

Kenyan Students' Perceptions Toward Vocational Participation for Individuals with Disabilities

George Mamboleo

Persons with disabilities in Kenya, like elsewhere in the world, struggle to find a decent job. Disability advocacy in Kenya is still at its infancy. Although the government of Kenya enacted the Persons with Disabilities Act (PDA) in 2003, individuals with disabilities are still struggling to compete for available jobs owing to prevailing negative attitudes toward them. This study examined attitudes toward employment of individuals with disability in a Kenyan higher education setting. Participants were a sample of 298 undergraduate students at the University of Nairobi (females = 186, male = 113, age range = 19 to 45). Data on attitudes toward employment were collected using the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the ATEPD measure (Loo, 2002). Results indicate that Kenyan undergraduate students had positive attitudes toward employing individuals with disabilities. Implications for policy and research are discussed.

Keywords: Vocational participation, perceptions, disabilities, Kenya

The presence of a disability results in diminished opportunities for individuals with disabilities in their quest for integration into society (Antonak & Livneh, 2000) due to prevailing negative attitudes. Many definitions of the word attitudes have been suggested in the literature with no universal definition provided (Finder et al., 2007). However, researchers seem to be in agreement that the attitudes represent affective, cognitive, and behavioral components (Olson & Zanna, 1993; Rajecki, 1990). Plotnik (1996) defined the term as “any belief or opinion that includes a positive or a negative evaluation of some target (an object, person, or event) and that predisposes us to act in a certain way toward the target” (p. 520). Attitudes reflect a tendency to behave stereotypically and predictably toward a certain group of individuals (Hunt & Hunt, 2000). According to Ryan and Parke, (1991) attitudes can be viewed as evaluations of various objects that are stored in memory. Baron and Byrne (2000) defined attitudes as our evaluations of various aspects of the social world.

There are many causes of disability. In Africa for example, disability is thought to be a result of poverty, malnutrition, inadequate or inaccessible healthcare, diseases, accidents, crime, and violent conflicts (Masakhwe, 2004). For many people in African nations that are prone to conflicts, disability is a result of warfare or intentional maiming that is intended to in-

timidate and control. Individuals with disabilities in these countries are victimized due to neglect, superstition, inaccurate stereotyping, and exploitation. Cultural beliefs regarding disabilities and attitudes toward these individuals often include shame, prejudice, and exclusion from community (McConkey & O'Toole, 1995).

Disability in Kenya, like many developing nations, is often seen as burdensome and shameful and individuals with disabilities are viewed as useless and cursed (Macha, Kieti, & Nguni, 2007). Furthermore, disability is considered a mystery, a situation that necessitates the use of cultural and religious beliefs to explain and understand the concept (Manyibe, Mamboleo, Kampfe & Mugoya, 2009). For example, in understanding the etiology of disability in Kenya, witchcraft, curses from the gods/ancestors, and punishment from God are invoked (Kiima et al., 2004; Ogechi & Ruto, 2002). In reality, disability in Kenya is caused by natural and man-made disasters. Natural causes include chronic respiratory diseases, cancer, diabetes, malnutrition, HIV/AIDS, other infectious diseases, and injuries such as those from falls. On the other hand disability causes from man-made disasters include road carnage, which is the leading cause of disability in the country (Ogechi & Ruto), land mines and violence (Government of Kenya, 2008). Violence as a cause of disability in the Kenyan perspective in-

cludes police brutality, tribal conflicts due to land ownership, and ethnic strife (Manyibe et al., 2009). Another cause of disability that has been reported is medical errors (Manyibe et al., 2009; Ogechi & Ruto, 2002). Data from a recent study in Kenya indicates that persons with physical disabilities and blindness are the most prone to negative attitudes, abuse and violence while those with deafness and the blindness face barriers to access (Macha, Kieti, & Ngunyi, 2007).

