

Attitudes Toward Organizational Policies for Employees with Disabilities Among Kenyan Undergraduate Students

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Participants of the present study were drawn from a convenience sample of University of Nairobi undergraduate students enrolled in Sociology, Social Work, Psychology, Political Science, and Public Administration majors. The Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the Attitudes Toward Employing Persons With Disabilities Scale (ATEPD) measure was used to examine these students' attitudes toward employment of people with disabilities. Results showed that some independent variables were significantly related to attitudes toward employing persons with disabilities, whereas other variables were not related to this dependent variable.

Keywords: attitudes, disability, employment, policy, international

Many countries of the world have implemented policies and laws aimed at promoting the rights of individuals with disabilities to enjoy equal opportunities in society. A few of those policies/laws include the Americans with Disabilities Act of 1990, the Canadian Charter of Rights and Freedoms (Section 15), and the UK's Disability Discrimination Act of 1995. These policies/laws have facilitated the integration of persons with disabilities in society through promotion of employment and other opportunities that enhance quality of life. In 2003, Kenya joined these efforts by enacting the Persons with Disabilities Act (PDA). The objective of the Act is: (a) the provision of rights and rehabilitation of persons with disabilities; (b) the facilitation of equal opportunities for persons with disabilities; and (c) the establishment of the National Council for Persons with Disabilities. Section 12 of the Act is designed to promote equal access to opportunities in employment and workplace treatment of employees with disabilities. Section 15 focuses on prohibiting discrimination against disability with regard to recruitment, pay, promotion, and training; as well as other organizational functions (Kenya Law Reports online, 2008). The Act obligates employers to avail some jobs for individuals with disabilities (Freedom House, 2006).

Findings from a recent study indicated that persons with disabilities in Kenya perceived that they were viewed negatively by society (Kieti & Nguni, 2007). This notion was supported, to some degree, by Mamboleo and Kampfe (2010), who found that the mean score for undergraduate students majoring in Sociology, Social Work, Psychology, Political Science and Public Administration at the University of Nairobi was approximately 16 points lower than the mean score for 38 other studies using the Attitudes Toward Disabled Persons (ATDP) Form-O scale (Yuker & Block, 1986). Estimates by the World Health Organization (WHO) and the Kenya Demographic and Health Survey (KDHS) indicate that approximately 10% of Kenya's total population has some form of disability. The actual number of people with disabilities would be expected to be higher than this, considering that 80% of persons with disabilities, worldwide, are believed to reside in low income countries (World Health Organization, 2005). Kenya had a population of 38.6 million in 2009 (Kenya National Bureau of Statistics, 2010). Based upon the WHO and KDHS estimates, a minimum of 3.8 million Kenyans would be expected to have a disability (Macha, Kieti, & Nguni, 2007; Manyibe, Mamboleo, Mugoya, & Kampfe, 2009). Even the lowest estimate of 3.8 million is a large population, the variables that are potentially associated

with public attitudes toward employment needs to be examined. The purpose of the current study was to identify the relationships between independent variables (gender, age, marital status, educational focus, level of enrollment (freshman or sophomore), type of enrollment (part-time or full-time), employment affiliation, socio-economic status, place where one grew up, area of residence, knowledge of disability, contact with a person with a disability, self-knowledge of disability law, and general attitudes toward disability) and the dependent variable (attitudes toward organizational policies and procedures for employees with disabilities) among undergraduate students at the University of Nairobi.

Mixed findings have been reported in the literature regarding relationships between attitudes toward individuals with disabilities and some of the variables listed above. Research regarding attitudes toward persons with disabilities and associated variables has elicited mixed findings. A brief description of some of the variables found in the literature related to the present study here. Females have been reported to possess more positive attitudes than males (Findler, Vilchinsky, & Werner, 2007; Hergenrater & Rhodes, 2007; Hunt & Hunt, 2000, 2004; Loo, 2002, 2004; Martin, Rowell, Reid, Marks, & Reddihough, 2005). Other researchers have reported mixed findings in their studies with women possessing positive attitudes than men, yet found no difference among the genders using different analyses (Gordon et al., 2004; Chen, Brodwin, Cordoso, & Chan, 2002; Findler, Vilchinsky, & Werner, 2007; Thomas, Palmer, Coker-Juneau, & Williams, 2003; White, Jackson, & Gordon, 2006).

