

**FACTORS INFLUENCING PERSONS WITH DISABILITY
READINESS TO PARTICIPATE IN DEVELOPMENT
PROJECTS IN KENYA: A CASE OF MAKUENI COUNTY**

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DECLARATION

This research project is my original work and has not been presented for an academic award in any other university.

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This study is dedicated to my father Mr. Bernard Muinde and my daughter Grace, all of whom have offered their continued love and support throughout the writing of this project.

ACKNOWLEDGEMENT

I am indebted to a number of people who have helped, in one way or the other, to make the completion of this work a success. I am grateful to the efforts made by my supervisor, Mr Nelson Mwikya a lecturer, Department of Open Learning, University of Nairobi who has been guiding me in the writing of this project and also for his support and encouragement that helped me in all the stages of the work. All the lecturers of the University of Nairobi for their help in conceptualizing the problem. I would wish to thank my classmates for helping me understand the scope of the problem and ways to countermand the problem by relevant sharing information. Finally, I would wish to acknowledge the responses from the Makueni Staff and disability officials whose information made the analysis and recommendations of the study possible.

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LIST OF ABBREVIATIONS AND ACRONYMS

CIS: Community Innovation Survey

ICF: International Classification of Functioning, Disability and Health

NGO: Non-governmental Organization

PWDs: Persons with Disabilities

WHO: World Health Organization

SDG: Sustainable development goals

ABSTRACT

Measures to bring government 'closer to the people' through the process of decentralization has prompted shifts in approaches to service delivery that have widened the space for citizen involvement through participation. Yet, there appears to be a lag in efforts to make the disabled ready to participate in development issues particularly in Makueni County that has a significant mass of disabled people. Therefore, the purpose of the study was to establish the factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County. It specifically sought to establish how infrastructure influences persons with disability readiness to participate; establish how education influences persons with disability readiness to participate; examine how technology influences persons with disability readiness to participate; and establish how resource availability influences persons with disability readiness to participate in development projects in Makueni County. Two theories, social model of disability and theory of planned behavior, were used to elucidate the main ideas and concepts of the present study. The research study employed the descriptive survey design. The study targeted the 356 management staff and heads of the departments working at the 10 departments within the County. It also targeted the 43 officials of the disability association in the county. Stratified Sampling was used to select 192 staff members and management while census technique was used to get the 43 officials of the disability association. Questionnaires were the data collection instruments. To establish reliability of research instruments, a pretest to test the reliability of instruments was done. To establish Validity of the instruments, the study supervisor and the experts in this subject area examined the content of the instruments. Quantitative data was analyzed using descriptive statistics in form of percentages, frequencies standard deviations and means. Linear regression model and Pearson correlation analyses were used to analyze data. The results show that: lack of infrastructure ($\beta=.373$, $t=5.811$, $p<0.000$), low level of education ($\beta=.173$, $t=2.566$, $p<0.004$), lack of technology, ($\beta=.364$, $t=4.333$, $p<0.000$), and resource unavailability, ($\beta=.332$, $t=5.169$, $p<0.000$), had a significant negative influence on disability readiness to participate in development projects in Makueni County. The study therefore recommends: The county government of Makueni should invest in disable supporting infrastructure like ramps, conducive staircases and other resources to ease persons with disability participation in development projects. This should be done in line with both the constitution and the supporting county policies geared to improve disable participation. The county government management should empower the disable with training opportunities and literacy classes to help them have the ability to understand development plans and projects. This will help the disable to conceptualize the issues better and have a meaningful participation in the county development projects. The should invest in disable supporting technology that would enhance both access and also ease persons with disability participation in development projects. This adoption of technology should be tied to training of the disabled on its usage. They should also allocate all necessary resources to enable person with disability participation in development projects. Such resources should include human, financial and physical resources that support disability inclusivity in county affairs. The government through the Ministry of Devolution and Planning should improve on its devolution policy to further fortify the disability participation in development plans.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is anticipated that roughly 15% of the world's total populace which represents 650 million individuals experience the ill effects of at least one types of disability which keeps on hindering their equivalent full participation in the public arena like others (WHO, 2011; World Bank, 2011). Thus, this has slowed down empowerment endeavors for individuals with disability through noteworthy intercessions the same number of the impaired experience social and monetary rejection coming about because of their incapacity. Additionally, a normal 80 percent of these individuals live in developing countries, various in conditions of poverty. In both developed and developing countries, evidence suggests that individuals with disabilities are lopsidedly spoken to among the world's poor and tend to be poorer than their accomplices without handicaps. Steele, (2015) affirmed that most initiatives undertaken in support of people with disability are piecemeal and brief-time period; representing small investments made on behalf of a handful of recipients over a restrained time period.

Sherry, (2013), defined disability as a functional impairment. Impairment is defined as a form of biological, cognitive, sensory or psychological difference that is often defined inside a medicinal setting and handicap is the negative social response to those distinctions .The World Health Organization International Classification of Functioning, Disability and Health (ICF, 2001) emphasizes that “disability is a dynamic interaction between health conditions and environmental and personal factors”. Braithwaite and Mont (2012) state that disability is not an “all or nothing” concept and can range from

mild to severe, be constant or episodic. Furthermore, whether a person is considered to have a disability is highly dependent on their physical, cultural and legal environment.

Mor (2011), argues that disability studies focuses on the complex ways that economic relations, cultural meanings, social practices, and institutional settings participate in the disablement of persons. The rationale behind this reasoning is that disability studies is a socially constructed category, rather than an inherent, objective or fixed trait that resides in the disabled person. Goodley, (2010) states that disability affects all humanity, overstepping class, nation and wealth and that many people will at some point become disabled. The WHO International Classification of Functioning model (2001) views disability as an inclusive term for considering the interaction of impairment, body functions and structure, activity, participation against the wider context of personal and environmental factors. This means that efforts must be undertaken by all stakeholders to ensure that disabled people are involved in all spheres of life and both national and local government operations. However, this has not often been the case for disabled people.

Mainstreaming disability in the development agenda is a system for accomplishing equality for people with disabilities (Mor, 2011). Governments, worldwide associations, associations of people with disabilities and other civil society associations are working with reestablished vigor towards the objective of equity following the adoption of the Convention on the Rights of Persons with Disabilities, in December 2008 (General Assembly determination 61/106, annex I).

Given the wide scope of contexts, actors and activities required to fully include persons with disabilities in the development agenda, it may be helpful to consider the process in the light of the “no-gap policy” (Braithwaite and Mont, 2012). The no-gap policy is a

concept which illustrates that no entity, whether it be part of the United Nations system, a Government ministry or a non-governmental organization (NGO), can accomplish the objective of equity for people with disabilities on its own. Or maybe, an interconnected system of on-screen characters is required to achieve this objective (Braithwaite and Mont, 2012). For example, all together for a person with inabilities using a wheelchair to get the opportunity better than average work, the individual ought to have the ability to physically alone through his or her home; should have the capacity to access the public space and transportation; and should have the capacity to get to the work offices, regarding both the built environment and its information and communications systems. Distinctive elements need to guarantee that their individual circles of duty give the essential openings and access to people with inabilities, on an equivalent premise with others (Groce and Bakshi, 2012). On the off chance that any one component of the system bombs in this commitment, persons (PWD) are not ready to receive the reward from alternate components. With the goal for them to be coordinated and incorporated into the improvement motivation, a complete and all-encompassing methodology is required, showing why a mainstreaming technique is valuable and essential.

This means that there is need to look at a holistic spectrum of features that influence the disable readiness to participate. There is need to therefore consider factors like infrastructure, technology, education, resources, access, management of the county, commitment among others. This of course makes the present study necessary.

According to the Kenya Population and Housing Census of 2009 Makueni County ranked position 12 out of 47 counties with disability prevalence amongst 4.01% of the total population in the county. This is in terms of all forms of disability that include visual,

mental, hearing, speech and physical or requiring self-care. The county was ranked position number 14 out of the 47 counties where a population of 2.48% showed disability specifically associated with hearing, speech and physical or requiring self-care. This basically implies that Makueni county has a significant mass of its inhabitants with disabilities and therefore, their participation is highly required, necessary and manifestly important.

Most researchers undertaking disability studies in the context of the developing world have focused their efforts on key service provision sectors of education and health. This is shown by the works of Filmer (2014) who closely analyzed the linkages between disability, poverty and schooling. Groce and Bakshi (2012), Groce (2015), Dube (2015), and Ainscow and Miles (2012) have looked at issues of education reform with emphasis on inclusion and teachers' attitudes towards people with disabilities in Asia and the Pacific. Onyango (2012), in the socio-legal critique of the legal framework for the promotion of rights of persons with disabilities in Kenya contributes to the African context of tackling disability mainstreaming through legal studies. Notably, very scanty information existed on the factors influencing persons with disability readiness to participate in development projects in Kenya and particularly in the county level. The present study attempted to fill this significant gap.

1.2 Statement of the Problem

In many parts of the world, attempts at development' is being driven by decentralization and participation (Cornwall and Gaventa, 2001). Compared to the past, measures to bring government 'closer to the people' through the process of decentralization has prompted shifts in approaches to service delivery that have widened spaces for citizen involvement

through participation (Grävingholt, *et. al.*, 2015). Yet, there appears to be a lag in efforts to make the disabled ready to participate in development issues particularly in Makueni County that has a significant mass of disabled people who must be involved in development according to the Convention on the Rights of Persons with Disabilities. It is thus necessary to examine factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County.

Moreover, there was scanty information regarding the disabled readiness to participate in development projects in the Kenyan context. Otieno (2013) did a study on factors in disabled mainstreaming in agricultural extension. He found out that significant factors hindering this mainstreaming are awareness, lack of technology and packaging of information. However, the study did not touch on factors in disability readiness to participate in development as the current study will do.

Ajwang' (2017) did a study on citizen participation in devolved funds in Uasin Gishu County and noted that the disabled have a right to participate in development but that they were not always made ready due to lack of commitment from other notable stakeholders and lack of a clear implementation policy regarding their participation. The study however did not consider aspects like technology, infrastructure and education as indicators to readiness to participate. Overall, it was clear that there was need to examine the factors influencing persons with disability readiness to participate in development projects in Kenya.

