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EFFECT OF EDUCATIONAL ON EMPLOYMENT OPPORTUNITIES FOR PEOPLE LIVING WITH DISABILITIES IN SELECTED UNIVERSITIES IN KENYA

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ABSTRACT

All over the world, reports from different organizations say that people living with disabilities (PLWDs) are underemployed. In Kenya besides many organizations lobbying for the increased employment of PLWDs, amplified by the constitution that at least 5% elective positions must be spared for (PLWDs) there is lower rate of employment. For example the entire cabinet and parastatal secretaries of about twenty six people only one is disabled. The empirical review has pointed out that education has affected negatively on people with disability employment; the employer stereotype also has made it difficult for PLWDs to attain jobs. The literature revealed that the organizational culture is of dare consequences as it may work against the advantage of the disabled, also inaccessibility inhibit Disabled employees from accessing organizational facilities. The employer perception in the literature shows that employers view people living with disabilities as costly. The objective of the study investigated the challenges facing employment opportunities for PLWDs while the specific objective investigated; the effect of education on employment opportunities for People Living With Disability. The target population was all People Living with Disability employees in selected Universities in Kenya and associations of People Living with Disabilities in Kenya. The sample size was all employees living with Disabilities and all members of the association of People Living with Disabilities in Murang'a County. The findings were presented in tabular form. Both Descriptive statistics i.e. mean standard deviation, skewness, kurtosis and inferential statistics i.e. Correlation, Regression, ANOVA models were used to analyze the findings. The findings showed that People Living with Disabilities do not secure employment opportunities due to: lack of required Education and Skills. The study recommended that for people living with disabilities to increase their employment opportunities, their Educational level, working experience have to be enhanced.

KEYWORDS

employment opportunities, people living with disabilities.

INTRODUCTION

 ne billion people, or 15 percent of the world's population, experience some form of disability. One-fifth of the estimated global total, or between 110 million and 190 million people, encounter significant disabilities. Persons with disabilities on average as a group are more likely to experience less employment, World Bank (2014). Many countries in the world have passed laws directed towards equal employment opportunities for the people living with disabilities in the labour market; however, employment disparities are persistent, even in industrialized countries.

Disability and Employment statistics for people with disabilities in high income countries are not only unreliable due to insufficient data, incompatible disability definitions and statistical biases; they are also plagued by huge differences in employment definitions Sarpong (1974). Employment statistics for people with disabilities are virtually non-existent in developing countries. Nevertheless, the existing evidence suggests that lack of employment opportunities for people with disabilities in high income countries are extremely high, and that unemployment rates for people with disabilities in developing countries are at least as high or higher Wright (1960). In the United States, only 14.3 million of an estimated 48.9 million people with disabilities were reported to be employed in 1991-92 in Austria, where people with disabilities must register, only 69% of those who registered were reported to be employed in 1994.

In 1996, it was estimated that no more than 30% of the disabled people in Belgium were employed. Only 48.2% of the disabled people in Canada were reported to be employed in 1991, with 51.8% either unemployed or "not in the labor force Lippman (1972). Society's documented interest in disability dates back to the early study and practice of Medicine, as medical scholars and practitioners developed strategies to prevent and overcome impairments that occur due to sickness and injury Thomas (1957). Within this narrow context, a disability was defined as an impairment or disturbance at the level of the body, a medical problem to be either prevented or corrected. Disabled people with disabilities that could not be corrected were viewed by society as pitiable and lacking in social and economic potential. As a class, they tended to be included in early European welfare policies among "the worthy poor" deserving of alms Franzen Bjorn (1990).

GLOBAL PERSPECTIVE

In general, disabled are less valued in the world of work as shown by lack of equity in participation, pay, the kind of jobs they have, and the positions they hold. Studies conducted across the globe using both micro Blau & Kahn, (2003) and macro data Azmat *et al* (2006) United Nations Economic Commission for Europe UNECE (2008) have converging findings regarding people living with disabilities employment disparities. For instance, Blau and Kahn (2003) investigated the people living with disability employment gap in 22 countries across the globe. The data were extracted from the International Social Survey Program between 2000 and 2010 and include countries such as the United States, Britain, Canada, Japan, Germany, The Netherlands, and Russia. The discrimination gap averaged between 44 and 84%. The study outcome revealed the following gender pay gaps: United States (40%), Britain (37%), Japan (85%), and Slovenia (44%).