In studies regarding relationship between chronological age and attitudes toward disability, age was significantly related to attitudes toward disability in one study where older possessed more positive attitudes than the younger students (Findler et al., 2007). Several studies however, reported no relationships (Hernandez, Keys, & Balcazar, 2004; Hunt & Hunt, 2004; Hergenrater & Rhodes, 2007); Thomas, Palmer, Coker-Juneau, & Williams 2003; Loo, 2002).

With regard to professional fields and attitudes toward disability, occupational therapists were found to possess more positive than rehabilitation nurses and physical therapists (White & Oslon, 1998), rehabilitation majors possess more positive attitudes than business majors (Hunt & Hunt, 2000), and nursing, occupational therapy and physical therapy students had more positive attitudes than social work students (Au & Man, 2006).

Studies regarding educational background and attitudes toward disabilities have revealed mixed findings. Higher level of education positively related to attitudes toward in some studies (Choi & Lam, 2001; Au & Man, 2006; Au & Man, 2006). There were no relationships found between these variables in other stud-

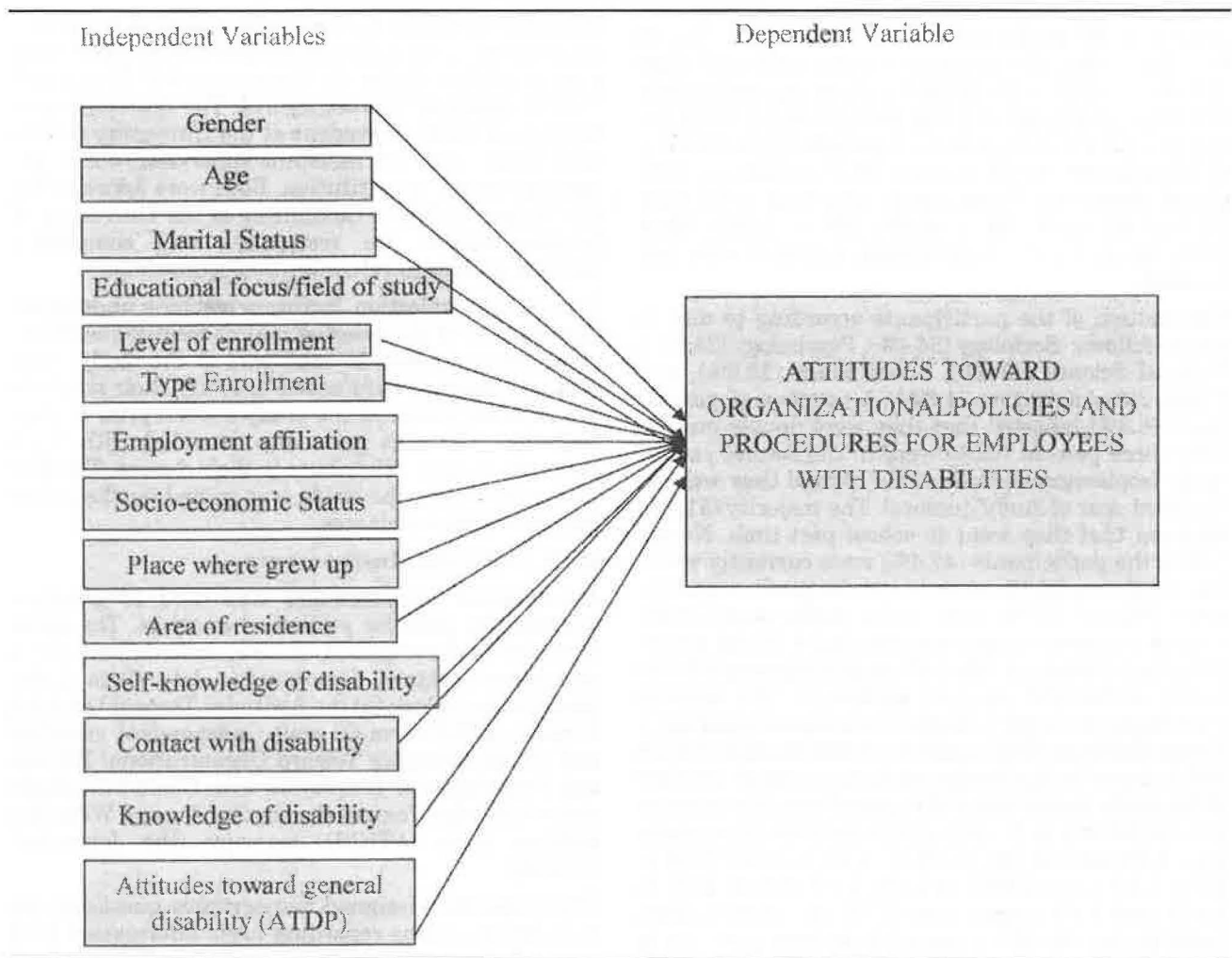
ies (Herbert, 2000b; Hernandez, 2004). Employment affiliation and attitudes toward disability has elicited mixed findings. Participants who worked in public entities held more positive attitudes toward disability rights than those who worked in private entities (Hernandez, Keys, & Balcazar (2004), yet more experienced staff working with persons with disabilities were found to hold less positive attitudes than those with less experience (Herbert, 2000a, 2000b). Socio-economic status was not found to be related with attitudes toward disability (Findler et al., 2007).