The United States and other Western nations have adopted legislation that promotes the rights of individuals with disabilities to full and equal participation in society. Such legislation includes the United States' Americans with Disabilities Act of 1990, the Australian Disability Discrimination Act of 1992, the Canadian Charter of Rights and Freedoms (Section 15), and United Kingdom's Disability Discrimination Act of 1995. Member States of the African Union adopted the Africa Charter on the Rights and Welfare of the Child. The Charter declared the right of children with disabilities to be provided with protective services under conditions that guarantee their dignity and self-reliance, and ensure their active participation in society. This Charter also provided for access to training, preparation for employment, and recreational opportunities designed to promote the fullest possible social integration of persons with disabilities (Anderson, 2004).

Kenya, a member of the African Union, enacted the Persons with Disabilities Act (PDA) in 2003 which was aimed at protecting rights of individuals with disabilities. The Act defines disability as "a physical, sensory, mental or other impairment, including any visual, hearing, learning, or physical incapability, which impacts adversely on social, economic or environmental participation" ("Kenyalaw.org," n.d., para. 1). The Act was intended to achieve the following main objectives: (a) provide for the rights and rehabilitation of persons with disabilities; (b) achieve equalization of opportunities for persons with disabilities; and (c) establish the National Council for Persons with Disabilities. Section 12 of the PDA promotes access to equal opportunities in employment as well as treatment in the workplace, regardless of disability. Section 15 prohibits discrimination against disability in relation to recruitment, pay, promotion, training, and other organizational functions (Kenya Law Reports online, 2008). Furthermore, the Act requires employers to allocate a proportion of available jobs to qualified individuals with disabilities (Freedom House, 2013). The PDA provides a guideline all action that supports individuals with disabilities. According to the International Labor Organization (ILO) (2004), disability legislation in developing countries is not implemented once it is enacted. This is the case in Kenya where, although Persons with Disability Act was enacted in 2003, only minor parts of the Act have been implemented.

Although all these issues are clearly articulated in the PDA, it is not clear whether there is conformity with their provisions as envisioned in the Act (Freedom House, 2013). As present and future generations of leaders, students at the University of Nairobi are influencing or will influence the lives of persons with disabilities through implementation of policies such as the PDA and the protections provided by the new constitution that will enhance the lives of persons with disabilities. Furthermore, a new Kenyan Constitution was adopted in August, 2010 which explicitly prohibits discrimination on the grounds of health status and disability, and obliges the state to meet citizens' social and economic rights.

Findings from a study in Kenya among persons with disabilities indicates that there are negative attitudes toward this population (Kieti & Ngunyi, 2007). This comes at a time when the disability law is being implemented. This may imply that people in positions to implement disability law, such as present and future leaders, may not be receptive to the new law's provisions.

In terms of vocational participation, a recent report called Public Service Compliance with Values and Principles in Articles 10 and 232 of the Constitution (Government of Kenya, 2014), a mere one percent (1%) people with disabilities are employed in by the Government. This proportion does not meet the target of five per cent representation by this group as required by the Constitution.

A literature review performed did not yield any findings regarding attitudes toward vocational participation of individuals with disabilities in Kenya among present and future leaders of the country. The purpose of this study therefore was to examine Kenyan students' perceptions of vocational participation for individuals with disabilities among selected Kenyan undergraduate students. The results are compared with a similar study conducted among Canadian students. Participants in the present study were selected because, (1) they represent the present and future leaders of the country with powers to make decisions that can affect individuals with disabilities, and (2) the University of Nairobi has produced more trained manpower since its inception, to date, than any other institution of higher learning in Kenya (University of Nairobi, 2008). The present study sought to answer the question, "What are the students' perceptions toward vocational participation of persons with disabilities among Kenyan students?"