Apart from people living with disability being underrepresented in the world of employment, studies have shown they are also underrepresented in official and managerial positions while they are overrepresented as sales, clerical, and service workers. The UNECE (2008) found that, except for the United States and Lithuania, where the proportion of PLWDs legislators, managers, and senior officials was rather high (54 and 47%, respectively), the rest of Europe and North America has a clear majority of PLWDs among legislators, managers, and senior officials. Trends in Europe and North America also show that PLWDs are less likely to be employed or self-employed, and no country within 18 the UNECE has attained a 5% proportion of PWDs among employees (UNECE, 2008).

Despite the awareness of employment disparities and the need for equal pay for equal work, disparities in employment persist, with PWDs being disadvantaged. Inadequate human capital, low participation rate in the labor force, and discrimination are attributed to the predicament of women in the labor force (Azmat et al., 2006). In Africa particularly Tanzania and Kenya have entrenched in their constitutions law that compel the employer to at least set a site 3% and 5% plus progressive employment opportunities for people living with disabilities, Constitution of Tanzania and Kenya (2010) respectively.

THE REGIONAL PERSPECTIVE

Variations in the treatment of persons with disabilities are manifest in Africa as in other parts of the world Amoako (1977). Among the Chagga in East Africa, the physically handicapped were perceived as pacifiers of the evil spirits. Hence, care was taken not to harm the physically handicapped. Among the citizens of Benin (formerly Dahomey in West Africa), constables were selected from those with obvious physical handicaps. In some communities in Benin, children born with anomalies were seen as protected by supernatural forces. As such they were accepted in the community because they were believed to bring good luck Wright (1960). Nabagwu (1977) observed that among the Ibo of Nigeria, treatment of persons with disabilities varied from pampering to total rejection.

Diversifications in perception of persons with disabilities exist in Ghana as they do in other places in Africa. Among the Ashanti of central Ghana, traditional beliefs precluded men with physical defects, such as amputations from becoming chiefs. This is evident in the practice of destooling a chief if he acquires epilepsy Sarpong (1974). Children with obvious deviations were also rejected. For instance, an infant born with six fingers was killed upon birth. Severely retarded children were abandoned on riverbanks or near the sea so that such "animal-like children" could return to what was believed to be their own kind Danquah (1977). In contrast, the Ga from Accra region in Ghana, treated the feeble-minded with awe. They believed the retarded were the reincarnation of a deity. Hence, they were always treated with great kindness, gentleness and patience (Field 1937).

Franzen Bjorn (1990) observed that in some communities in Kenya and Zimbabwe, "a child with a disability is a symbol of a curse befalling the whole family. Such a child is a "shame" to the whole family, hence their rejection by the family or the community. Children who are met by those beliefs and attitudes can hardly develop to their full potential: "They get less attention, less stimulation, less education, less medical care, less upbringing and sometimes less nourishment than other children." Franzen Bjorn (1990). Thomas (1957) sees societal perceptions and treatments of persons with disabilities within cross-cultural settings as a kaleidoscope of varying hues that reflect tolerance, hatred, love, fear, awe, reverence and revulsion. The most consistent feature in the treatment of persons with disabilities in most societies is the fact that they are categorized as "deviants rather than inmates by the society." Lippman (1972).

STATEMENT OF THE PROBLEM

Wilkins (2013) established that majority of people with disabilities unemployed, improvement in the last decades has been below targets and expectation. Kwek a (2010) revealed that employment of people with disabilities have improved only marginally and continue to be a serious concern for economic and social policy alike, but his study is questionable for generalization since the population used was 197, while his sample size was only 26 people living with disabilities and only involved people from just Dar-es salaam.