In a study about community size and its relationship with attitudes toward disability, individual living in large communities were found to possess more positive attitudes than those in smaller communities (Palmer, Reginius, & Tervo, 2000). Self-proclaimed knowledge of disability was found to be related to attitudes toward disability with participants who reported themselves to have more understanding of disability also reporting more positive attitudes than did those who reported less understanding (Budisch, 2004). With regard to knowledge of disability law, Hernandez, Balcazar and Kayes (2004) found a significant positive relationship between participants' knowledge of the Americans with Disabilities Act (ADA) and their attitudes toward disability rights.

Studies regarding previous contact with disability and attitudes toward disability report mixed finding. Close contact with disabilities was found to be significantly related to attitudes toward disability (Thomas et al., 2003; Budisch, 2004; Chen et al., 2002; Choi & Lam, 2001). On the other hand, no significant relationships were found between these variables in other studies (Findler et al., 2007; Loo, 2002). Some of the variables included in the present study have not been studied in the literature but were included in this study. There was no literature on Kenya regarding this topic so the studies found in the literature from U. S. A. were used for this exploratory study to find out how they relate to Kenya, an emerging country on disability issues.

The purpose of the current study was to identify the relationships between independent variables (gender, age, marital status, educational focus, level of enrollment, type of enrollment, employment, affiliation, socio-economic status, place where one grew up, area of residence, knowledge of disability, contact with a person with a disability, self-knowledge of disability law, and general attitudes toward disability) and the dependent variable (attitudes toward organizational policies and procedures for employees with disabilities) among undergraduate students at the University of Nairobi. Prior to the study, the primary researcher designed a conceptual model regarding the relationships between the selected independent variables listed above and the dependent variable. This is illustrated in Figure 1. This model was based on a litera-

Figure 1. A Conceptual Model for Research Question 4



Source: Author's Compilation (2008)

ture review of data-based studies of attitudes toward disability and proposed theoretical concepts found in the literature.

Based on this model, it was hypothesized that attitudes toward organizational policies and procedures for employees with disabilities (OP) are related to the independent variables gender (G), age (A), marital status (MS), educational focus (EF), level of enrollment (LE), type of enrollment (TE), employment affiliation (EA), socio-economic status (SE), place where grew up (PG), area of residence (AR), perceived knowledge of disability (KD), previous contact with disability (PC), self-knowledge of disability law (KL), and general attitudes toward disability (ATPD).