Method

Research Design

This study utilized a cross-sectional survey design. Descriptive statistics were used to describe partici-

pants for the present study. The Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the ATEPD measure (Loo, 2002; 2004) was used to measure attitudes towards employees with disabilities. The ATEPD measure employs 6-point Likert type responses that range from 1 (*Strongly Disagree*), 2 (*Disagree*), 3 (*Slightly Disagree*), 4 (*Slightly Agree*), 5 (*Agree*), and 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.

Research Participants

Study participants were drawn from a convenience sample (Polit & Hungler, 1999) of Kenyan undergraduate students who satisfied the following criteria: they were based at the University of Nairobi's Main Campus and, at the time of study, were majoring in one of the following undergraduate areas: Sociology, Social Work, Psychology, Political Science, or Public Administration. These majors were chosen as criteria because the majority of the graduates are expected to formulate and/or implement or are already formulating and/or implementing policy both in the public and private sectors in Kenya. There were 36,991 students enrolled at the University of Nairobi in the 2006/2007 academic year (University of Nairobi, 2008a). Approximately 700 undergraduate students were enrolled in the selected majors. Based on the statistical analysis used in this study, an attempt was made to collect data from approximately 200 students. A total of 309 students who met the recruitment criteria completed the survey. Of the total, 11 participants were excluded in data analysis due to incomplete surveys. This was 44% of the total population. Participants' ages ranged from 19 to 45 years ($M = 24.09$, $SD = 4.438$).

Instruments

A structured questionnaire was used to generate quantitative data for statistical analysis. The survey instrument (questionnaire) was comprised of two parts: (a) a researcher-designed demographic data sheet; and (b) the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the Attitudes Toward Employing Persons with Disabilities (ATEPD) measure. The two instruments were administered via paper and pencil. The demographic questionnaire included questions regarding basic information such as gender, age, marital status, educational focus, level of enrollment, type of enrollment, employment affiliation, socio-economic status, area of residence, place where one grew up, perceived knowledge of disability, contact with a person with a disability, and self-knowledge of disability law.

The Attitudes toward Employing Persons with Disabilities (ATEPD; Loo, 2002). The ATEPD comprises three factor-analytically derived scales that tap 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 (i.e., attitude towards working for and working with others with disabilities). The measure was constructed from a review of human resource management and disability literature to tap important human management areas (i.e., organizational policies and practices for persons with disabilities such as recruitment, staffing, training, and promotion). It employs 6-point Likert-type responses that range from 1 (*strongly disagree*) to 6 (*strongly agree*). Items on the scale are not summed into an overall score because they cover a diverse variety of issues that relate to the employment of people with disabilities (Loo, 2002).

Loo (2004) used the ATEPD measure, together with the Interactions with Disabled Persons (IDP) scale and the Marlowe-Crowne Social Desirability scale to measure validity of the ATEPD in 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 measure 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" (Loo, 2004, p. 2211). Only the Organizational, Policies and Procedures for Employees with Disabilities Scale of this measure was utilized for the purposes of the present study. The measure was selected because it measures aspects of management that are relevant to this study. These are recruitment, promotion, pay, and training; aspects that are also highlighted in the Persons with Disabilities Act, 2003. A search of the literature did not yield any other instrument that could more closely capture the concepts in this study.

Data Analysis

Data processing was undertaken in preparation for statistical analysis. All statistics were computed using the Statistical Package for Social sciences (SPSS) Windows Version 17. Descriptive statistics were used to analyze demographic variables. The test of significance was set at $p \leq .05$.

Results

Participants' Characteristics

Most of the participants (61.8%) reported female as their gender. with eighty-three percent indicating that they were single. The participants represented five majors (educational focus) and were distributed in the following order: 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 majoring in more than one area of focus. Approximately 53% were in the second year of study (sophomores) while 47% reported they were in the third year of study (juniors). More than half (51.7%) were part-time while the rest (48.3%) were full-time students.