1.3 Purpose of the Study

The purpose of the study was to establish the factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County.

1.3.1 Objectives of the Study

The study was set to achieve the following objectives:

1. To establish how infrastructure influences persons with disability readiness to participate in development projects in Makueni county
2. To establish how education level influences persons with disability readiness to participate in development projects in Makueni county
3. To examine how technology influences persons with disability readiness to participate in development projects in Makueni county
4. To establish how resource availability influences persons with disability readiness to participate in development projects in Makueni county

1.4 Research Questions

1. How does infrastructure influence persons with disability readiness to participate in development projects in Makueni County?
2. How does education level influence persons with disability readiness to participate in development projects in Makueni County?
3. How does technology influence persons with disability readiness to participate in development projects in Makueni County?

4. How does resource availability influences persons with disability readiness to participate in development projects in Makueni County?

1.5 Hypotheses

H₀₁: Infrastructure does not have significant influence on persons with disability readiness to participate in development projects in Makueni County

H₀₂: Education level does not have significant influence on persons with disability readiness to participate in development projects in Makueni County

H₀₃: Technology does not have significant influence on persons with disability readiness to participate in development projects in Makueni County

H₀₄: Resource availability does not have significant influence on persons with disability readiness to participate in development projects in Makueni County

1.6 Significance of the Study

This study may be of paramount significance to a number of both internal and external information users who include county government managers, disable persons, government agencies and other stakeholders. The County managers and disable participation and readiness strategy executors may benefit from popular views and opinions on their commitment and approaches to implementing disable participation and readiness issues, while the external government agencies such as Efficiency Monitoring Unit (EMU), Vision 2030 Secretariat and auditors can easily access pre-require information for respective decision making. The other stakeholders like NGOs on the other hand can be enabled to determine the efficiency with which their inputs are converted unto outputs. Finally, the study's findings are set to induce a renewed

dimension of disable participation and readiness by the authorities to their clients (the public) through anticipated enhancement of internal efficiency.

1.7 Limitations of the Study

The study experienced limitations mainly on time factor since many of the targeted respondents were busy due to their positions and therefore had problems in responding to the instruments. However, the researcher used questionnaires and gave them ample time to respond.

1.8 Delimitation of the Study

The study was limited to analysis of the salient factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County. Specific recommendations were pegged on the entities' infrastructure, education, technology and resource availability as predictor variables for disability readiness to participate. Geographically, the study's scope covered Makueni County. The study's units of analysis were the departments. Relevant data was particularly collected from departmental heads and management staff to form the basis for generalization and recommendations.

1.9 Assumptions of the study

The following would be assumptions:

Respondents were truthful and honest and gave correct information. Also, the research variables adequately answered issues of factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County. Finally, the respondents were available and gave appropriate and reliable responses for this study.

1.10 Organization of the Study

This study was organized in five chapters, starting with chapter one that had the background to the study, statement of the problem, research objectives, questions and hypothesis, significance, scope, limitation, assumptions and operational definition of terms. Chapter two comprised of literature and the key areas covered included conceptual framework, theoretical reviews, empirical reviews, critical review and summary of existing research gaps filled by this study. Chapter three consisted of the methodology utilized as a part of the examination from investigating configuration to target populace and sampling. It likewise included information accumulation techniques, methodologies, and instruments. The section additionally contained the validity and reliability quality tests together with the data analysis tools utilized and the moral contemplations. Then the chapter have the fourth section that was concerned with the analysis of data, its subsequent presentation then interpretation and discussion of the findings. The last chapter had the summary and conclusions of the findings together with recommendations and suggestion for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section offers a review of literature and the key areas covered include conceptual framework, theoretical reviews, empirical reviews, critical review and summary of existing research gaps to be filled by this study.

2.2 Persons with Disability (PWD) readiness to participate in Development projects

According to Komana (2015), disability is a complex, evolving, and multidimensional concept. Currently, it is estimated that 15% of the world population experiences some form of disability, with prevalence rates higher in developing countries. As opportunities for sustainable income generation are directly tied to a person's access to finance, markets, and networks, persons with disabilities usually face significant challenges in accessing these, due to: non-inclusive regulations and policy, lack of resource allocation, stigma and societal prejudice, low educational participation, and inability to access their own communities and city spaces.

The relationship between poverty and disability goes both ways: disability increases the risk of poverty, and the conditions of poverty increase the risk of disability (World Bank, 2012). Yet, little attention has been given to the participation readiness of persons with disabilities. This is of concern given that the participation rates of persons with disabilities are a third to half of the rates for persons without disabilities, with nonparticipation rates as high as 80%-90% in some countries (WHO, 2011). To continue

building inclusive cities, research tells us that countries cannot achieve optimal growth by leaving behind a large group of their citizens – persons with disabilities – with economic losses from participation exclusion ranging from 3 to 7 % of the GDP. We also know that when you combine gender and disability, the challenges facing women with disabilities compound. Women with disabilities are more likely to earn less than men with disabilities and they are affected by inaccessible sanitation, smaller social and professional networks, and gender-based violence.

There is need to do much more to ensure that women with disabilities are mainstreamed into projects that seek to empower women as entrepreneurs and change agents. Expanding equitable opportunities for persons with disabilities is at the core of the World Bank's work to build sustainable and inclusive communities (WHO, 2011; World Bank, 2012). This means that there is need to look keenly, by academic investigation, into the aspect of disable participation readiness in development projects as clearly, there is scanty literature about it; particularly in developing countries like Kenya.

2.3 Factors Influencing PWD Readiness to participate in development projects

This section highlights the salient features that are assumed to have an impact on disability readiness to participate. The factors are highlighted here are infrastructure, education level, technology and resource availability.

2.3.1 Infrastructure and PWD Readiness to participate in development projects

Komana (2015) used descriptive survey to undertake an evaluation of the infrastructural mechanisms available to persons with disabilities in South Africa and found that

accessibility affected disability mainstreaming in the department of Agriculture of Limpopo University. The researcher reckons that persons with disabilities require to be given opportunity of access to buildings, special training that may involve the use of friendly machineries. The researcher recommends that the responsibility of initiating disability participation in any project should lie with the administration heads as the people to lead the process to success in an organizational setup. These findings and recommendations reinforce the need to have disability participating in all government services including county services and decisions since extension directly deals with people of all social or medical fitness backgrounds. It should be noted however that the study did not consider the link between infrastructure and readiness to participate in development projects as the present study will do.

Eide and Instand (2011) used disability case studies from developing countries in Asia and Africa to write the book, *Disability and Poverty- A global Challenge*. The book adopts the social model of disability and integrates the Sustainable Development Goals especially goal number seven to highlight the importance of an accessibility environment to promote disabled peoples participation in economic and social activities. All the contributing writers in the case studies tend to agree that the issue of accessibility will continue to affect disability mainstreaming efforts. the studies argued that many government-based organs had not devised ramps and other disability enabling infrastructure and yet they insisted on creating avenues for engagement. The irony is not lost on the present research and hence the need to find out to what extent infrastructure influences participation readiness of the disabled persons.

A thematic Study adopting the social model of disability was used by the Office of the United Nations High Commission for Human Rights (2012). In the investigation on upgrading mindfulness and comprehension of the Convention on the Rights of Persons with Disabilities. The commission report perceives openness as far as available condition to be instrumental in the acknowledgment of the privileges of people with disabilities to autonomous living and full support in all everyday issues. The scientist in this examination along these lines recognizes that states parties need to take proper measures to guarantee access to the physical condition, transportation, data and correspondence, including data and correspondence advances and frameworks. But still, the question begs, to what extent infrastructure influences participation readiness of the disabled persons?

Daly et al (2013) in a seminal study on infrastructure as a significant access resource for disabled persons proposed that state departments needed to ensure that all necessary funding are promptly availed to organization management authorities who wish to make modifications to buildings, furniture, fittings or lighting, in order to accommodate persons with disabilities. The findings of the study point to a potential role for a special state agency tasked with providing information on appropriate the design of organizations and sectors that are physically accessible to PWDs, particularly when new buildings are being built and also where adaptations to premises, including extensions are being made.

Eklund (2014) critics the Kenyan Disability Act for only defining physical accessibility such in public buildings and public service vehicles, whereas accessibility includes tools and specialized services including the services of qualifies interpreters for the deaf and qualified teachers for the blind. The researcher views the Universal Design and barrier-free approaches, physical infrastructure and their parts work well and serve every user

safely in different circumstances relevant to where it is being implemented. This is to mean that Kenyan reality is unique and works from a benchmarked model from Finland but has a lot of challenges in attempts to suit persons with any type of disability. This is important as the present study will look at all these dimensions of infrastructure and find out how far they have influenced readiness to participate in development projects by the disabled people.

2.3.2 Technology and PWD Readiness to participate in development projects

Li-Hua (2015) in the study of effectiveness of technology transfer to enhance disabled participation and engagement in China indicates that technology will not occur without knowledge transfer, since knowledge is the fundamental to control technology. The researcher acknowledges that appropriate technology has been practiced for many years and has evolved into a development approach that is aimed at tackling community development problems. Therefore, by various definitions, it involves the transfer of ideas, information, methods, procedures, techniques, tools, or technology from the developers to potential users. This means that technology according to Li-Hua (2015) can be used to enhance participation of the disabled by offering them a more conducive leeway to participating. These include the use of social media to air out ideas via a method that does not include travelling. However, how far the county of Makueni has tapped into this framework remains uninvestigated; hence the need for the present study.

Vergragt, (2015) submitted that appropriate technology has been advocated as a solution for development problems, but has also gained support as a direction for sustainable technologies. New technologies and organizational sensitivity are expected to provide plentiful and affordable ways for disabled engagement. As an approach to development,

appropriate technology transfer not only emphasizes job creation and optimum use of existing skills and resources but also builds on the skills and resources to raise the productive capacity of a community; especially the disabled community. It has been argued that the disabled need technology to enhance their readiness to participate in developmental problems. how far this has happened remains significantly uninvestigated.