Therefore:

(OP) $\Rightarrow$ (G, A, MS, EF, LE, TE, EA, SE, PG, AR, KD, PC, KL, and ATPD).

Method

Because the current study is a companion of two other studies of general attitudes toward disability (Mamboleo & Kampfe, 2010; Mamboleo, Kampfe, & Ocharo, in press), most of this section has already been reported in the aforementioned studies and has been omitted as stipulated in the sixth edition APA publication manual guidelines.

Participants

University of Nairobi Sociology, Social Work, Psychology, Political Science, and Public Administration undergraduate majors in the 2008/2009 academic year were selected for this study. Graduates from these majors belonged to the School of Arts, which is one of the oldest schools that has produced many professionals who have and continue to play major roles in

Kenya's social, economic, and political development (University of Nairobi, 2009). There were approximately 37,000 students enrolled at the University of Nairobi during the aforementioned academic year (University of Nairobi, 2008). Of these, approximately 700 undergraduates met the recruitment criteria for this study. Of these students, a sample of convenience of 309 students or (44%) of the total enrollment completed the survey. Participants ages ranged between 19 and 45 years ($M = 24.09$, $SD = 4.438$). Most participants (61.8%) were female, and 83% were not married.

Distribution of the participants according to majors was as follows: Sociology (34.4%), Psychology (24.9%), Political Science (17.6%), Social Work (12.2%), and Public Administration (4.6%). A number of participants (6.3%) reported that they were double majors. Fifty-three percent (53%) were in the second year of study (sophomores) while 47% reported they were in the third year of study (juniors). The majority (51.7%) reported that they went to school part-time. Nearly half of the participants (47.4%) were currently working. Of these, 22.7% were in not-for-profit organizations (NGOs), 11.7% were in the public sector, 8.9% were in businesses organizations, and 4.1% did not report their workplace. Most of the participants (65.3%) said that they did not have an income. The incomes were based on monthly wages and salaries reported in Kenya Shillings (KShs), and were converted to the US dollar, based on the foreign exchange rates at the time of the study. Distribution of reported monthly incomes was as follows: 2.4% earned the equivalent of under \$40; 5.2% earned \$41 to \$130; 4.1% earned \$131 to \$260; 7.6% earned \$261 to \$390; 6.5% earned \$391 to \$500; and 8.9% earned over \$500 per month. Most participants (60.4%) reported that they grew up in rural areas and most of them (83.8%) said they currently resided in urban areas.

The research participants rated their perceived knowledge of disability as follows: 4.0%, no knowledge of disability; 26%, little knowledge; 60%, some knowledge; and 30%, great knowledge. Participants also rated their self-knowledge of disability law as follows: 0.4%, very much familiar with disability law; 1%, very familiar; 8.1%, familiar; 12.1%, moderately familiar; 39.4%, a little familiar; and 39%, not familiar with disability law. The participants were also asked to indicate their previous contact with disability. Ten percent (10%) said they did not have any prior contact with disability, 54% indicated having casual contact with disability, 17% had a friend or coworker with a disability, and 18.8% had a member of the family with a disability. The assumption was that each of these responses indicated greater contact with disability than the previous response.

Procedure

Data were collected by a research assistant under the supervision of an assistant supervisor in accordance with requirements by the Government of Kenya and the University of Nairobi, Kenya. The research assistant was a master's student at the University of Nairobi, Kenya and the assistant supervisor was a lecturer at the same institution. Both were approved by the Human Subjects Committee of the University of Arizona where the researcher was completing doctoral studies in rehabilitation counseling.

Prior to data collection, lecturers teaching undergraduate courses in the selected majors were requested to allow their students to take part in the study. Consenting lecturers were asked to notify their students about participation in the study a week prior to data collection. Lectures were also provided with fliers about the study to distribute in their classes. The flier copy announcing the study was posted on the notice boards of selected classes.