Another study by Mkumbo (2012) established that people living with disabilities do not get employment opportunities easily because of lack of education. Makwena (2012) established that people living with disabilities especially people on wheel chairs do not access employment opportunities due to their nature as they cannot utilize the organizational facilities in many of the country's buildings.

In the study carried out on employment opportunities among the ethnic communities in the Kenyan Universities and colleges, it was found that only Egerton University, Technical University of Mombasa, and Multimidia University had complied with the National cohesion and integration Act (2008) by employing less dominant ethnic groups in their regions, since people with disabilities are part of affirmative issues, then one is left to wonder why the rule of ethnicity balance in employment has been complied to but why not disability rule? Charles, J. (2015). Reported that there is an increase in unemployment for people living with disabilities. Daily Nation (2015). Multimidia University, Rongo University Colloge, and Kibabii University College advertised job vacancies and clearly indicated that people living with disabilities are encouraged to apply. In Kenya besides the constitution guideline of at least 5% plus progressive employment opportunities, according to National council for people living with disabilities less than 2% of the employment positions are occupied by persons with disabilities NCPWD (2013). Scanty research has been done on challenges facing employment opportunities for people living with disabilities. Therefore the gap exist as there is scanty research on challenges facing employment opportunities for people living with disabilities, these triggered the need for investigation into the challenges facing equal employment opportunity for people living with disabilities in Kenya to address the gap.

OBJECTIVES

GENERAL OBJECTIVE

To investigate the challenges facing employment opportunity for people living with disabilities in selected Universities in Kenya

SPECIFIC OBJECTIVES

To find out how stereotype affects employment opportunities for people living with disabilities.

RESEARCH HYPOTHESES

H₀₁ Stereotype does not affect employment opportunities for people living with disabilities

JUSTIFICATION OF THE STUDY

- i. The republic of Kenya will benefit from the findings as the problems inhibiting employment of disabled is known and the corrective measures have been recommended on how to increase employment of the people living with disabilities.
- ii. Researchers and Scholars in the field of disabilities will benefit from the findings it adds knowledge in the academic field.
- iii. The Human Resource Managers will benefit from the study as they can utilize the recommendations of the study to solve employment problems of the people living with disabilities at workplace.
- iv. The National Council for People Living with Disabilities will benefit as they will utilize the findings of study to champion for the rights of people living with disabilities.

SCOPE OF THE STUDY

There are many factors that affect employment for people living with disabilities. The study concentrated on how Skills, Stereotype, Employer perception, Organizational Culture, and Organizational facilities affect the employment opportunities of the Blind, the Deaf, and the physically handicapped. The study was conducted among the public Universities in Nairobi County as these Universities have the largest population of employees hence the findings from the institutions can be generalized as true representative of the people living with disabilities and unemployed PLWDs in Murang'a County between February and April 2015.

LIMITATION OF THE STUDY

There are some factors that limited the comprehensive coverage of the study. One of the difficulties encountered was the release of information; the respondent were not willing to give correct information as they feared repercussions, however the study overcame the problem as the respondents were assured that the information given was confidential and was to be used only for purposes of academic. The other problem was communication barrier especially when dealing with people that have hearing impairment, however problem was overcame by the help of specialist in sign language

BANDURA'S SOCIAL LEARNING THEORY

According to Bandura,(1978) people learn through observing others' behavior, attitudes, and outcomes of these behaviors. The person learns human behavior by observation through modeling: from observing others, one can form idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Through Social learning theory behavior can be enhanced in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences.