More than half of the participants (52.6%) indicated they were unemployed. Of those who reported some form of employment, 22.7% worked for non-government organizations (NGOs), 11.7% worked for the government, 8.9% worked for private businesses, and 4.1% worked at other unspecified places.

The majority of the participants (65.3%) indicated that they did not have an income. The unit of measure of income was the Kenya Shilling or (Ksh.) per month. The exchange rate at the time of the study was 1US\$ to Kshs. 78. For those who reported income, 2.4% earned 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.

The majority of the participants (60.4%) indicated that they grew up in rural areas while 39.6% said they grew up in urban areas. Most of the participants (83.8%) said they currently resided in urban areas while 16.2% indicated they resided in the rural areas. Participants were asked to rate their perceived knowledge of disability. Sixty percent reported some knowledge, and 30% thought they possessed great knowledge, 26% said they had little knowledge and approximately 4.0% said they had no knowledge of disability. Participants were also asked to rate their self-knowledge of disability law. Only 0.4% felt they were very much familiar with disability law. One percent (1%) said they were very familiar, 8.1% thought they were familiar, 12.1% indicated moderate familiarity, 39.4% indicated they were a little familiar, and 39% indicated they were not familiar with the law.

About 10% of the participants indicated they did not have previous contact with disability. Seventeen percent reported having a friend or work-mate with a disability, and 18.8% indicated they had a family member with a disability. The majority of the participants (54.0%) indicated they had a casual contact with a person with disability. Table 1 is a presentation of the means and standard deviations for each item of the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the ATEPD measure.

Means of items of the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the ATEPD measure are presented. The possible highest score was 6.0. The mean score for Promotion: Item #2, "Disabled employees

Table 1

Means and Standard Deviation of the Attitudes Toward Organizational Policies and Procedures for Employees with Disabilities Scale of the ATEPD Measure

Item	N	M	SD
Promotion: Item #2, "Disabled employees should not receive any referential treatment in promotion."	309	3.19	1.83
Policies: Item #5, "Organizations need to have human resource policies specifically for the disabled"	309	5.08	1.34
Pay: Item #6, "Disabled employees, because they are disabled, should be paid less than able employees"	309	1.18	0.75
Staffing: Item #7, "In the personnel selection process, organizations should give disabled employees special consideration"	309	4.45	1.50
Recruitment: Item #9, "Organizations should not make special efforts to recruit disabled persons."	309	2.01	1.43
Training: Item#11, "Disabled employees need extra training"	309	3.89	1.73

Note. Mid-point of Scale is 3.50. Key. 1. Strongly Disagree; 2. Disagree; 3. Slightly Disagree; 4. Slightly Agree; 5. Agree; 6. Strongly Agree

should not receive any preferential treatment in promotion" was 3.19, $SD = 1.826$. The mean score for Policies: Item #5, "Organizations need to have human resource policies specifically for the disabled" was 5.08, $SD = 1.339$. The mean score for Pay: Item #6, "Disabled employees, because they are disabled, should be paid less than able employees" was 1.18, $SD = .748$. The mean score for Special Consideration: Item #7, "In the personnel selection process, organizations should give disabled employees special consideration" was 4.45, $SD = 1.5$. The mean score for Recruitment: Item #9, "Organizations should not make special efforts to recruit disabled persons" was 2.01, $SD = 1.426$. The mean score for Training: Item #11, "Disabled employees need extra training" was 3.89, $SD = 1.727$.

Discussion

The results of the six items of the ATEPD Scale have been presented and have consequently been classified into six themes: promotion, policies, pay, special consideration, recruitment, and training, the major human resources issues related to employment. Promotion: Item #2, "Disabled employees should not receive any preferential treatment in promotion." Kenyan undergraduate students slightly agreed with the statement. It appears as a group, the students were more likely to believe that employers should treat individuals with disabilities in a similar manner as their nondisabled peers. These findings point toward positive attitudes towards people with disabilities because the participants did not want organizations to give special consideration in the staffing of people with disabilities. Policies: Item #5, "Organizations need to have human resource policies specifically for the disabled." Kenyan undergraduate students slightly endorsed the concept that organizations should put in place human resource policies for persons with disabilities. This finding might be indicative of a need to even out conditions to enable individuals with disabilities to have a chance to apply for jobs for which they are qualified. It appears the students recognize that employers treat individuals with disabilities differently and support a more inclusive work environment.