Data Collection Instruments

A structured questionnaire was used to generate quantitative data for statistical analysis. The questionnaire was comprised of three instruments: (a) a researcher-designed demographic data sheet (independent variables); (b) the Attitudes Toward Disabled Persons (ATDP-form O) scale (independent variable) and (c) the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the Attitudes Toward Employing Persons With Disabilities Scale (ATEPD) measure (the dependent variable).

The researcher-designed demographic questionnaire included questions regarding basic information such as gender, age, marital status, educational focus, level and type of enrollment at the University, employment affiliation, socio-economic status, area of residence, place where one grew up, type of contact with a person with a disability, self-perceived knowledge of disability, and self-perceived knowledge of disability law. Some of the questions were modeled on past studies regarding attitudes toward disability.

The attitudes Toward Disabled Persons (ATDP) scale was developed by Yunker, Block, and Campbell (1960). The instrument is categorized into three forms A, B, and O. Form O was used for the present study. This 20-item Likert-type scale ranges from "agree very much" to "disagree very much". A total score is computed by adding responses of the 20 items and reversing the sum because all of the items are positively worded. A constant 60 is then added to remove all negative values. Scores range from 0 to 120 and a low score is an indication that the respondent views persons with disabilities as different from those without disabilities. A higher score is an indication that the respondent sees no difference between persons with dis-

abilities and those that do not have disabilities (Matkin, Hafer, Wright, & Lutzker, 1983; Palmer, Redinius, & Tervo, 2004). Median reliabilities for Form-O have been found to be high (five week test-retest = .83, 4 to 16 month test-retest = .68, split half = .80, alpha = .76).

The Attitudes toward Employing Persons with Disabilities (ATEPD) measure was developed by Robert Loo, a professor of management at University of Lethbridge, Canada. It is comprised of three factor-analytically derived scales that tap into three major human resource management themes regarding the employment of individuals with disabilities: Organizational Policies and Procedures for Employees with Disabilities Scale (e.g., recruitment, staffing, training, promotion), Organizational Climate Scale (e.g., discrimination, preferential treatment), and Working Relationships Scale (e.g., attitude towards working for and working with others with disabilities). The ATEPD employs a 6-point Likert-type scale with responses that range from 1 (*strongly disagree*) to 6 (*strongly agree*). With this score range, the mid-point is 3.50. According to Loo (2002), the items are not summed into an overall score because they cover a diverse range of issues regarding the employment of people with disabilities. Loo (2004) used the ATEPD, together with the Interactions with Disabled Persons (IDP) scale and the Marlowe-Crowne Social Desirability scale, to measure validity of the ATEPD with regard to eliciting socially desirable responses. He found small correlations between scores on the social desirability scale and some items on the ATEPD scale which accounted for a small percentage of variance (Kirkwood, 2007; Loo, 2004). He concluded that the ATEPD was likely to provide valid results and could therefore be used alone to measure attitudes toward employment of persons with disabilities. He stated that users of the ATEPD "can feel more confident that they are obtaining valid scores, rather than socially desirable responding" (p. 2211). Only the Organizational, Policies and Procedures for Employees with Disabilities scale of the ATEPD measure was utilized for the current study. This scale was selected because it measures aspects of management that are relevant to this study (i.e., recruitment, promotion, pay, and training); aspects that are also highlighted in the PDA. As indicated above, each item within this scale was analyzed separately.

Before the instruments were administered to the participants, a panel of experts familiar with Kenya and possessing similar characteristics as those of the participants reviewed the instrument for language suitability and utility. The experts were Kenyan doctoral students from rehabilitation graduate programs in the United States, who were graduates of the University of Nairobi. The panel concurred that the participants would use the instruments because it was written in a language familiar to them. They, however, felt

that Item #20 "Disabled people are often grouchy" of the ATPD, Form-O would be misunderstood by the participants and recommended a revision of the word "grouchy." The Item was therefore reworded "Disabled people are often complaining."