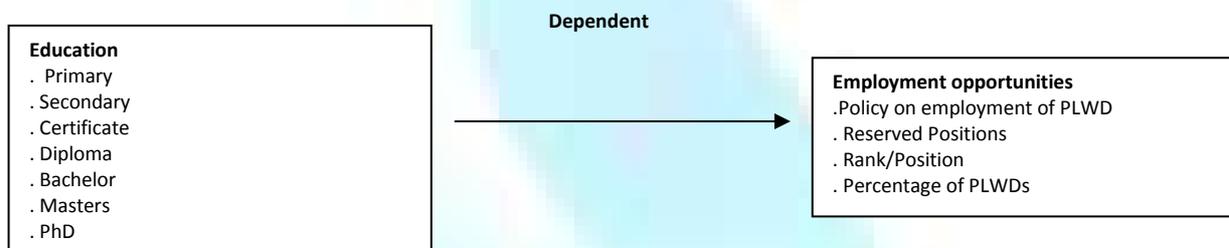
Employment opportunities are enhance by the level of Skills one has acquired (Millington, *et. al.*, 2000), Skills are necessary for people to perform duties and tasks better. Some of the skills identified are job knowledge/production Skills which affects the person's ability to get the job done. The other Skill was social and emotional coping Skills, the social Skills affects the ability to get along with coworkers and supervisors and to cope with stress in the workplace (Greenwood & Jackson, 2007). The other type of Skill was trainability/task flexibility Skills a worker has affects his or her ability to learn new Skills and to be flexible in taking on new tasks and being where you are supposed to be when you are supposed to be there, these leads to motivation/satisfaction.

The theory is important to the study as it shades light on how skills can be learned through observation and modeling of what has been seen and heard. The theory address independent variable Skills as it highlights how people with disabilities will attain Skills through learning behavior and environmental influence which in turn enhances the employment opportunities for people living with disabilities in the current turbulent job market that require one to be equipped with necessary Skills in order to have competitive edge over the ever swelling number of competitors for the fewer chances that surface up.

CONCEPTUAL FRAMEWORK

A conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2008). In this context, Orodho posits, a conceptual framework is a hypothesized model identifying the concepts or variables under study and showing their relationships. Kothari (2009) defines a variable as a concept that can take different quantitative value such as weight, height, or income. Mugenda (2008), on the other hand, defines a variable as a measurable characteristic that assumes different values among units of specific population.

The conceptual Framework below shows that education which is the level attained in the learning institution e.i. Level of Education/Training, Experience, Professional Training, Area of Training (technical, social), stereotype is the general assumption about certain category of people i.e. shy/distant, dependent/noncompetitive, bitter/unhappy, and ingressive. Organizational culture is the way things are used to be done here i.e. high performance, equity, bureaucracy and organizational facilities i.e. Availability of ramps & lifts, Designated parking bays, Toilet facilities, Installation of Braille which are the dependent variables have influence on employment for the disabled people which is the dependent variable. Employment is in terms of the position one is holding in the organization i.e. Number of PLWD, Rank/Position, Reserved Positions, Policy on employment of PLWD etc.