According to Akubue (2010), in his descriptive study done in Nigeria and targeting 56 disabled persons; appropriate technology is not meant to be static or promote stagnation but to change as a country achieves progress in its level of development and eventually only environmental sustainability will hasten the eradication of abject poverty, unemployment and inequality among the disabled. he notes that many public-sector organs must robustly invest in technology that would enhance participation and he noted the use of internet as a software technological option and the use of electric wheelchairs, disabled friendly walk-ins and rumps as some of the technological hardware options that should considered if the disabled are to participate fully.

In the book “The Future of Disability in America”, Field and Jette (2013) explain the use of assistive and mainstream technologies for people with disabilities from a medical perspective. They contend that the development of such technologies is dependent on research as proposed by policy at national level, to become usable and accessible to people with different disabilities. The writers clearly present the need for appropriate technology development and transfer for effective disability participation. It therefore suggests that technology transfer will markedly affect the outcome of any disability participation programme.

All these studies agree that there is a relationship between technology and PWD participation. They tend to give a rough generic guide towards full implementation of disability participation. It is therefore of importance to ascertain how this is being done within the field of development projects by counties since appropriate technology is currently being widely used to solve technological problems throughout the world. The researcher in this study views the use of technology as an important consideration in disability participation but only when economically viable. This is to be on a long-term basis for the disabled community to benefit from distinct advantages like suitable employment opportunities, improved health and safety and training. In as much as all the benefits mentioned may not come immediately as one whole package, the disseminated technological solutions must be consistent with the culture(s) of the targeted beneficiaries as active participants, use local resources and skills for successful application. People with disability are not always able to work in conventional fashion as the result of their disability, but they are quick to adapt when required.

2.3.3 Education Level and PWD Readiness to participate in development projects

Albu (2005) in his explanatory study on education and disability access to services done in Nigeria described the importance of linking education, technical ability and knowledge with the capability of the disabled to participate in any endeavor. He noted that education was an empowering indicator that allowed the disabled to meaningfully participate in decision-making. He however noted that inversely, the lack of education created a problem for disabled persons to participate. How far this is true for the disabled people of Makueni and how it affects their readiness to participate remains significantly uninvestigated.

Hanko (2015) emphasized in his study in Ethiopia, the importance of educational level, and how this took priority over disability as a constraint on the capability of the specific disabled person. The underlying principle is one of addressing the abilities, needs and preferences of the people or person concerned and only where practical, technology is used to satisfy these needs. For example, physically disabled people working at the same interface as non-physically disabled persons may have difficulties when standing, seated, lifting, turning round, according to the extent of disability. It therefore calls for the technologies being promoted for use by people with disability should be those adapting to people, and not the other way around that will guarantee safety, accessibility, reliability and affordability. Consideration must be made to accommodate the variations in the stature of non-disabled people to ensure that most if not all are able to interface with the structures, equipment, vehicles and tools with which society is familiar. And yet, all these need robust education on the part of the disabled persons if they are to meaningfully participate.

Houck and Rogers (1994), conducted a study in Virginia and documented factors serving as the basis of creating reluctance towards increased participation efforts for persons with specific disabilities. The results of their study revealed that in spite of the respondents expressing positive outcomes of participation, there is doubt regarding the adequacy of general education disabled persons skills for making needed instructional adaptations for persons with specific disabilities. This means that education or the lack of it was viewed as a hindrance to participation by the disabled persons and there is thus need to look into the level of education and how it influences readiness to participate by the disabled persons in development projects.

In their study in South Carolina on regular attitudes towards participation by disabled persons, Monahan, Marino and Miller (2015) found that the majority of public sector managers felt that many disabled persons did not have instructional skills and educational background to meaningfully participate in developmental and other projects. The aspect of attitude by managers could be a hindrance to participation as the reviewed study attests and thus there is need to also look into it keenly. In another study conducted in Georgia on managers of public entities attitudes towards disabled participation, Bender et al. (2005) were surprised to find a direct link between negative attitudes towards disabled participation and less frequent use of effective educational strategies to facilitate disabled participation. This implies that education of the disabled is a notable factor that needs to be looked into if effective participation readiness by the disabled is to be realized. The present study will attempt to do just that.

2.3.4 Resource Availability and PWD Readiness to participate in development projects

Klingebliel and Rammer (2011) in their study entitled “*Resource availability Flexibility for Disabled participation: The Effects of Breadth, Uncertainty, and Selectiveness*”, demonstrated empirically that the choice of resource allocation strategy affects the disabled participation readiness. Data was drawn from the 2012 Mannheim Innovation Panel, which constitutes the German part of the European Community Innovation Survey (CIS). They additionally settled that a strategy of distributing assets to a more extensive scope of activities expands debilitated interest status, particularly if these are really novel. The impact of more prominent expansiveness seems to exceed that of expanded asset portion per venture. They discovered further sign that the debilitated interest availability

impact of broadness increments with venture vulnerability. It is likewise more grounded for firms that apportion assets all the more specifically at later phases of the procedure. However, how resource availability been used as a factor and how has it influenced disabled participation readiness in Makueni remains significantly uninvestigated.

Harris (2014) study was an examination of staff perceptions of the effect of resource availability on school disabled participation readiness in an urban setting. This study followed a qualitative design using interview protocol with open-ended questions. Four staffers in the school department were purposely selected from schools with different populations and varying resource allocations. Results indicated that there is a difference in the variety of resources staff receive based on the school they taught and what they perceived as acceptable disabled participation readiness. The main factor was the support from the parents and community. This suggests that resource allocation plays a big role in enacting significant changes on disabled participation readiness and yet the influence of resource allocation on disabled participation readiness remains uninvestigated.

Lemarleni, (2017) study was to assess the effects of resource availability on disabled participation readiness implementation. A descriptive research design was used for the study. The study targeted a population of fifty-six staffer all working in thirteen public service divisions. Findings indicated that there exist both positive and significant correlations between the predictor (resource availability) and dependent variables (disabled participation readiness). Strongest and positive correlations were obtained between resource availability in general taken after by financial resource and strategic resource. Technological asset and HR likewise enrolled solid and positive connections separately. The investigation, nonetheless, presumes that there is no noteworthy directing

impact of resource availability on disabled participation readiness. The present study on the other hand needs to look at resource availability and disabled participation readiness a factor that is missing in reviewed literature.

2.4 Theoretical Literature Review

Two theories were used to elucidate the main ideas and concepts of the present study. The two theories are the social model of disability and theory of planned behavior; theories that are applicable to factors influencing disabled readiness to participate.

2.4.1 Social Model of Disability

This research is based on the social model of disability espoused by Carson (2012), which suggests that society has failed to make adequate allowance for people with disabilities to participate in the elements inherent in the society. Carson (2012) argues that it is not impairment that causes disability but the way in which society has disregarded to include people with disabilities in all spheres of development.

This model of disability is further defined in the study as a particular a specific type of social mistreatment that spotlights on attitudinal, environmental and hierarchical obstructions which keep disabled individuals from having equity of chance in training, work, housing, transport, leisure. Through this ideology, people with disabilities are supposed to be given the opportunity to maximize their potentials by promoting their participation and productive involvement in the society. Therefore, considering the aspects of infrastructure, education, resource availability and technology, it becomes clear that these aspects offer barriers or opportunities that impact on the participation

readiness of the disabled persons to development projects. Consequently, the theory becomes very relevant to the present study.

2.4.2 Theory of Planned Behavior

This study will likewise be guided by Ajzen's hypothesis of arranged conduct, an augmentation of the hypothesis of contemplated activity (Ajzen, 1991) as referred to by Haskell (2014). This is a generally utilized model to decide conduct emerging from mentalities and has been utilized as a part of research including states of mind toward people with handicaps (Hodge and Jansma, 2015). Assumptions got from the hypothesis are that hypothetical factors of behavioral aim, that is, demeanor toward the conduct, the subjective standard and saw conduct control, should meet up to assess goal (Ajzen, 1991). The model suggests that attitudes toward a behavior may be influenced by past experiences, previous knowledge and newly acquired knowledge (Haskell, 2014). Attitudes of perceptions play a significant role in determining behavior (Haskell, 2014); it is therefore important to ascertain the factors shaping the participation of disabled persons in development projects. More specifically, this study is based on the premise that the factors that influences participation may be impacted attitudinally by management of counties and how they perceive the disabled educational levels; their efforts to improve disabled friendly infrastructure and resource availability together with adoption of technology. Consequently, the theory fits right in into the variables of the present study.