Pay: Item #6, "Disabled employees, because they are disabled, should be paid less than able employees." As a group, the students strongly disagreed with this item. They seemed to agree that employees with disabilities should be treated equally as those without disabilities when it comes to pay. These findings may indicate that the students recognize that employers should pay all workers equally regardless of their disability status. Staffing: Item #7, "In the personnel selection process, organizations should give disabled employees special consideration." Kenyan undergraduate students agreed to the need for special consideration in personnel selection in organizations. This item might be interpreted to mean hiring workers because

of their disability status or making the selection process fair by providing necessary accommodations to prospective employees who need them during the hiring process in order to select people based upon their qualification and capability to perform the job functions. If students considered the second interpretation, then they seemed to recognize that individuals with disabilities may need to be supported in order to achieve their employment aspirations.

Recruitment: Item #9, "Organizations should not make special efforts to recruit disabled persons." As a group, the students seemed to agree with the notion of organizations providing special efforts in recruitment of persons with disabilities. This item may also be interpreted to mean providing necessary accommodations for persons with disabilities during the recruitment process to enable them to fairly compete with their nondisabled counterparts. To the extent that students thought everyone should be treated fairly in the recruitment efforts, these findings may be indicative of positive attitudes among the participants because individuals with disabilities looking for employment should be treated like their counterparts without disabilities. Training: Item #11, "Disabled employees need extra training." The students seemed to disagree with the item. Special training may be considered to be positive for employees with developmental disabilities but negative for those with physical disabilities. Because as a group the students disagreed with the item, it might be indicative of positive attitudes because providing extra training for individuals with disabilities that is not required for other employees might be considered a discriminatory practice.

Although some of these items might be subject to different interpretations, those in the disability community might agree that the results point to positive attitudes among Kenyan undergraduate students when it comes to employment issues for individuals with disabilities. The students in this study seem to be responsive to employment of individuals with disabilities. As present and future employers, these findings point to a positive future for individuals with disabilities in employment. This is encouraging considering that the disability law in Kenya, the PDA, promotes employment of these individuals.

Results from the present study were compared with a similar study among Canadian students. The responses seemed similar among both groups for all items except for Item #7, "In the personnel selection process, organizations should give disabled employees special consideration." Whereas Kenya students endorsed special consideration for employees with disabilities, Canadian students did not think so. The differing worldviews on this item could be due to different interpretations of the item by both groups of students. In general, both groups seemed to possess

positive attitudes toward employment of Individuals with disabilities.

Limitations

Like any study, this study has inherent limitations. First, because this study took place in a single university in Kenya, findings may not be generalizable. Further employment attitude research is recommended in other institutions of learning and places of employment to examine attitudes toward employment of individuals with disabilities. An examination of a wider sample of the general population would be instructive. Second, only one instrument was found in the literature to study attitudes toward employment of individuals with disabilities. New instrumentation may need to be devised to study attitudes toward employment policy issues for persons with disabilities.