EDUCATION

Education is crucial in the acquisition of functional skills. For the individual, among other factors, knowledge, skills and competencies acquired through education are vital for effective labor market participation. Citing Lau, *et al.* (1991) Wodaj (2002) espoused that among others, education enhances the ability of an individual to perform standard tasks as well as learn to perform new tasks. The author further indicated that education improves the ability of the individuals to deal with information and communication and higher levels of education has been identified with innovation in production technology. Linking the positive effect of human capital improvement through education to employability, Fasih (2008) argued that education is critical in preparing individuals to enter the labor market, as well as equipping them with the skills to engage in lifelong learning experiences. The literature shows that different levels and kinds of education have different effects on the probability of being employed. A research by Kuepie *et al.* (2006) in seven major cities of the West African Economic and Monetary Union (WAEMU) - Abidjan, Bamako, Cotonou, Dakar, Lomé, Niamey and Ouagadougou - show that unemployment rates were lower (14.6%) for individuals without minimum level of education. The authors also observed that unemployment rates are higher among individuals (20% to 21%) with completed primary to secondary education. The rate however drops slightly to 19 percent among individuals who have completed at least a year of higher education (Kuepie *et al.* 2006). It has been observed that the incidence and duration of unemployment are also influenced by level of education. Riddell and Song (2011) cite a number of studies which show that higher level of education shortens the duration of unemployment by improving re-employment rate. In the European Union (EU) for instance, it is argued that once in the labor market, the more educated have less than half the chance of being unemployed relative to the less educated (Psacharopoulos, 2007). The above notwithstanding, some arguments have questioned the actual effect of 124 African Sociological Review 16(1) 2012 education on employment. This is typified by the argument by Riddell and Song (2011) that the correlations between education and unemployment incidence and duration are likely to be confounded by the endogeneity of education. In addition to influencing employability, available literature also suggests that education also affects sector of employment. Thus whether an individual will work in the formal or informal sectors is also partly determined by educational attainment. Kuepie *et al.* (2006) identified a close link between educational attainment and formal and informal sector employment in a survey of seven WAEMU cities. Kuepie *et al.* (2006) found that as many as 91 percent of the employed workers who did not start or complete primary school worked in the informal sector. However, informal sector participation appeared to diminish as education attainment increases. The same survey showed that among the employed persons with completed primary schooling, 75 percent are engaged in the informal economy while 50 percent of those with completed middle school are working in the informal sector. For those with some higher education, only 19 percent were engaged in the informal sector. The above observation by Kuepie *et al.* (2006) is corroborated by Baah (2007) who stated that there is some association between illiteracy and informality. According to him, people with no formal education are more likely to engage in informal economic activities as a coping mechanism. Low levels of education in Ghana and other African countries partly explain the high level of informality in such countries (*ibid*). In addition to the above, the kind of education has also been identified as one of the determinants of formal or informal sector participation. In Abidjan, Bamako, Cotonou, Dakar, Lomé, Niamey and Ouagadougou, Kuepie *et al.* (2006) observed that although level of education influences formal sector participation, the type of education also has an important effect on formal sector participation. In the seven WAEMU cities the authors observed that while only 37 percent of the individuals who had vocational training worked in the informal sector, about half of their counterparts who attained an equivalent level in the secondary system worked in the informal sector. Similarly, in the Nigerian capital, an estimated 82 percent of the workers with vocational training work in the formal sector (*ibid*). The forgoing shows the critical rule that education plays in labor market outcomes of individuals. The above elucidates that not only does education influence the employability of individuals but it also determines the sector of employment. In addition to influencing employability, education is also identified as vital in the determination work earnings.

RESEARCH METHODOLOGY

RESEARCH DESIGN

The study adopted descriptive design. Descriptive research determines and reports the way things are Mugenda and Mugenda (2003). This design was chosen because it helps to gain more information about the dependent variables (Organizational Culture, Education, Employer perception, Stereotype and Organizational Facilities) and independent variable (Employment Opportunities) of the study. The data that generated from this design helped to establish the relationship between challenges and employment opportunities of disabled persons.

The population is defined as including all people or items with the characteristics one wishes to understand, Mugenda & Mugenda (2004). The study used representative sample (subset) of the population Jagger, (2009). The population in the study was 14,600 people which included all employees with disabilities in the three Universities i.e. Kenyatta University, Technical University of Mombasa and University of Nairobi, the human resource managers in these Universities and unemployed people living with disabilities in the Murang’a PLWDs association. The target population was people living with disabilities as they can give their views concerning how they are discriminated against during recruitment and selection. The study also chose human resource managers since they are the custodians of all the records concerning employees and also they are in charge of recruitment and selection, so they can give detailed information on how they arrive at the right person and why the number of people with disability is small in their organizations. The unemployed PLWDs gave valuable information as to why they are unemployed.

The sample frame in the study was 742 people which were a combination of Universities staff and unemployed PLWDs in Murang’a association of PLWDs. The frame gave a large number of people from which the more effective and efficient number to work with was drawn. The study used stratified sampling technique to incorporate people living with disabilities from selected Universities who are employed and those from Murang’a association of PLWDs who are unemployed; this ensured that comprehensive information was collected. The sample size was 191 people living with disabilities which was 25.7% of the target population. The collection procedure was drop and pick; questionnaires were dropped and picked upon agreed time period with the respondent. The permission for the study was sought from the top Management before administering the questionnaires. The researcher also provided explanation on issues that were not clear to the respondent before the respondents were left to complete the forms at their convenient time.