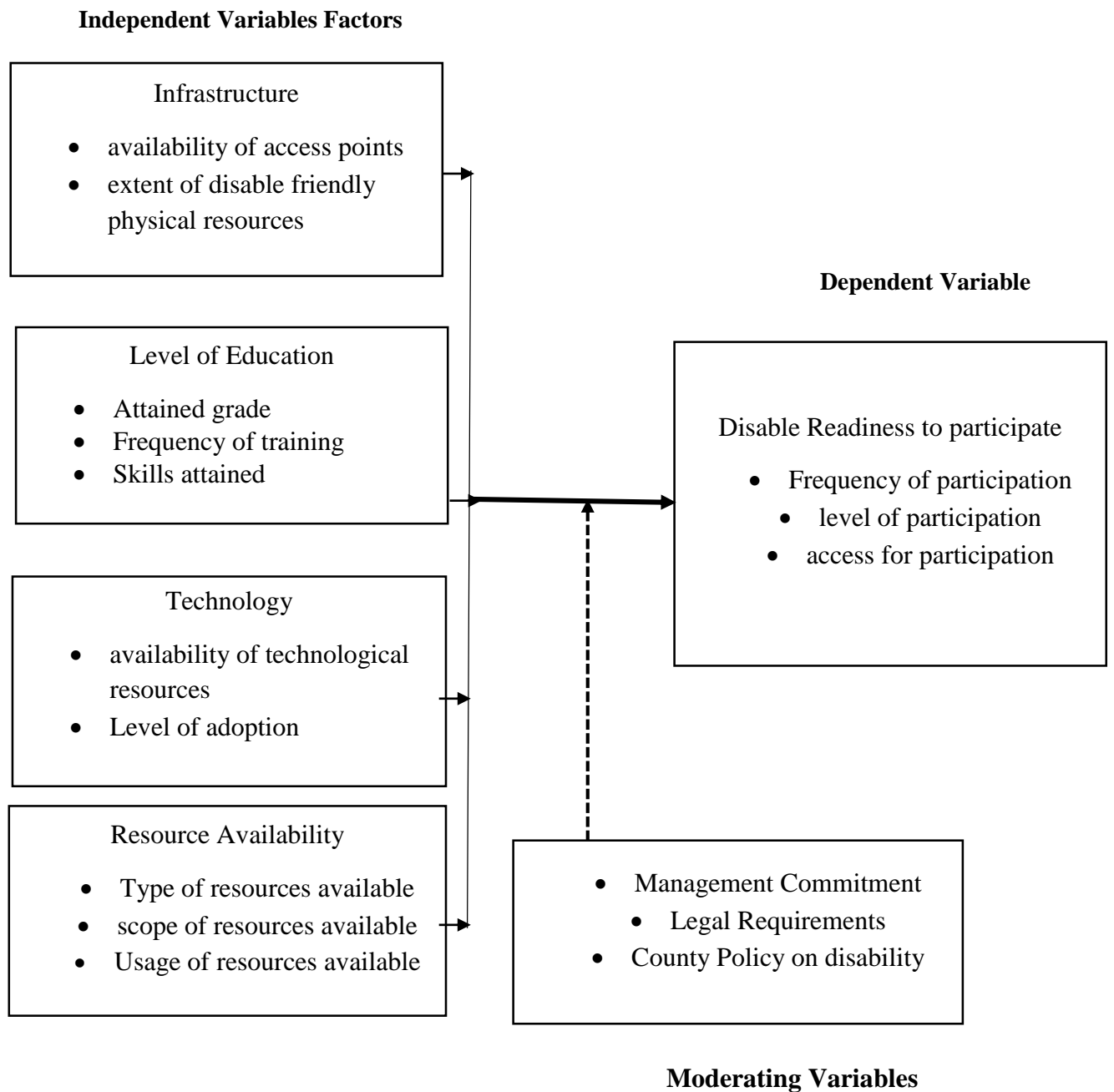
2.5 Conceptual Framework

The figure offers an assumption that the independent variables (infrastructure, level of education, technology and resource availability) when appropriately used would have a

positive impact on the dependent variable (Disabled Readiness to participate) measured in terms of Frequency of participation, level of participation and access for participation.

The reverse is also true; when the independent variable is not used appropriately.

FIGURE 2.1 CONCEPTUAL FRAMEWORK



2.6 Research Gaps

Table 2.1 Summary of Research Gaps

Author	Focus of the Study	Methodology used	Findings	Gap in Knowledge	Focus of current Study
Otieno (2013)	factors in disabled mainstreaming in agricultural extension	Descriptive survey, regression and correlation	Significant factors hindering this mainstreaming are awareness, lack of technology and packaging of information	<ol style="list-style-type: none"> 1. The study considered the private sector 2. The study did not consider issues of resource allocation, infrastructure and technology 	<ol style="list-style-type: none"> 1. This study considered the county 2. This study considered resource allocation, infrastructure and technology
Ajwang' (2017)	citizen participation in devolved funds	Correlational design using regression and correlations	Disabled have a right to participate in development but that they are not made ready due to lack of commitment	<ol style="list-style-type: none"> 1. The link between Disability and readiness to participate is missing 	<ol style="list-style-type: none"> 1. It offered the link between Disability and readiness to participate
Braithwaite, & Mont (2012)	Disability and poverty	Descriptive and inferential methods	Barriers like lack of technology and resources affect disable and make them poor	<ol style="list-style-type: none"> 1. The study did not consider education and infrastructure 2. It was done in the private sector 3. It looked at Europe 	<ol style="list-style-type: none"> 1. The study considered education and infrastructure 2. It looked at the public sector 3. It focused on the Kenyan Context
Carson (2012)	The social model of disability	Descriptive survey	Disable are not involved due to lack of education and infrastructure	<ol style="list-style-type: none"> 1. The study did not look at technology and resources 2. The study was only descriptive survey 	<ol style="list-style-type: none"> 1. This study looked at County and technology 2. The study added inferential analysis to it

2.7 Summary

In many parts of the world, attempts at development' is being driven by decentralization and participation (Cornwall and Gaventa, 2001). Compared to the past, measures to bring government 'closer to the people' through the process of decentralization has prompted shifts in approaches to service delivery that have widened spaces for citizen involvement through participation (Grävingholt, *et. al.*, 2015). Yet, there appears to be a lag in efforts to make the disabled ready to participate in development issues particularly in Makueni County that has a significant mass of disabled people who must be involved in development according to the Convention on the Rights of Persons with Disabilities. There is need to do much more to ensure that women with disabilities are mainstreamed into projects that seek to empower women as entrepreneurs and change agents. Expanding equitable opportunities for persons with disabilities is at the core of the World Bank's work to build sustainable and inclusive communities (WHO, 2011; World Bank, 2012). This means that there is need to look keenly, by academic investigation, into the aspect of disabled participation readiness in development projects as clearly, there is scanty literature about it; particularly in developing countries like Kenya. The factors are highlighted here are infrastructure, education level, technology and resource availability.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examines the methodology that was used in the study from research design to target population and sampling. It also lays down the data collection methods, approaches and instruments. The chapter also puts down the validity and reliability tests together with the data analysis tools used and the ethical considerations.

3.2 Research Design

A research design is a systematic plan that helps solve a scientific problem (Kothari, 2004). It basically offers a framework that would be helpful in getting answers to a research problem in an orderly and systematic way. The research study employed the descriptive survey design. This type of research presents facts concerning the nature and status of a situation, as it exists at the time of the study (Creswell, 1994). This design also underscores the relationships and practices that exist, beliefs and processes that are ongoing, effects that are being felt, or trends that are developing (Best, 1970). Therefore, such approach tries to describe present conditions, events or systems based on the impressions or reactions of the respondents of the research (Creswell, 1994).

3.3 Target Population

A research target population is generally the entire collection of individuals or objects that is the main focus of a scientific query. The study targeted the Public service Ministries in Makueni County. The study targeted the 356 management staff and heads of the departments working at the 10 departments within the County (Makueni County Records, 2018). It also targeted the 43 officials of the disability association in the county.

Table 3.1 Target Population

Departments	Staff
Roads, transport and Infrastructure	29
Youth,Gender,Sports and social services	34
Education and ICT	39
Water, Irrigation and Environment	43
Trade,Industry,Tourism and Cooperatives	34
Devolution and Public Service	27
Health Services	42
Agriculture, livestock and fisheries	38
Finance and social Economic Planning	33
Land, mining physical planning	28
Total	356

3.4 Sample and Sampling Procedure

Stratified Sampling was used to select the County departments as seen in Table 3.1. According to Kothari, (2004) stratified sampling is necessary when the study needs to group people in heterogeneous groups to get a representative sample. Simple random sampling was then used to select 192 staff members and management. The sample size for the study was calculated according to the formula recommended by Yamane, (1967), which is as below;

$$n = \frac{N}{1+Ne^2}$$

Where,

n is size of sample

N is population of sample

e² is probability of error

Therefore, the sample size for this study was:

$$n = \frac{356}{1+356(0.05)^2}$$

$$n = 192 \text{ Staff and management}$$

Census technique was used to get the 43 officials and staff of the disability association as their number was small and manageable.

3.5 Data Collection Instruments

Questionnaires was the data collection instruments. Questionnaires were the primary sources of data.

3.5.1 Questionnaires

The study used questionnaires to collect the data from both the existing county staff and disable officials. Questionnaire is a research tool that gathers data over a large sample (Kombo 2015). The questionnaire is the most appropriate research tool as it allows the researcher to collect information from a large sample with diverse background; the findings remain confidential, saves time and since they are presented in paper format there is no opportunity for bias. The questionnaire included questions geared to answer the research questions, namely, infrastructure, education, and technology and resource availability. The questionnaires were given to the staff and disability officials and given

humble time to answer.

3.6 Validity and Reliability of the Instruments

The study measured both the reliability and validity of the instruments.

3.6.1 Validity of the Instruments

Validity indicates the degree to which instruments measure what they are supposed to measure (Kothari, 2004). To establish Validity of the instruments, the study supervisor and the defense panel examined the content of the instruments and advised the researcher on the content validity. Their feedback was used to revise the instruments further.

3.6.2 Reliability of the Instruments

Reliability refers to the level to which the measuring instruments provide consistent results (Kothari, 2004). To establish reliability of research instruments, a pretest to test the reliability of instruments was done using a pilot study in neighboring Machakos County sampling 20 county staff and management (1% of target population) and then the Cronbach's coefficient alpha model was used with a figure of .716 realized which is a mark of acceptable reliability. The higher the number of items in the instrument, the higher the chances of obtaining a consistent estimate of the reliability of the data (Kothari, 2004). Any figure above 0.7 is considered a measure of high reliability of instruments.

3.7 Data Collection Procedure

The study secured a written research authorization from the National Commission of Science and Innovation and University of Nairobi before proceeding to collect data.

The researcher together with research assistants personally visited the staff and administered the questionnaires using the drop and pick later method. And where help in answering of the questionnaire was needed the researcher and the research assistants were there to help. The researcher later scrutinized and analyzed relevant documents to ascertain their credibility.

3.8 Data Analysis

Quantitative data was analyzed using descriptive statistics in form of percentages, frequencies standard deviations and means. Linear regression model and Pearson correlation analyses were also used to analyze data. The Social Package for Statistical science (SPSS) software version 20 aided in data analysis.

Regression Model

$$y = \alpha + \beta_1 (I) + \beta_2 (E) + \beta_3 (T) + \beta_4 (RA) + e$$

Where the variables are defined as:

y: Disability readiness to participate

I- Infrastructure

E- Education

T-Technology

RA- Resource Availability

e- Error term

3.9 Ethical considerations

The researcher had a standing principle that: The respondents be informed of the research duration and benefits of the study. Privacy, confidentiality and anonymity of the data collected be assured to the respondents. It be explained to the respondents that the research is purely for academic purpose.