Data Analysis

All statistics were calculated using the Statistical Package for Social Sciences (SPSS) Windows Version 17. Relationships between the independent and dependent variables were analyzed using non-parametric tests as opposed to parametric tests because data were not normally distributed (Gibbons, 1996; Hollander & Wolfe, 1973). Non-parametric testing compares mean ranks whereas parametric testing compares means (Hollander & Wolfe). Relationships of the linear independent variables (i.e., age, socio-economic status, perceived knowledge of disability, and self-knowledge of disability law) to the individual items of the Organizational Policies and Procedures for Persons with Disabilities Scale were examined using Spearman's Rho Correlation Coefficients. The Spearman's Rho Correlation Coefficient is a non-parametric equivalent to the Pearson Correlation. Non-linear binary (2 categories) variables (i.e., gender, level of enrollment, type of enrollment, area of residence, marital status, place where one grew up, and area of residence) were examined using Mann-Whitney U. The Mann-Whitney U is an alternative to a two-sample *t*-test used in parametric testing. Kruskal-Wallis was used for non-linear variables (i.e., educational focus, employment affiliation, and previous contact with disability) with multiple (>2) categories. The Kruskal-Wallis test is the non-parametric version of one-way ANOVA. The test of significance was set at $p = .05$ alpha level.

Results

Relationships between each item of the ATEPD and age, socio-economic status, perceived knowledge of disability, self-knowledge of disability law, and the ATPD were analyzed using Spearman's Rho Correlation Coefficients. The results of the correlations are shown in Table 1.

Mann-Whitney U tests were conducted to study the relationships between attitudes toward organizational policies and procedures for employees with disabilities and the independent variables of gender, level of enrollment, type of enrollment, area of residence, marital status, place where one grew up, and area of residence. Results of this test are shown in Table 2.

Kruskal-Wallis tests were conducted to identify relationships between attitudes toward organizational policies and procedures for employees with disabilities and the independent variables of educational fo-

Table 1*Spearman's Rho Correlations between Linear Variables for ATEPD Scale*

Measure	Age	SE	KD	KL	ATPD	Item2	Item5	Item6	Item7	Item9	Item11
Age	—	.57*	.03	.08	.11	.14*	-.18*	.01	-.16*	-.04	-.04
SE		—	.12*	.15*	.10	.05	-.12*	.08	-.07	-.04	-.01
KD			—	.41*	.04	-.06	.02	-.08	.11	-.03	-.09
KL				—	.05	-.07	-.06	.03	.03	-.03	-.00
ATPD					—	.16*	.03	-.16*	-.10	-.13*	-.14*
Item #2						—	-.11	.03	-.39*	.14*	-.23*
Item #5							—	-.13*	.32*	-.21*	.12*
Item #6								—	-.05	.26*	.12*
Item #7									—	-.26*	.30*
Item #9										—	.02
Item #11											—

Note. * $p < .05$; Age=age, SE=socio-economic status, KD = perceived knowledge of disability, KL = self knowledge of disability law, ATPD-O Attitudes Toward Persons with Disabilities, Form 0, Item #2 (ATEPD) = Promotion: Disabled employees should not receive any preferential treatment in promotion, Item #5 (ATEPD) = Organizations need to have human resource policies specifically for the disabled, Item #6 (ATEPD) = Disabled employees, because they are disabled, should be paid less than able employees, Item #7 (ATEPD) = In the personnel selection process, organizations should give disabled employees special consideration, Item #9 (ATEPD) = Organizations should not make special efforts to recruit disabled persons, Item #11 (ATEPD) = Disabled employees need extra training.