Implications and Recommendations for Organizations and Educators

Based on the findings, it appears that Kenyan students were supportive of employment of individuals with disabilities. The Persons with Disabilities Act of 2003 requires that both public and private sector employers reserve 5% of jobs for individuals with disabilities. In order to achieve this, attitudes of present and future policy makers as well as employers in Kenya might need to change (Mamboleo, Daily Nation, 11, 25/2009). The ability to obtain a job in Kenya depends on personal relationships and financial ability, and sometimes a bribe is required (Burke & Lopez, 2009). People with disabilities are often poor and do not have the means to obtain a job. The finding that Kenya students appeared supportive of persons with disabilities gaining employment is good news because it is indicative of their support for disability issues. It might be imperative to build on this good gesture by utilizing educational strategies to instill knowledge, skills and attitudes that foster positive attitudes among future generations of employers. These strategies may include requiring students to conduct research and writing term papers from the perspective of their field of study, on topics such as reasonable accommodation in the workplace, disability in the workplace (Loo, 2002), role plays about disability, group discussions on disability issues (Loo, 2004), and self-assessment exercises using some disability scales to let the students evaluate their own attitudes (Hutchinson & Allen, 1997). Students may also learn more about disability and disability related issues by visiting local organizations that serve persons with disabilities. They may also do so by listening to guest speakers with disabilities as well individuals from organizations that work with persons with disabilities.

Furthermore, findings from this study may be indicative of Kenyan students' openness to adopting sup-

portive employment procedures for persons with disabilities. This is inferred through their willingness to adopt human resource policies that view employees with disabilities as equals with other employees without disabilities. It is therefore recommended that Kenyan organizations support initiatives that foster these attitudes. According to Silverstein (2000), institutional barriers such as policies, practices, and procedures adopted by entities such as employers, businesses, and public agencies contribute to the isolation of persons with disabilities from society. Section 12 of the PDA promotes access to equal opportunities in employment as well as treatment in the workplace, regardless of disability. Section 15 prohibits discrimination against disability in relation to recruitment, pay, promotion and training, among other organizational functions. The government of Kenya, with the help of other stakeholders, should ensure full implementation of the PDA. As centers for excellence, Kenyan universities should incorporate disability issues and laws into their programs. A good place to start would be to infuse disability studies in course syllabi in major fields of study such as Political Science. The other step would be to establish disability programs that would provide students with opportunities to study disability issues in order to work with this population. University students may also benefit from exchange programs with foreign universities in countries where disability rights and disability law have taken root, such the United States and Canada. These international programs may enable students to learn from their counterparts in these countries as well as enable the students to participate in disability issues through experiential studies.

In conclusion, the inclusion of individuals with disabilities into the mainstream of society is important, yet prevailing negative attitudes seem to impede their integration. Employment is an important piece to their integration and developing countries like Kenya will better serve the needs of individuals with disabilities by supporting their quest to enter into gainful employment. A good place to start would be change of attitudes of employers if these individuals are to enjoy the fruits of legislation like the PDA.

References

- Anderson, D. W. (2004). *Human Rights and Persons with Disabilities in Developing Nations of Africa*. Available from http://www4.samford.edu/lillyhumanrights/papers/Anderson_Human.pdf
- Antonak, R., F., & Livneh, H. (1988). *The measurement of attitudes toward people with disabilities: Methods, psychometrics and scales*. Springfield, IL: Charles C. Thomas.
- Allport, G.W. (1935). Attitudes. In C.M. Murchison (Ed.), *Handbook of Social Psychology* (pp. 789-844). Winchester, MA: Clark University Press.