3.10 Operationalization of Variables

This is a summary of the systematic process of operationalization of the independent variable and dependent variable as derived from the objectives, their indicators, measures, the measurement, scale and level of analysis

Table 3.2 Operationalization of Variables

Research Objectives	Indicators	Measures	Data Collection	Scale	Level of Analysis
To establish how infrastructure influences persons with disability readiness to participate in development projects in Makueni county	Infrastructure	<ul style="list-style-type: none"> • availability of access points • extent of disable friendly physical resources 	Questionnaires	<ul style="list-style-type: none"> • Nominal Ratio 	<ul style="list-style-type: none"> • Frequencies • Percentages • Regression • Correlation analysis
To establish how education influences persons with disability readiness to participate in development projects in Makueni county	Education	<ul style="list-style-type: none"> • level of education • frequency of training 	questionnaires	<ul style="list-style-type: none"> • Nominal Ratio 	<ul style="list-style-type: none"> • Frequencies • Percentages • Regression • Correlation analysis
To establish how technology influences persons with disability readiness to participate in development projects in Makueni county	Technology	<ul style="list-style-type: none"> • availability of technological resources • Level of adoption 	questionnaires	<ul style="list-style-type: none"> • Nominal Ratio 	<ul style="list-style-type: none"> • Frequencies • Percentages • Regression • Correlation analysis
To establish how resource availability influences persons with disability readiness to participate in development projects in Makueni county	Resource availability	<ul style="list-style-type: none"> • Type of resources available • scope of resources available 	questionnaires	<ul style="list-style-type: none"> • Nominal Ratio 	<ul style="list-style-type: none"> • Frequencies • Percentages • Regression • Correlation analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is critically concerned with the analysis of data, its subsequent presentation and interpretation together with the discussion of the findings of this study. This chapter is therefore sub-categorized into the succeeding categories: General characteristics of the respondents; persons with disability readiness to participate in development projects; the extent to which infrastructure influences persons with disability readiness to participate in development projects; how education level influences persons with disability readiness to participate in development projects; how technology influences persons with disability readiness to participate in development projects; and how resource availability influences persons with disability readiness to participate in development projects in Makueni county. In its inferential form it also presents and interprets both the correlation and regression analyses findings.

4.2 Response Rate

There were a total of 235 questionnaire distributed to the targeted respondents (both the county staff and disability officials. From this only 212 of the targeted respondents gave their responses in all questions asked. This means that the questionnaire response rate was 90.2% which is acceptable and significant going by Mugenda and Mugenda (1999) assertions that a response rate that exceeds more than half is both acceptable and significant. This acceptable response rate is due to unwavering efforts by the research and

research assistant who persistently kept in touch with the respondent and collected the dully filled questionnaires promptly

Table 4.1 Response rate

Departments	Sample Target	Count	Percent (%)
Roads, transport and Infrastructure	21	16	6.9
Youth,Gender,sports and social services	19	16	7.9
Education and ICT	23	22	8.9
Water, irrigation and Environment	25	23	7.9
Trade, industry, Tourism and Cooperatives	18	17	8.9
Devolution and Public Service	11	9	7.9
Health services	25	24	8.9
Agriculture, livestock and fisheries	22	21	8.9
Finance and social economic planning	16	15	8.9
Land, mining and physical planning	12	10	7.9
Disability Officials	43	39	7.2
Total	235	212	90.2

4.3 General Characteristics of the Respondents

The study was informed by key Makueni County staff and direct disability officials who are critical in determining the factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County. There were 212 respondents comprising county staff and disability officials. All the responding staff

and officials from the county gave their responses in all questions asked. Respondents were asked to give general information regarding their background.

4.3.1 Gender and Age Distribution of Respondents

The respondents were asked to give their gender and age distribution. The response is as seen in table 4.2.

Table 4.2 Gender of Respondents * Age of Respondents Cross tabulation

Gender of Respondents			Age of Respondents					Total
			18-25 years	26-35 years	36-45 years	46-55 years	Over 55 Years	
			%	%	%	%	%	%
Gender of Respondents	Male	Count	8	82	12	12	8	122
		% within Age of Respondents	50.0	63.1	30.0	75.0	80.0	57.5
		% of Total	3.8	38.7	5.7	5.7	3.8	57.5
	Female	Count	8	48	28	4	2	90
		% within Age of Respondents	50.0	36.9	70.0	25.0	20.0	42.5
		% of Total	3.8	22.6	13.2	1.9	.9	42.5
Total	Count	16	130	40	16	10	212	
	% within Age of Respondents	100.0	100.0	100.0	100.0	100.0	100.0	
	% of Total	7.5	61.3	18.9	7.5	4.7	100.0	

From Table 4.2, it is clear that majority of the staff was male at 57.5% while only 42.5% were female. This implies a male dominated Makueni County public workforce and disability office status. However, it should be noted that female staff were not far off in terms of their presence. This is a positive indication and is agreed by Eklund, (2014) who asserted that in the contemporary public service entities in developing countries there is a significantly positive embrace of female employment, a factor that was not the case more than 15 years or so ago. This is also an implication of both genders' significant

opportunity to participate and could portend better for disability awareness and participation too.

On their ages, majority at 61.3% were aged between 26-35 years followed by 18.9% between 36-45 years, 7.5% between 18-25 years and 45-55 years respectively and only 4.7% aged above 55 years. This is an indication that majority of respondents were satisfactorily exposed to issues of factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County, having shown through their age result that they were mature and established enough to grasp the issues at hand.

4.3.2 Level of Education and Work Experience

Education is a necessary component in the social life of individuals and for the attainment of important and relevant skills and competencies for effective work (Field and Jette, 2013). Further, the respondents had served for a diverse number of years at their work at wide-ranging positions in the county and as disability officials. The result is as seen in Table 4.3.

Table 4.3 Highest Level of Education Attained * Number of Years Worked Cross tabulation

Highest Level of Education Attained		Number of Years Worked					
		Below 5 years	5-10 years	10-15 years	Above 15 years	Total	
		(%)	(%)	(%)	(%)	(%)	
Highest Level of Education Attained	Certificate	Count	2	2	6	6	16
		% within Number of Years Worked	8.3	7.1	10.3	5.9	7.5
		% of Total	.9	.9	2.8	2.8	7.5
	Diploma	Count	2	6	12	20	40
		% within Number of Years Worked	8.3	21.4	20.7	19.6	18.9
		% of Total	.9	2.8	5.7	9.4	18.9
	Degree	Count	16	16	30	58	120
		% within Number of Years Worked	66.7	57.1	51.7	56.9	56.6
		% of Total	7.5	7.5	14.2	27.4	56.6
	Masters	Count	2	2	8	12	24
		% within Number of Years Worked	8.3	7.1	13.8	11.8	11.3
		% of Total	.9	.9	3.8	5.7	11.3
	PHD	Count	2	2	2	6	12
		% within Number of Years Worked	8.3	7.1	3.4	5.9	5.7
		% of Total	.9	.9	.9	2.8	5.7
Total	Count	24	28	58	102	212	
	% within Number of Years Worked	100.0	100.0	100.0	100.0	100.0	
	% of Total	11.3	13.2	27.4	48.1	100.0	

From Table 4.3 it is clear that majority at 56.6% were first degree holders, followed by 18.9% who were diploma holders, 11.3% were masters degree holders, 7.5% were certificate holders and 5.7% were PHD degree holders. This suggests that the respondents

had made significant strides to further their academic situations. Consequently, it can be implied that those with first degree and above were adequately knowledgeable compared to those with less certification and were more suited for the job market and the changing requirements that characterize the market dynamics. Further, it can be inferred that those significant number of significantly educated respondents were reliably certified to ably answer questions regarding the factors influencing persons with disability readiness to participate in development projects in Kenya with focus on Makueni County. That there had been efforts by the respondents to further their studies.

On work experience, it is apparent that almost half of the respondents at 48.1% had been at their work stations for more than 15 years, 27.4% for between 10-15 years, followed by 13.2% for between 5-10 years and lastly only 11.3% for less than 5 years. This implies that majority of the county staff and disability officials were significantly experienced. The degree to which an employee is experienced at a particular job is indicative of the credibility of the information about the employees' type of work that could be gathered (Filmer, 2014). Their acquired skills, knowledge coupled with their expertise had been subjected to the test of time and thus their perception on the matter under study was deemed to be reliable and credible.

4.4 PWD Readiness to Participate in Development Projects

To understand the aspect of the dependent variable, the respondents were asked about the extent to which the disabled had participated in development projects. The response is as seen in Table 4.4.

Table 4.4 PWD Readiness to Participate in Development Projects

Statements	SA		A		N		D		SD		Mean	StD
	C	%	C	%	C	%	C	%	C	%		
The disabled significantly participates in development projects of the county	12	5.7	46	20.7	10	4.7	132	62.3	12	5.7	2.72	1.15
The disabled participates more than once in a month in development projects of the county	14	6.6	50	23.6	10	4.7	128	60.4	10	4.7	2.17	.820
There is a specific policy in the county that facilitates the disabled participation	16	7.5	49	19.5	18	8.5	117	58.8	12	5.7	2.84	.962
The reports from the disabled show that they want to participate even more	22	10.4	116	54.7	14	6.6	46	21.7	14	6.6	2.59	.747
The disabled are significantly ready to participate in development projects of the county	24	11.3	54	25.5	16	7.5	104	49.1	14	6.6	3.66	.848

From Table 4.4 it is clear that majority at 67.9% disagreed with the assertion that the disabled significantly participated in development projects of the county. Just 26.4%

agreed and 4.7% were undecided. This implies that there was a problem with the participation levels of the disabled in the county. This result agrees with the World Bank Report (2011) that showed that the disabled persons were significantly left out of many development meetings and endeavors. It further recommends that there is need to do much more to ensure that women with disabilities are mainstreamed into projects that seek to empower women as entrepreneurs and change agents. Expanding equitable opportunities for persons with disabilities is at the core of the World Bank's work to build sustainable and inclusive communities (WHO, 2011; World Bank, 2012).

