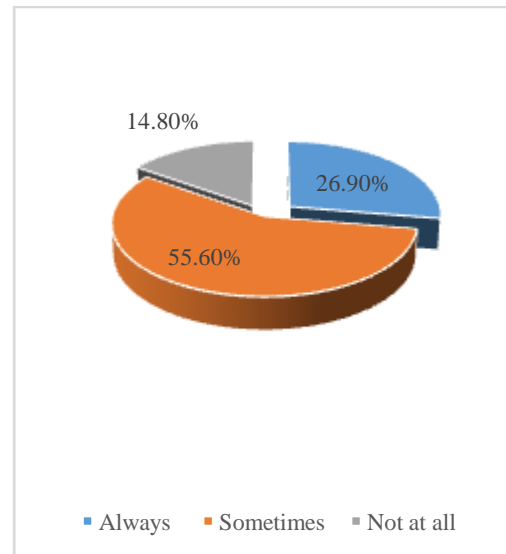


Figure 4.2: Amount of Time Teachers Spent with Learners with Physical Disabilities Influence Transition Preparedness to Employment

Source: Research Data: 2016

As regards factors influencing perception of teachers, it was sought to find out if time spent in teaching was an impediment to teachers perception. The teachers were asked to respond on how much time they spend teaching learners with physical disabilities and if it had any influence on learners' preparedness. Figure 4.2 shows that a quarter of the teachers felt that the amount of time spent with learners with physical disabilities always predicted perception on employment preparedness. More than half of the teachers, stated that the time spent sometimes predict their perception, fifteen per cent of teachers said that the amount of time do not at all predict perception about employment preparedness. From the responses, the teachers felt that the more time they spent with learners with physical disabilities enhanced transition preparedness towards employment and more so teachers' developed positive perception towards these learners. The findings are in line with studies done by Mclekey & Bilingsley (2008) in USA, which recommends special teacher is essential in ensuring academic success for a learner with special needs. More often than not it is tiring to both the learner and the teacher and therefore without perseverance and effectiveness a learner is less likely to be successful in their academic endeavors. Another study done by Billingsley (2004) in USA showed that an excess of duty constraints, stifles and time limits hampers teachers from feeling a sense of autonomy to use the skills and knowledge necessary to empower learners to achieve in post-secondary setting and especially to employment.

Teachers’ Opinion on Individualized Education Program (IEP) Enhanced their Perception

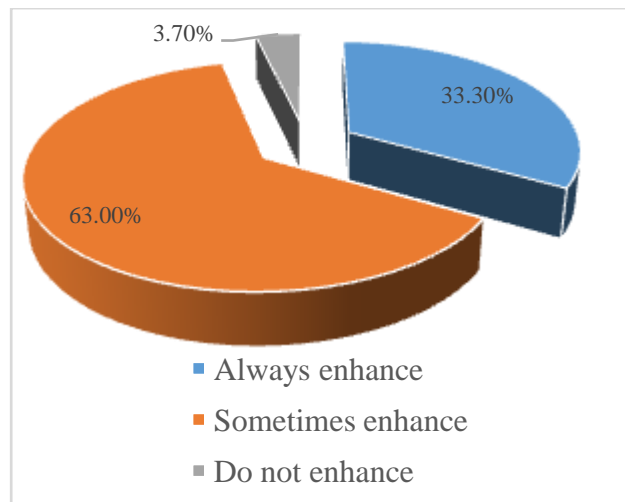
Table 4.4: Preparation of Individualized Educational Program by the Teachers

Use of IEP	Number of teachers (N= 54)	Percent
Always prepare	22	40.8
Sometimes prepare	20	37.0
Do not prepare IEP at all	12	22.2
Total	54	100%

Source: Research Data: 2016

The researcher expounded objective one further and sought to find out if planning for individualized education program influenced teachers’ perception towards learners with physical disabilities to employment. Table 4.4 indicates that teachers’ perception and transition preparedness by learners towards employment was contributed to by their instructional strategies. When the researcher sought opinion of the teachers on effectiveness of individualized education program forty one percent of teachers always prepared, thirty-seven percent sometimes do prepare and twenty two percent do not prepare IEP at all. With regard to policy and regulation of teaching learners with special needs education, IDEA (2004) advocates those teachers of students with special needs education including those with physical disabilities need to be involved in planning, implementing and monitoring educational plans to help the learner succeed in school and after. A teacher who teaches using IEP to guide them in accommodating and modifying the design of lessons and instructions in the classroom is of great benefit because IEP is tailored to the individual learners needs as identified by the IEP evaluation process. Individualized Disability Education Act (2004) advocated that every special trained teacher must develop individualized education program for each learner with special needs education An IEP has been developed to enhance child’s entitlement to n individualized and appropriate education. It specifies the services to be provided and how often and during IEP meetings transition services are discussed hence Individualized Transition Plan (ITP), which are important factors in learner’s achievement of transitional goals. Transition plans for learners with physical disabilities and other disabilities would not be successful without involving family members and community as partners (Timmons, Butter worth, Whitney Thomas, Allen & MCI Ntyre, 2014).