RESULTS

Fowler (1994) defines the response rate as the extent to which the final data set includes all sample subjects and it is calculated as the number of people with whom interviews are completed, divided by the total number of people in the entire sample, including those who refused to participate and those who were unavailable, multiplied by 100. A total number of 191 instruments were administered to all the sample size. From table 4.1 it shows that only 120 respondents filled the questionnaires making a percentage of 62.8%. Babbie (2002) observes that in descriptive research, a response rate of above 50% is adequate for analysis. A response of 62.8% in the study was considered very adequate.

EDUCATION AS A CHALLENGE FACING EMPLOYMENT OPPORTUNITIES FOR PEOPLE LIVING WITH DISABILITIES

In this study it shows that Education have an effect on employment opportunities as it is indicated by the $R^2=0.137$ meaning 13.7% change in employment opportunities can be explained by unit change in Education. This study yielded same results as those of Fasih (2008) *et al* (2012) and that of Wodaj *et al* (2002). We can confidently conclude that Education enhance employment opportunities for people living with disabilities. The equation for regression of Education on employment opportunities is as shown below:

$$Y = \beta_0 + \beta_1 X_1 + e$$

$$Y = \beta_0 + 0.137 + 0.849$$

TABLE 2: MODEL SUMMARY FOR EDUCATION CHALLENGES FACING EMPLOYMENT OPPORTUNITIES FOR PLWDs

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	.124	.849

a. Predictors: (Constant), Education

H_{01} the level of Education does not affect employment opportunity for people living with disabilities at significance level of 0.05, the outcome shows that significance level of 0.002 which is less than 0.05 meaning we reject the null hypothesis and conclude that Education has an effect on determining employment opportunities for people living with disabilities.

The study investigated the challenges facing employment opportunities for the people living with disabilities with an assessment of individual skills and work environment. Especially the study focused on educational level of individuals. The conclusions relate directly to specific objectives and the recommendations refer to the suggestions for further study or proposal for change or both. Each recommendation traces directly to each conclusion.

FINDINGS

The literature showed that employment opportunities for people living with disabilities are affected by various challenges. In the organizations studied, employment opportunities for people living with disabilities are lower than expected. The study examined a population of three thousand people in University of Nairobi, Kenyatta University, Technical University of Mombasa, and Murang’a Association of people living with disabilities. Stratified random sampling technique was used to select one hundred and fifty (150) people for investigation, this was to ensure that even number of respondents are given chance to participate. The study was conducted by use of questionnaires. Out of 150 people only 120 responded giving a response rate of 80%. The instruments were pilot tested and analyzed for reliability and validity using Cronbach’s Alpha formula. Confirmatory factor analysis to reduce the factors was also used. This confirmed the conceptual framework of the study, SPSS version 17 was used as the statistical tool for analysis all through the study. The data was analyzed and using descriptive and inferential statistics. Scatter plots were visually examined to check whether linear regression relationships existed after which linear regression was done to establish the magnitude and direction of relationship. Multi regression was used to test the combined effect of all the independent variables to the dependent variables. The study found that education has effect on employment opportunities for people living with disabilities.

RECOMMENDATIONS

The study therefore recommends that Skills for people living with disabilities should be improved; the educational qualifications must be increased by acquiring more education standards. This can be achieved through enrollment to higher education studies. The professionalism can be acquired through enrollment to professional courses; the technical qualifications can be attained by enrolling into technical courses.

AREAS FOR FURTHER RESEARCH

Due to constraints highlighted in the study, it was not exhaustive of all the challenges facing employment opportunities for people living with disabilities. Research should be conducted to establish other challenges that influence employment opportunities for people living with disabilities since only 67.5% of the employment opportunities were covered by the five independent variables, meaning that the 32.5% of the unexplained influence have to be accounted for by the next research. The other disabilities like Hyper, HIV/AIDS, and Slow learners should be conducted.

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