When the respondents were asked if the disabled participate more than once in a month in development projects of the county, 65.9% disagreed, 30.1% agreed and 4.6% were undecided. This suggests that following lack of participation among the disabled, the frequency of the actual days allocated for participation was lacking too. Komana (2015), disability is a complex, evolving, and multidimensional concept. Currently, it is estimated that 15% of the world population experiences some form of disability, with prevalence rates higher in developing countries. As opportunities for sustainable income generation are directly tied to a person's access to finance, markets, and networks, persons with disabilities usually face significant challenges in accessing these, due to: non-inclusive regulations and policy, lack of resource allocation, stigma and societal prejudice, low educational participation, and inability to access their own communities and city spaces.

Subsequently, when the respondents were asked if there was a specific policy in the county that facilitates the disabled participation, 64.5% disagreed, 27.1% disagreed and 8.6% were undecided. This offers a negative implication that in line with the country's

constitution and its legislation for disability empowerment and participation, the county had no commensurate policy to be used would improve disable readiness to participate in development projects. Komana (2015) had clearly spelt this out when he asserted that disable readiness to participate in development projects should first be anchored in policy and in law. However, the extent of implementation of the said law is always where the problem lies as the preceding results have shown.

On whether the reports from the disabled showed that they wanted to participate even more, 65.3% agreed, 28.1% disagreed and 6.7% were undecided. This suggests that the affected persons, the disabled, felt they needed to participate and offer their invaluable input into the development projects of the county. Literature, in agreement with this result, notes that disability increases the risk of poverty, and the conditions of poverty increase the risk of disability (World Bank, 2012). Yet, little attention has been given to the participation readiness of persons with disabilities. This is of concern given that the participation rates of persons with disabilities are a third to half of the rates for persons without disabilities, with nonparticipation rates as high as 80%-90% in some countries (WHO, 2011). To continue building inclusive cities, research tells us that countries cannot achieve optimal growth by leaving behind a large group of their citizens – persons with disabilities – with economic losses from participation exclusion ranging from 3 to 7 % of the GDP.

Finally, the respondents were asked if the disabled were significantly ready to participate in development projects of the county, 55.6% disagreed, 36.7% agreed and 7.5% were neutral. This implies an appreciation that the disabled had significant challenges, lack of policy, lack of supporting infrastructure and may be illiteracy to contend with first before

they could meaningfully participate in the county's development project initiation and implementation. However, based on reviewed literature the low participation levels experienced by the disabled paints a different picture and something has to be done to remedy it.

4.5 Influence of Infrastructure on PWD Readiness to Participate in Development

The first objective sought to establish the extent to which infrastructure influences persons with disability readiness to participate in development projects. The result on this objective is seen on Table 4.5.

Table 4.5 Influence of Infrastructure on PWD participation Readiness

Statements	SA		A		N		D		SD		Mean	StD
	C	%	C	%	C	%	C	%	C	%		
The county has invested significantly on physical infrastructure conducive to the disabled	12	5.7	46	21.7	10	4.7	132	62.3	12	5.7	2.74	1.15
There are rumps, disability friendly walkways which has made it possible for disability readiness to participate in development projects of the county	14	6.6	50	23.6	10	4.7	128	60.4	10	4.7	2.67	.867
The available infrastructure has significantly helped in PWD readiness to participate in development projects of the county	16	7.5	49	19.5	18	8.5	117	58.8	12	5.7	2.27	.992
There is need to improve on the infrastructure to help in PWD readiness to participate in development projects of the county	22	10.4	116	54.7	14	6.6	46	21.7	14	6.6	2.59	.746

From Table 4.5 it is evident that when the respondents were asked if the county had invested significantly on physical infrastructure conducive to the disabled more than half at 68.1% disagreed with the assertion while 26.5% agreed and 4.7% were neutral. This implies that the county had lagged behind in investing in infrastructure that would support disability readiness to participate. Such infrastructure would include ramps and other access point to ease movement of the disabled. This result is also true for South Africa as Komana (2015) had ascertained via his descriptive survey done to undertake an evaluation of the infrastructural mechanisms available to persons with disabilities in South Africa. He found that accessibility affected disability mainstreaming in the country and he reckons that persons with disabilities require to be given opportunity of access to buildings, special training that may involve the use of friendly machineries.

When the respondents were asked there were rumps, disability friendly walkways which had made it possible for disability readiness to participate in development projects of the county, 65.1% disagreed, 30.2% agreed and 4.7% were neutral. This implies that infrastructural support for the disabled to fully participate in development projects was inadequate. Eide and Instand (2011) used disability case studies from developing countries in Asia and Africa and observed that that the issue of accessibility will continue to affect disability mainstreaming efforts. the studies argued that many government-based organs had not devised rumps and other disability enabling infrastructure and yet they insisted on creating avenues for engagement. The irony is not lost on the present research.

When the respondents were asked whether the available infrastructure had significantly helped in PWD readiness to participate in development projects of the county, 64.5% disagreed, 27.1% disagreed and 8.6% were undecided. This implies that even with the

limited infrastructural support, there were negative indications of no improvement in readiness by the disabled to participate in development projects. The Office of the United Nations High Commission for Human Rights (2012), recognizes accessibility in terms of accessible environment to be instrumental in the realization of the rights of persons with disabilities to independent living and full participation in all areas of life; and thus, there is need to commit to improving infrastructure that supports the disabled.

Finally, on whether there is need to improve on the infrastructure to help in PWD readiness to participate in development projects of the county, 64.1% agreed, 29.3% disagreed and 6.6% were neutral. Tied with the reliability results as represented by the mean and standard deviation results, the sufficiency of infrastructure that supports the disabled is both important and necessary.

4.6 Influence of Level of Education on PWD Readiness to Participate in Development

The second objective sought to explore how education level influences persons with disability readiness to participate in development projects. The result is as seen in Table 4.6

Table 4.6 Influence of Level of Education on PWD Participation Readiness

Statements	SA		A		N		D		SD		Mean	StD
	C	%	C	%	C	%	C	%	C	%		
The Disabled are in my opinion adequately educated	14	6.6	36	17.0	12	5.7	132	62.3	18	8.5	2.52	.616
The Disabled education level is necessary for effective participation in development projects of the county	16	7.5	128	60.4	14	6.6	38	17.9	16	7.6	2.765	1.80
The Disabled need to get more educated if they are to participate in development projects of the county	14	6.6	120	56.6	16	7.5	44	20.8	18	8.5	2.63	.939
A significant number of the Disabled need to improve on development projects knowledge to avoid unscrupulous county managers taking advantage of them.	10	4.7	140	66.0	10	4.7	40	18.9	12	5.7	2.410	.849
Generally, there is high level of Education by the disabled which has made them ready to participate in development projects of the county	16	7.5	40	18.9	14	6.6	134	63.2	8	3.8	2.72	1.65

From Table 4.6, it is obviously true that majority at 70.7% disagreed that the disabled were adequately educated. Just 24.6% agreed and 5.7% were undecided. This suggests

that the education level of the disabled was deemed low and hence unacceptable and thus could be a hindrance to their participation in development projects. Albu (2005) described the importance of linking education, technical ability and knowledge with the capability of the disabled to participate in any endeavor. He noted that education was an empowering indicator that allowed the disabled to meaningfully participate in decision-making. He however noted that inversely, the lack of education created a problem for disabled persons to participate.

When asked if the disabled education level was necessary for effective participation in development projects of the county, a significant 67.9% agreed, and 25.4% disagreed and just 6.6% were undecided. This again implies that the education level of the disabled necessary to make their participation in development projects both meaningful and effective. It is also in line with Albu (2005) who described the importance of linking education, technical ability and knowledge with the capability of the disabled to participate in any endeavor.

On whether the disabled needed to get more educated if they were to participate in development projects of the county, 63.1% agreed, 29.4% disagreed and 7.5% were neutral. This creates the impression that the county staff felt that high education was directly proportionate to the ability of the disabled to be productive in their participation in development projects. Hanko (2015) emphasized in his study in Ethiopia, the importance of educational level, and how this took priority over disability as a constraint on the capability of the specific disabled person. The underlying principle is one of addressing the abilities, needs and preferences of the people or person concerned and only where practical, technology is used to satisfy these needs.

When the respondents were asked if a significant number of the disabled needed to improve on development projects knowledge to avoid unscrupulous county managers taking advantage of them, 70.7% were in agreement, 24.6% disagreed and 4.7% were neutral. In agreement, Houck and Rogers (1994), conducted a study in Virginia and documented factors serving as the basis of creating reluctance towards increased participation efforts for persons with specific disabilities. The results of their study revealed that in spite of the respondents expressing positive outcomes of participation, there is doubt regarding the adequacy of general education disabled persons skills for making needed instructional adaptations for persons with specific disabilities. This means that education or the lack of it was viewed as a hindrance to participation by the disabled persons.

Finally, on whether generally, there was high level of Education by the disabled which had made them ready to participate in development projects of the county, 67.0% disagreed, 21.5% agreed and 4.7% were neutral. This implies that It was the opinion of county staff and disability officials that the education level of the disabled was not high. However, this should not be viewed as a reason to deny participation as already, there are several options available to enhance education and make it possible for the disabled to participate in the county development projects. Monahan, Marino and Miller (2015) found that the majority of public sector managers felt that many disabled persons did not have instructional skills and educational background to meaningfully participate in developmental and other projects. The aspect of attitude by managers could be a hindrance to participation as the reviewed study attests and thus there is need to also look into it keenly.