Figure 4.3: Teachers use of IEP for learners with physical disabilities



Source: Research Data: 2016

Figure 4.3 show the percentage of teachers who were of the opinion that individual education program enhances transition preparedness towards employment. The majority always use IEP in their teaching, thirty three percent sometimes use and four per cent do not use IEP in teaching. The researcher found out that teachers were mainly of the opinion that, Individualized Education Plan (IEP) sometimes enhanced achievement of goals for learners with physical disabilities. The importance of an IEP developed for learners with special education needs including those with physical disabilities include the progress made by learner, short and long objectives to be achieved at the end of the study in school, how often the learner will receive help that is weekly, monthly or yearly. Other underlying factors are what targets have been set forth for the child, how and when the child’s progress would be checked, and what help the parent could give the child at home. Individualized Education Plan was linked to areas such as English language, literacy, mathematics, behavior, social skills and activities of daily living, (Barnard and Lechtenberger, 2010).

Majority of the teachers, fifty-six per cent (56%) realized that individual individualized education program (IEP) always enhanced academic achievement for learners with physical disability. Twenty three per cent of the teachers stated that sometimes IEP enhanced the learners achieve their education target while twenty-two teachers admitted that they do not prepare an individualized education plan to enhance their teaching strategies which not affect their perception towards transition preparedness to employment for learners with physical disabilities.

Table 4.5: Cross tabulation table showing teachers’ duration in teaching learners with PD and the teachers’ opinion on IEP enhancing learners to achieve transitional skills

			individualized educational program (IEP) enhances learners with PD to achieve their goals			Total
			Always	Sometimes	Am not sure	
I have taught learners with disabilities for:	Less than 1 year	Count	3	2	0	5
		%	60.0%	40.0%	.0%	100.0%
	Between 1 and 5 years	Count	1	5	0	6
		%	16.7%	83.3%	.0%	100.0%
	Between 6 and 10 years	Count	0	1	1	2
		%	.0%	50.0%	50.0%	100.0%
	Above 10 years	Count	5	9	0	14
		%	35.7%	64.3%	.0%	100.0%
Total		Count	9	17	1	27
		%	33.3%	63.0%	3.7%	100.0%

Source: Research Data: 2016

Table 4.5: established teachers’ responses further, the researcher conducted a chi-square test to establish if preparation of individualized education program (IEP) and duration of time spent in teaching affected teachers perception. It was established that teachers who had taught for less than five years fourteen per cent felt that IEP always enhanced learners with physical disabilities to achieve their goals whereas none of the teachers who said taught for 6 to 10 years had the same opinion ($\chi^2 = 15.629, P = 0.016$). The opinion on IEP was not significant at all with the teachers training to teach learners with physical disabilities ($P > 0.05$) and could not affect teachers’ perception in any way. The

researcher established that teachers in these schools were in, not out of choice, but because they happened to be posted by Teachers Service Commission (TSC) and they were to teach due to inclusive policy where learners with or without disabilities co- learn together. The teachers who were not trained to teach learners with physical disabilities follow the curriculum to the letter and they could not understand the needs of learners with physical disabilities. They admitted that they were not preparing individualized education program for them; hence negative perception leading to an impediment to prepare them to transit to employment.

Table 4.6: Teachers’ perception of transition preparedness by learners with physical disabilities towards employment

Statement	Always	Sometimes	Not at all	Not sure
IEP enhances learners with PD to achieve their goals	26 (31.3%)	35 (42.2%)	10 12%	12 (14.5%)
Pre-vocational training skills achieved influence transition preparedness to employment.	30 (36.2%)	24 (28.9%)	18 (21.6%)	11 Forty (13.3%)
The amount of contact time with learners with PD predicts perception about employment preparedness	36 (43.3%)	23 (27.7%)	13 (15.7%)	11 (13.3%)
Technology equipment facilitates delivering of the content hence competing well with their counterpart without disability	14 (16.9)	50 (60.2%)	12 (14.5%)	7 (8.4%)
Availability of teaching resources influences teachers perception on preparation of learners with PD to transit to employment	45 (54.2%)	32 (38.6%)	4 (4.8%)	2 (2.4%)

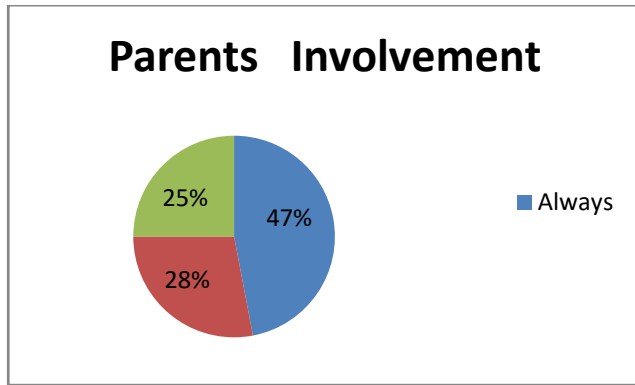
Source: Research Data: 2016

The researcher using computing method identified the factors that mostly influenced teachers’ perception on transition preparedness of learners with PD towards employment. Table 4.6 responses indicate that availability of learning resources

used by teachers when teaching more than half of teachers said that they always influenced leading to being highest influence on teachers perception also influenced by the time spent with learners forty three percent responded that

sometimes the time spent with the learners influence teachers perception. The factors that had least influence on teachers perception included availability of learning resources four point eight percent and technology equipment enables learners with physical disabilities to compete well with their counterpart without disabilities fourteen point five.