cus, employment affiliation, and previous contact with disability. Relationships between employment affiliation and previous contact with disability were not significant for any of the employment scale items. Results, however, indicated statistical differences in mean ranks for educational focus and Item #6, "Disabled employees, because they are disabled, should be paid less than able employees," $X^2(5) = 11.74, p = .039$ as well as Item #9, "Organizations should not make special efforts to recruit disabled persons" $X^2(5) = 18.30, p = .003$. Post hoc tests using Mann-Whitney U were conducted to examine pair-wise comparisons. In order to minimize effects of alpha slippage, the alpha level was adjusted using Bonferroni, and comparisons were performed at $0.05/15 = 0.0033$. Significant results were found only for Item #9. Political Science and Sociology majors were significantly different on Item #9, "Organizations should not make special efforts to recruit disabled persons," $z = -3.84, p = .000$. Political Science majors mean rank was 179.04 while Sociology majors mean rank was 128.58, signifying that Political Science students were less likely than Sociology students to support special efforts in recruitment of persons with disabilities. Political Science and Psychology majors were also significantly different on Item #9, "Organizations should not make special efforts to recruit disabled persons," $z = -3.48, p = .001$. Political Science majors' mean rank was 179.04 while that for Psychology majors was 133.05. Political Science students were less likely to support

special efforts in recruitment of persons with disabilities than Psychology students were.

Discussion

It was hypothesized that individual items of the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities instrument were related to each of the independent variables (Figure 1). Findings of this study support some aspects of the hypothesis and not others. Six independent variables (i.e., gender, level of enrollment, employment affiliation, perceived knowledge of disability, previous contact with disability, and self-knowledge of disability law) were not related to any items of the organizational policies and procedures scale of the ATEPD measure. Age correlated positively with Item #2, "Disabled employees should not receive any preferential treatment in promotion." Younger students were more likely to support preferential treatment in promotion of persons with disabilities in the workplace than older students. These finding could be interpreted in two ways. They may indicate that as future leaders, younger people may be more accommodative to persons with disability in the workplace than older people. Conversely, the findings may mean that the younger students perceive that people with disabilities are not capable of functioning on a job without preferential treatment. Age was negatively related to Item #5, "Organizations need to have human resource

Table 2*Mann Whitney U Tests for Non-Linear Binary Variables for ATEPD Scale*

Variable	Item 2	Item 5	z-values			
			Item 6	Item 7	Item 9	Item 11
Gender	-1.027	-1.517	-1.255	-.537	-2.498	-1.528
Level of enrollment	-.611	-.248	-.929	-1.383	-1.358	-.070
Type of enrollment	-.777	-1.087	-.970	-1.377	-.403	-.862
Residence	-.609	-.100	-1.401	-.539	-1.384	-.736
Marital status	-1.027	-1.517	-1.255	-.537	-2.498*	-1.528
Place Grew	-3.006*	-.022	-.671	-1.651	-.054	-.243

Note. * $p=.05$

policies specifically for the disabled." As indicated earlier, the chronological age of participants ranged between 19 and 45. These finding may be interpreted to mean that younger students were more likely to support a need for specific human resource policies for employees with disability than were older students. Conversely, the findings may mean that younger students were more likely to believe that people with disabilities are not able to function as employees without special policies. Age was also negatively related to Item #7, "In the personnel selection process, organizations should give disabled employees' special consideration." Younger students were more likely to support the need for special consideration in personnel selection than their older counterparts. These findings may indicate that younger students felt that persons with disabilities may benefit from "special consideration" in the personnel selection, such as being granted necessary accommodations to compete for available job vacancies. On the other hand, these findings may be interpreted to mean that older students may be more likely to believe that people should be selected for jobs based on merit and not their disability status than younger students.

Socio-economic status (i.e., income level) was negatively related to Item #5, "Organizations need to have human resource policies specifically for the disabled." University of Nairobi students who had higher economic status were less likely to support specific human resource policies for persons with disabilities than their counterparts from lower socio-economic status. Because age was found to correlate negatively with this item, this finding may be translated to mean that the variable was confounded by age owing to a positive relationship between age and socio-economic status. Based on these findings, older and affluent students who represent present managers may not be willing to open up opportunities for persons with disabilities. Alternatively, it may indicative of a strong

faith in the capability of persons with disabilities to compete and be successful in the workplace.