4.7 Technology and PWD Readiness to Participate

The third objective sought to establish how technology influences persons with disability readiness to participate in development projects. Subsequent result is as seen in Table 4.7

Table 4.7 Influence of technology on PWD participation Readiness

Statements	VGE		GE		M		LE		NA		Mean	StD
	C	%	C	%	C	%	C	%	C	%		
To what extent does lack of appropriate technology negatively influence the disabled readiness to participate in development projects of the county?	12	5.7	132	62.3	10	4.7	42	21.7	12	5.7	2.74	1.15
To what extent do lack of commitment to help disabled with technological resources negatively influence disability readiness to participate in development projects of the county?	10	4.7	128	60.4	10	4.7	50	23.6	14	6.6	2.64	.867
To what extent does lack of disabled persons to learn new technology negatively influence their readiness to participate in development projects of the county?	12	5.7	102	52.8	18	8.5	54	25.5	16	7.5	2.27	.992
To what extent do lack of sufficient avenues to use technology negatively influence disability readiness to participate in development projects of the county?	22	10.4	116	54.7	14	6.6	46	21.7	14	6.6	2.59	.746

From Table 4.7 it is evident that when the respondents were asked to what extent lack of appropriate technology negatively influenced disability readiness to participate in development projects of the county, 68.1% said to a great extent while 26.5% said to a less extent. This implies that Technology was an important element for improving disable readiness to participate in development projects. This is agreed to in literature as Vergragt, (2015) submitted that appropriate technology has been advocated as a solution for development problems but has also gained support as a direction for sustainable technologies. New technologies and organizational sensitivity are expected to provide plentiful and affordable ways for disabled engagement. As an approach to development, appropriate technology transfer not only emphasizes job creation and optimum use of existing skills and resources but also builds on the skills and resources to raise the productive capacity of a community; especially the disabled community.

When the respondents were asked to what extent lack of commitment to help disabled with technological resources had negatively influenced disability readiness to participate in development projects of the county, 65.1% said to a great extent, 30.2% said to a less extent. This suggests that commitment to aid disabled with technological resources to fully participate in development projects was inadequate. According to Akubue (2010), appropriate technology is not meant to be static or promote stagnation but to change as a country achieves progress in its level of development and eventually only environmental sustainability will hasten the eradication of abject poverty, unemployment and inequality among the disabled. he notes that many public-sector organs must robustly invest in technology that would enhance participation and he noted the use of internet as a software technological option and the use of electric wheelchairs, disabled friendly walk-

ins and rumps as some of the technological hardware options that should be considered if the disabled are to participate fully.

When the respondents were asked to what extent lack of disabled persons to learn new technology had negatively influenced their readiness to participate in development projects of the county, 58.4% said to a great extent and 33.1% said to less extent. This implies that even with the limited technological support, there was need to learn the new technology if the disabled were to reap its benefits and participate more meaningfully. Field and Jette (2013) contend that the development of disability technologies is dependent on research as proposed by policy at national level, to become usable and accessible to people with different disabilities. The writers clearly present the need for appropriate technology development and transfer for effective disability participation. It therefore suggests that technology transfer will markedly affect the outcome of any disability participation programme.

Finally, when asked to what extent lack of sufficient avenues to use technology negatively influenced disability readiness to participate in development projects of the county, 64.1% said to a great extent and 29.3% said to a less extent. This attests again to the benefits that accrue out of effective use of technological resources for the disabled. All reviewed studies agree that there is a relationship between technology and the disabled participation. They tend to give a rough generic guide towards full implementation of the disabled participation.

4.8 Resource Availability and PWD Readiness to Participate

The fourth objective sought to establish how resource availability influences persons with disability readiness to participate in development projects. Subsequent result is as seen in Table 4.8

Table 4.8 Resource Allocation and Readiness by the Disabled to Participate

Statements	VGE		GE		M		LE		NA		Mean	StD
	C	%	C	%	C	%	C	%	C	%		
To what extent does the availability of resources required, (physical Financial and human facilities) support the disabled readiness to participate in development projects of the county?	24	11.3	130	61.3	6	2.8	34	16.0	18	8.5	3.62	.782
To what extent do the financial systems and procedures established by the organization support the disabled readiness to participate in development projects of the county?	18	8.5	130	61.3	10	4.7	42	19.8	12	5.7	2.35	1.49
To what extent does IT get utilized for standardization of operations and lowering cost for effective PWD readiness to participate in development projects of the county?	22	10.4	120	56.6	14	6.6	44	20.8	12	5.7	2.38	.909
To what extent are resources available for provision of sufficient budget requirements for PWD readiness to participate in development projects of the county?	18	8.5	36	17.0	10	4.7	128	60.4	20	9.4	2.42	1.39

From Table 4.8, it is clear that as regards the extent the availability of resources required, (physical Financial and human facilities) supported disability readiness to participate in development projects of the county, 72.6% noted to a great extent and the rest said to a less extent. This suggests that availability of resources required, (physical Financial and human facilities) are necessary for disability participation in development projects. Klingebiel and Rammer (2011) demonstrated empirically that the choice of resource allocation strategy affects disabled participation readiness. They further established that a policy of allocating resources to a broader range of projects increases disabled participation readiness, especially if these are truly novel. The effect of greater breadth appears to outweigh that of increased resource allocation per project.

When asked to what extent the financial systems and procedures established by the organization supported PWD readiness to participate in development projects of the county, 69.7% said to a great extent and 26.5% said to a little extent. This suggests that financial resources are necessary for disability readiness to participate in development projects of the county. Harris (2014) indicated that there is a difference in the variety of resources staff receive based on the school they taught and what they perceived as acceptable disabled participation readiness. The main factor was the support from the financial resources

When the respondents were asked to what extent the county maintained financial management systems to ensure proper utilization of funds, accountability, financial monitoring and efficient reporting, all geared towards disability readiness to participate in development projects of the county, 70.8% said to a great extent. This implies that

financial systems and procedures must be adhered to if they are to help the disabled to participate in development projects.

When asked generally, to what extent IT got used to help the disabled participate meaningfully, 68.8% said to a little extent and 25.6% said to a great extent. This implies that there was no effective use of IT to help the disabled participate meaningfully. This is considering that IT is important. This is tied to the results where majority said that to a great extent resources available for provision of sufficient budget requirements for the disabled readiness to participate in development projects of the county was inadequate. Lemarleni, (2017) indicated that there exist both positive and significant correlations between the predictor (resource availability) and dependent variables (disabled participation readiness). Strongest and positive correlations were obtained between resource availability in general followed by financial resource and strategy resource. Technological resource and human resources also registered strong and positive correlations respectively.

4.9 Correlation Analysis

Pearson's Correlation Analysis was used to calculate the significant value of the relationship between the independent variables and the dependent variables. Here, summative scales were employed to generate both regression and correlation results.

The results is as seen on Table 4.9

Table 4.9 Correlations

		Disability Readiness	Infrastructure	Level of Education	Technology	Resource allocation
Disability Readiness	Pearson Correlation	1				
	Sig. (2- tailed)					
	N	212				
Infrastructure	Pearson Correlation	.626**	1			
	Sig. (2- tailed)	.000				
	N	212	212			
Level of Education	Pearson Correlation	.616**	431**	1		
	Sig. (2- tailed)	.000	.000			
	N	212	212	212		
Technology	Pearson Correlation	.553**	.420**	.187**	1	
	Sig. (2- tailed)	.000	.000	.002		
	N	212	212	212	212	
Resource allocation	Pearson Correlation	.703**	.238**	.129	.327**	1
	Sig. (2- tailed)	.000	.005	.000	.000	
	N	212	212	212	212	212

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

Using summative scales, the measures of the correlation analysis was calculated for all the variables of the present study. Wong and Hiew (2005) noted that any correlation coefficient value (r) that is within the 0.10 to 0.29 perimeter is weak, that which is within 0.30 to 0.49 perimeter is medium and that which is within the 0.50 to 1.0 perimeter is strong. Nevertheless, Field (2005), asserted that the correlation coefficient should be 0.8

or below to avoid the challenge of multicollinearity. In the present study, the multicollinearity problem is not there as the correlation coefficient which the highest mark is at 0.703 which is below the 0.8 mark.

Thus, based on Table 4.9, all the independent variables had a positive correlation or relationship with the dependent variable with resource allocation having the highest correlation of ($r=0.703$, $p < 0.01$) followed by infrastructure with a correlation of ($r=0.626$ $p < 0.01$) followed by level of education with a correlation of ($r=0.616$ $p < 0.01$), and finally technology had the least correlation of ($r= 0.557$ $p < 0.01$). This implies that all the variables are statistically significant at the 99% confidence interval level 2-tailed.

4.10 Regression Analysis

The study measuring constructs were largely quantitative in nature and thus regression analysis was the most appropriate tool to use. The predictive power of the independent variables on the dependent variable is the reason regression is used. The results are seen in Table 4.10, 4.11 and 4.12

Table 4.10 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852 ^a	.818	.811	.166

a. Predictors: (Constant), Infrastructure, level of education, technology, resource availability

b. Dependent Variable: Disabled readiness to participate in development projects

From Table 4.10 the R value is .852 which is indicative of a positive direction of the regression results. Basically, R is the correlation of the range between the observed and predicted values that characterize the dependent variable and they range from -1 to 1 (Wong and Hiew, 2005). The coefficient of determination R^2 value was 0.811. This

indicates clearly that 81.1 per cent of the variance in dependent variable (Disable readiness to participate in development projects) was explained and predicted by independent variables (Infrastructure, level of education, technology, resource availability)

Table 4.11 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	252.703	4	47.096	115.391	.000 ^a
	Residual	11.868	226	.604		
	Total	264.571	230			

a. Predictors: (Constant), Infrastructure, level of education, technology, resource availability

b. Dependent Variable: Disable readiness to participate in development projects

The result for the F-statistics ($F = 115.391$) was significant at 5 per cent level ($\text{Sig. } F < 0.05$), which consequently confirms the fitness of the model and hence, there is statistically significant influence of Infrastructure, level of education, technology, resource availability on Disable readiness to participate in development projects

Table 4.12 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.727	.361	.279	7.018	.000
	Infrastructure	.371	.179	.373	5.811	.000
	Level of education	.278	.071	.173	2.566	.004
	Technology	.265	.085	.364	4.333	.000
	Resource Availability	.359	.089	.332	5.169	.000

a. Dependent Variable: Implementation of CIPD

First, the results as seen in Table 4.12, shows the produced t-value of constant ($t = 7.008$)

as significant at .000 per cent level ($\text{Sig. } F < 0.05$), which again confirms the fitness of the

model. Which means that, there is statistically significant influence of infrastructure, level of education, technology, resource availability on Disable readiness to participate in development projects.