- Burke, E. A., & Lopez, P. D. (2009). Disability and employment in the United States, Kenya, and the Philippines: A race and class perspective. In C. A. Marshall, E. Kendall, M. E. Banks, & R. M. S. Gover (Series Eds.), *Disability: Insights from across fields and around the world: Vol. 2. The context: Environmental, social, and cultural considerations* (pp. 151–163). Westport, CT: Praeger.
- Findler, L., Vilchinsky, N., & Werner, S. (2007). The multidimensional attitudes scale toward persons with disabilities (MAS): Construction and validation. *Rehabilitation Counseling Bulletin*, 50(3), 166–176.
- Freedom House (2013). Countries at the crossroads: Country report–Kenya. Retrieved from <http://www.freedomhouse.org/report/countries-crossroads/2012/kenya>
- Government of Kenya. (2008). *Kenya National Survey for Persons with Disabilities: Preliminary Report*. Retrieved from <http://www.ncapd-ke.org/UserFiles/File/KNSPWD/KNSPWD%20Preliminary%20Report.pdf>
- Government of Kenya. (2014). *Public Service Compliance with Values and Principles in Articles 10 and 232 of the Constitution*. Retrieved from <http://www.shitemi.com/wp-content/uploads/2015/01/Public-Service-Evaluation-Report-2014.pdf>
- Hunt, B., & Hunt, C. S. (2000). Attitudes toward people with disabilities: A comparison of undergraduate rehabilitation and business majors. *Rehabilitation Education*, 14(3), 269–283.
- International Labor Organization. (2004). *Kenya country profile: Employment of people with disabilities: The impact of legislation (E. Africa)*. Retrieved from www.ilo.org/public/english/employment/skills/disability/download/cpkenya.pdf
- Kenyalaw.org. (n.d). *Persons with Disabilities Act*. Retrieved from <http://www.kenyalaw.org:8181/exist/kenyalex/index.xql>
- Kiima, D., Njenga, F., Okonji, M., & Kigamwa, P. (2004). Kenya mental health country profile. *International Review of Psychiatry*, 16, 48–53.
- Kilbury, R., Bordieri, J., & Wong, H. (1996). Impact of physical disability and gender on personal space. *Journal of Rehabilitation*, 62(2), 59–61.
- Kirkwood, A. (2007). *Employing people with disabilities in the Australian Public Service: An exploration of staff attitudes and the effect of training*. Unpublished fellowship, Curtin University, Australia. Retrieved from <http://jcipp.curtin.edu.au/local/docs/DisabilityAwarenessPaper.pdf>
- Loo, R. (2002). Attitudes of management undergraduates toward employing persons with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(2), 24–30.
- Loo, R. (2004). Attitudes toward employing persons with disabilities: A test of the Sympathy-Discomfort Categories. *Journal of Applied Social Psychology*, 34, 2200–2214.
- Macha, E., Kieti, M., & Ngunyi, M. (2007). *State of disabled people's rights in Kenya report*. Retrieved January 20, 2008, from <http://www.bluegecko.org/kenya/>
- Masakhwe, P. W. (2004). African Conflicts and the Disability Toll. *Disability World*, 24. Retrieved from http://www.disabilityworld.org/06-08_04/gov/conflicts.shtml
- McConkey, R. & O'Toole, B. (1995). *Towards the new millennium." Innovations in developing countries for people with disabilities*. Bologna, Italy: Lisieux Hall.
- Manyibe, E. O., Mamboleo, G. I., Mugoya, C. T., & Kampfe, C. M. (2009). Disability in Kenya: A situational analysis. In C. A. Marshall, E. Kendall, M. E. Banks, & R. M. S. Gover (Series Eds.), *Disability: Insights from across fields and around the world: Vol. 3. Responses: Practice, legal, and political frameworks* (pp. 1–339). Westport, CT: Praeger.
- Mamboleo, G. (2009). *Disability: Attitudes must change*. Retrieved from <http://www.nation.co.ke/oped/Opinion/-/440808/805798/-/5nv90j/-/>
- Ogechi, N. O., & Ruto, S. J. (2002). *Portrayal of disability through personal names and proverbs in Kenya: Evidence from Ekegusii and Nandi*. *Wiener Zeitschrift für kritische Afrikastudien*, 3, 63–82.
- Olson, J. M., & Zanna, M. P. (1993). Attitude and attitude change. *Annual review of Psychology*, 44, 117–154.
- Plotnik, R. (1996). *Introduction to psychology* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Rajecki, D. W. (1990). *Attitudes*. Sunderland, MA: Sinauer.
- Reuters (April 3, 2008). *Economic growth could drop to 4 p.c*. Daily nation, p. 28