Single University of Nairobi students were less likely to approve of special efforts for recruitment of persons with disabilities (mean rank = 152.95) than their married counterparts (mean rank = 121.90). Married students may have believed that there was a need to support persons with disabilities because of their vulnerable position in society. However, this statement may have been interpreted to mean that organizations should recruit persons with disabilities because of their disability status, regardless of their qualification for the job.

Educational focus was significantly related to Item #9, "Organizations should not make special efforts to recruit disabled persons." Political Science majors had a higher mean rank at 179.04 than Sociology majors whose mean rank was 128.58. This may be an indication that Political Science majors were less likely to support special efforts to recruit persons with disabilities than Sociology majors. Similarly, Political Science majors (mean rank = 179.04) had significantly higher scores on Item #9, "Organizations should not make special efforts to recruit disabled persons" than Psychology majors (mean rank = 133.05). This may be interpreted to mean that Political Science majors were less likely to support special efforts to recruit persons with disabilities than Psychology majors. Because Political Science graduates are more likely to be involved in policy formulation, the implications are that future policy makers may not be willing to make favorable policies regarding recruitment of persons with disabilities in Kenya. Because Psychology and Social Work students are more likely to work directly with people with disabilities, they may have the opportunity to support implementation of efforts aimed at promoting disability related issues in the community and the workplace, including implementation of the PDA.

The place where one grew up and Item #2, "Disabled employees should not receive any preferential treatment in promotion" were significantly related. Those who grew up in the urban areas had higher mean ranks at 166.72 compared with those who grew up in rural areas whose average mean rank was 136.82. This means that students who grew up in urban Kenya would be less likely to give preferential treatment in promotion.

The finding that the ATPD-O (i.e., general attitudes toward disability) was positively related to Item #2, "Disabled employees should not receive any preferential treatment in promotion" may imply that students with higher general attitudes toward disability were more likely to think that promotion should be merit-based as opposed to based on special consideration, and that persons with disabilities should be judged by their job performance. The finding that the ATPD-O was also negatively related to Item #9, "Organizations should not make special efforts to recruit disabled persons" was expected. In other words, it would be expected that people who had more positive attitudes would believe that it is important to recruit persons with disabilities and that they would support opportunity for persons with disability to compete fairly for employment. Special efforts might include special accommodations during the recruitment process such as accessibility, any necessary accommodations, and other support services.

The ATPD-O was negatively related to Item #11, "Disabled employees need extra training." This finding could be an indication that University of Nairobi students with high general attitudes toward disability may believe in equal opportunity and equal skills, regardless of disability.

Limitations of the Study

The present study was informed primarily by studies from the United States. This situation may be problematic because the information and perspectives presented may be different for each country. The United States outpaces Kenya on disability rights. It is however important to note that it is the authors' intent to add to the existing literature and knowledge-base of literature on attitudes toward disability. Also, the scale used for the dependent variable of this study (i.e., the ATEPD measure) is an attitudes measure as is one of the independent variables (i.e., the ATDP). A positive relationship may be found between the two simply because they both measure attitudes. Furthermore, these attitudes scales were both developed in North America and are based on norms developed from this geographical region. Furthermore, there are no known Kenyan norms for the scales in the literature. The ATEPD scale also has no known validity and reliability information, but the scale has been used in three published studies (Loo, 2001, 2002, 2004) and one public sector fellowship project (Kirkwood, 2007).

Other limitations of the study have been discussed in a companion manuscript (Mamboleo & Kampfe, 2010) and have been omitted according to APA publication manual sixth edition guidelines.

Future Research

Future research is recommended in the following areas. First, because of the instruments used for this study (i.e., ATEPD and ATDP) are normed using North American participants, it would be instrumental for future researchers on attitudes toward disability and disability policy issues to develop instruments or refine instruments that can measure attitudes toward employment for persons with disability among African participants. Second, the study was based on a sample of convenience among students studying humanities at the college of arts at the University of Nairobi. Future studies should focus on or include students from other fields study such as pre-law and business among others who inform policy in the country. Third, the present study took place at only one university in Kenya. The findings may not be used to make generalizations, hence a wider sample in similar future studies will be more instructive.

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