Based on the Beta or regression coefficients, and the fact that all their p-values are below 0.05, all the variables, Infrastructure, level of education, technology, resource availability have a positive significant influence on disable readiness to participate in development projects

$$y = .279 + \beta_1 (.373) + \beta_2 (.173) + \beta_3 (.364) + \beta_4 (.332) + e$$

Thus,

Table 4.13 Summary of Hypotheses Testing Results

Hypotheses	Correlation Values	Conclusion
H ₀₁ : Infrastructure does not have significant influence on persons with disability readiness to participate in development projects in Makueni County	r=0.626, p< 0.01	Rejected
H ₀₂ : Level of Education does not have significant influence on persons with disability readiness to participate in development projects in Makueni County	r=0.616, p< 0.01	Rejected
H ₀₃ : Technology does not have significant influence on persons with disability readiness to participate in development projects in Makueni County	r=0.557, p< 0.01	Rejected
H ₀₄ : Resource availability does not have significant influence on persons with disability readiness to participate in development projects in Makueni County	r=0.703, p< 0.01	Rejected

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of findings, the conclusions drawn and the recommendations made thereof. It finally offers the suggestions for further research.

5.2 Summary of Findings

The first hypothesis stated that infrastructure does not have significant influence on persons with disability readiness to participate in development projects in Makueni County. On this infrastructure had a correlation of ($r=0.626$ $p< 0.01$) and regression results ($\beta=.373$, $t=5.811$, $p<0.004$). This is an indication that infrastructure had a statistically significant influence on persons with disability readiness to participate in development projects.

The second hypothesis stated that level of education does not have significant influence on persons with disability readiness to participate in development projects in Makueni County. Here level of education had a correlation of ($r=0.616$ $p< 0.01$) and regression results ($\beta=.173$, $t=2.566$, $p<0.001$). This is an indication that level of education had a statistically significant influence on persons with disability readiness to participate in development projects.

The third hypothesis stated that technology does not have significant influence on persons with disability readiness to participate in development projects in Makueni County. Here technology had a correlation of ($r= 0.557$ $p< 0.01$) and regression results ($\beta=.364$,

$t=4.333$, $p<0.001$). This is an indication that technology had a statistically significant influence on persons with disability readiness to participate in development projects.

The fourth hypothesis stated that resource availability does not have significant influence on persons with disability readiness to participate in development projects in Makueni County. Here resource availability had a correlation of ($r= 0.703$ $p< 0.01$) and regression results ($\beta=.332$, $t=5.169$, $p<0.001$). This is an indication that resource availability had a statistically significant influence on persons with disability readiness to participate in development projects.

5.3 Conclusion of the Study

Based on the objectives and findings of the study, the following are the conclusions

Based on the first objective, the county had not invested significantly on physical infrastructure conducive to the disabled and there were no ramps, disability friendly walkways which had made it difficult for disability readiness to participate in development projects of the county. Also, the inadequate infrastructure had significantly not helped in PWD readiness to participate in development projects of the county. Finally, there is need to improve on the infrastructure to help in PWD readiness to participate in development projects of the county. It can thus be concluded that inadequate disabled supporting infrastructure had a significant negative influence on person with disability readiness to participate in development projects in Makueni County.

Based on the second objective, the disabled were not adequately educated and their level of education was necessary for effective participation in development projects of the

county. Further, the disabled needed to get more educated if they were to participate in development projects of the county. Also, a significant number of the disabled needed to improve on development projects knowledge to avoid unscrupulous county managers taking advantage of them. Finally, there was a significantly low level of education by the disabled which had made them not ready to participate in development projects of the county.

It can thus be concluded that lack of adequate level of education on the part of the disabled had a significant negative influence on person with disability readiness to participate in development projects in Makueni County.

Based on the third objective, it is evident that lack of appropriate technology, lack of commitment to help disabled with technological resources; lack of disabled persons to learn new technology and lack of sufficient avenues to use technology had negatively influenced disability readiness to participate in development projects of the county. It can thus be concluded that lack of disable supporting technology had a significant negative influence on person with disability readiness to participate in development projects in Makueni County.

Based on the fourth objective, it is clear that unavailability of resources required, (physical Financial and human facilities) coupled with lack of effective financial systems did not support disability readiness to participate in development projects of the county. It can thus be concluded that unavailability of resources had a significant negative influence on person with disability readiness to participate in development projects in Makueni County.

5.5 Recommendations of the Study

Based on the objectives and conclusions, this study recommends;

The county government of Makueni should invest in disabled supporting infrastructure like ramps, conducive staircases and other resources to ease persons with disability participation in development projects. This should be done in line with both the constitution and the supporting county policies geared to improve disabled participation.

The county government management should empower the disabled with training opportunities and literacy classes to help them have the ability to understand development plans and projects. This will help the disabled to conceptualize the issues better and have a meaningful participation in the county development projects

The County management should invest in disabled supporting technology that would enhance both access and also ease persons with disability participation in development projects. This adoption of technology should be tied to training of the disabled on its usage.

The county government management should allocate all necessary resources to enable person with disability participation in development projects. Such resources should include human, financial and physical resources that support disability inclusivity in county affairs.

The government through the Ministry of Devolution and Planning should improve on its devolution policy to further fortify the disabled participation in development plans.

5.6 Suggestions for Research

This study recommends that further research be done in the succeeding areas:

1. Further research should be done on Monitoring and evaluation of disability participation in the county
2. On the methodology employed, this study may not be generalized to other counties due to their different situations and so a similar study can be done in other geographical areas.

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APPENDICES

APPENDIX I: Introduction Letter

RE: Introduction Letter

Dear Respondent,

This academic questionnaire is prepared purposely to assist in collecting data relating to factors influencing the disabled readiness to participate in development projects. As one of the key identified respondents/informants, you are hereby requested to complete it. Any information given with respect to this request shall be treated with strict confidentiality and will only be used for the intent aforementioned. Please answer all questions correctly and honestly.

Yours Sincerely,

Bernardetta Kithuka

APPENDIX II: QUESTIONNAIRE

Q/No:.....

Kindly indicate your consent prior to completion.

I agree I disagree

PART ONE-DEMOGRAPHIC DATA

1. Please indicate your gender

(a) Male [] (b) Female []

2. Please indicate your age

(a) 18-25 years [] (b) 26-35 years [] (c) 36-45 years []
(d) 46-55years [] (e) Over 55 Years []

3. Please indicate your highest level of education attained

(a) KCSE [] (b) Certificate [] (c) Diploma [] (d) Degree [] (e) Masters [] (f) PHD
[]

4. How many years have you worked at your work?

[] Below 5 [] 5-10
[] 10 -15 [] 15, and above

PART B- PWD readiness to participate

5. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below

SA-Strongly Agree(5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA	A	U	D	SD
	5	4	3	2	1
The disabled significantly participates in development projects of the county					
The disabled participates more than once in a month in development projects of the county					
There is a specific policy in the county that facilitates the disabled participation					
The reports from the disabled show that they want to participate even more					
The disabled are significantly ready to participate in development projects of the county					

6. In your opinion, are there any other issues that influence disability readiness to participate in development issues at your County? (yes) (No)

Please comment

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PART C- Infrastructure and PWD readiness to participate in development projects of the county

7. To what extent do you consider the following statements as true ? (Kindly tick the relevant box for each).

SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA 5	A 4	U 3	D 2	SD 1
The county has invested significantly on physical infrastructure conducive to the disabled					
There are ramps, disability friendly walkways which has made it possible for disability readiness to participate in development projects of the county					
The available infrastructure has significantly helped in PWD readiness to participate in development projects of the county					
There is need to improve on the infrastructure to help in PWD readiness to participate in development projects of the county					

PART D- Level of Education and PWD readiness to participate

8. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below

SA-Strongly Agree(5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA	A	U	D	SD
	5	4	3	2	1
The Disabled are in my opinion adequately educated					
The Disabled education level is necessary for effective participation in development projects of the county					
The Disabled need to get more educated if they are to participate in development projects of the county					
A significant number of the Disabled need to improve on development projects knowledge to avoid unscrupulous county managers taking advantage of them.					
Generally, there is high level of Education by the disabled which has made them ready to participate in development projects of the county					

9. What other Education issues influence the disabled readiness to participate in development projects of the county? Please comment

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PART E- Resource availability and PWD Readiness to Participate

10. To what extent do you consider the following resource availability issues affect your organization in implementing monitoring and evaluation? (Kindly tick the relevant box for each).

1= Not at all, 2= Less extent 3= Moderate, 4= Great Extent, 5= Very Great Extent.

	VGE	GE	M	LE	NA
	5	4	3	2	1
To what extent does the availability of resources required, (physical Financial and human facilities) support disability readiness to participate in development projects of the county?					
To what extent do the financial systems and procedures established by the organization support disability readiness to participate in development projects of the county?					
To what extent does the county maintain financial management systems to ensure proper utilization of funds, accountability, financial monitoring and efficient reporting, all geared towards disability readiness to participate in development projects of the county?					
To what extent does IT get utilized for standardization of operations and lowering cost for effective disability readiness to participate in development projects of the county?					
To what extent are resources available for provision of sufficient budget requirements for disability readiness to participate in development projects of the county?					

11. What other resource availability issues influence the disabled readiness to participate in development projects of the county? Please comment

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PART F- Technology and PWD readiness to participate

12. To what extent do you consider the following technology issues affect disability readiness to participate in development projects of the county? (Kindly tick the relevant box for each).

1= Not at all, 2= Less extent 3= Moderate, 4= Great Extent, 5= Very Great Extent.

	VGE	GE	M	LE	NA
	5	4	3	2	1
To what extent does lack of appropriate technology negatively influence disability readiness to participate in development projects of the county?					
To what extent do lack of commitment to help disabled with technological resources negatively influence disability readiness to participate in development projects of the county?					
To what extent does lack of disabled persons to learn new technology negatively influence their readiness to participate in development projects of the county?					
To what extent do lack of sufficient avenues to use technology negatively influence disability readiness to participate in					

development projects of the county?					
What is the extent of technological adoption conducive for the disabled in the county?					

13. What other Technology issues influence the disabled readiness to participate in development projects of the county? Please comment

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