Figure 4.4: Parents Involvement



Source: Research Data: 2016

Figure 4.5 shows parents involvement in school especially on the academic development of the child with physical disabilities. The researcher, established that the parents of children with disabilities were not committed to their child figure 4.4 reveals that forty five per cent of parents, always got involved with their children progress, twenty eight per cent sometimes were involved, twenty five per cent said not at all. Parents' information was gotten from the teachers in charge of the classroom because they usually hold meetings and during this period, they collect the data on attendance and their opinion about their children. This concurred with the information the researcher got from the administrators. Teachers reported that sometimes they have trouble when they want the schools get parents involved in transition plans by giving their opinions especially when preparing Individualized Education Plan. Many studies done worldwide including Kenya have shown that teachers and administrators in special schools found it difficult to involve parents in their child's education partly because of the distance between home and school and also because some parents are reportedly not interested in the child's achievement or consider them as unable to learn and later get employed. The teachers felt that the parents need to be sensitized and this can be achieved through capacity building so that they are able to understand actual the needs of their children with physical disability. The parents can get involved in seminars, website-internets, collaborating with Ministry of Health, Churches and Community.

Teachers Suggestions to Overcome Challenges

The teachers made their suggestions to overcome the challenges they encountered when preparing learners with physical disabilities to transit to employment. These were;

- Adapting methods and strategies to suit them, they need more time so as to understand what you are teaching, involve them in learning activities for example discussions or explaining a point one needs to use teaching / learning aids.
- Adopt the curriculum to suit the needs of learners with physical disabilities lessons, learners with physical disabilities should be assessed based on severity of their disability, curricula should be modified to fit the needs of learners, there should be a different way of testing the learners, more sensitization to all stake holders handling learners with special needs.
- All teachers should have skills in handling learners with special educational needs.
- Change of curriculum to suit the needs of learners with physical handicap, availability of counseling teachers and use of projectors.
- Have curriculum that is flexible to learners with physical disabilities, teachers to be equipped with skills for handling these learners, improve environment and infrastructure for easy accessibility.
- Develop a curriculum based on job opportunities and offer more adopted pre-vocational training subjects.
- Offer more IT related courses and educate employees and the parents on people with disabilities.
- Enhance the environment to be disability friendly, make adaptive materials available to all and supply/avail funds to buy materials to be provided
- Learners should have printed notes and examinations in soft copy to help them in future.

The teachers noted that there was need to understand individual physical disabilities condition, involve the individual concerned, seek the mandate, and provide a disability friendly environment and infrastructure such as toilet accessibility. Give these learners special examination, give them more assistance in class and outside, allow them more time during examination because they were slow in writing, the curriculum should be adapted to suit individual special needs, grading and marking needs to be different.

Further, the teachers suggested the learners with physical disabilities should be given pre- vocational training to enhance their talents, teach learners / student technical and vocational subjects. The number of teaching staff in these schools should be adequate always. Have employers sensitized on issues dealing with persons with physical disabilities. The mode of evaluation should be modified for example use of laptop instead of hand/foot/mouth writing, the learners need physical assistance in practical examinations and aids to assist them during their schoolwork.

The schools should improve the physical facilities to enhance mobility, provide for teaching/learning resources to cater for the needs of the learners. There should be change of attitude towards learners with PD. They should have sheltered

workshops to train the learners, should have the mobility and orientation training. Schools should lower the entry requirement and provide assistance devices.

The government and the policy-makers ensure the learners have their own specialized curriculum, introduction of special institutions of higher learning. The government should involve classroom teachers of special schools in developing the curriculum. Modes of assignment should be friendly to learners with physical disabilities to include the examination papers not being done in a day because many learners reviewed they become tired before the end of the next paper. It was necessary to train all teachers in special secondary school extra education such as pre-vocational courses and life skills. Give a curriculum that would prepare them for employment, enough funding for learners, well trained personnel to equip them with relevant skills.

To the parents, there should be sensitization of the parents and they should provide teaching learning resources. There were no specialists to offer services such as occupational therapy, physiotherapy social workers. The other challenge was finance because after the learner enrolled in school the parents expect the school to meet all expenses.

V. CONCLUSION

The study concluded that although teachers had pedagogical skills they need to acquire skills and knowledge on how to teach learners with physical disabilities especially pre-vocational activities. The researchers found that teachers who hold a degree in Special Needs Education, many years of experience were more qualified and competent to train and teach learners with physical disabilities towards employment, hence had positive perception. However, inappropriate preparation of teachers coupled with lack of basic facilities and lack of training in special needs education greatly affected the confidence and willingness of some teachers to work with learners with physical disabilities, which influenced their perception negatively leading ineffective of learners' transition preparedness towards employment

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