

**PUBLIC PERCEPTION, DETERMINING FACTORS AND MITIGATION MEASURES  
FOR PHYSICALLY CHALLENGED LEARNERS ACADEMIC ACHIEVEMENT IN  
INCLUSIVE PUBLIC SCHOOLS IN KITUI WEST DISTRICT, KITUI COUNTY.**

**BY**

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## **ABSTRACT**

This study examined the determining factors influencing academic achievement of physically challenged learners in inclusive public schools in Kitui West District. This was aimed at suggesting mitigation measures which can be undertaken by various stakeholders in education sector to improve their academic achievement. The study was carried out in ten inclusive schools located in Tulia, Katutu, Kauwi and Musengo educational zones. The researcher used survey design in carrying out the research. The target population was 98 physically challenged learners, 66 parents/guardians and 34 teachers while the sample size was 30 learners, 20 parents and 10 teachers. Schools and learners for the study were selected purposively while the teacher and parents were selected randomly. The researcher used structured and unstructured questionnaires as the data collection tools. Before embarking on data collection, all logistical procedures were considered such as acquiring research permit and having adequate research instruments. Statistical Package for Social Sciences (SPSS) version 16.0 was used in analyzing the data for accuracy and efficiency. Collected and analyzed data was presented using frequency tables and charts. For the inferential statistics, Pearson's correlations coefficient and regression were used. The researcher found out main factors influencing academic achievement of the physically challenged learners were society's wrong perception and negative attitude, inadequate human and material resources an unfriendly learning environment and severity of the disability. The mitigation measures which were highly recommended by the respondents so as to improve the academic achievement of the physically challenged learners included structural changes in the institutions, provision of adequate resources, and psychological intervention to boost the learner's self-esteem and change of society's attitude and perception towards the physically challenged learners. The researcher suggests that further studies to be carried out to ascertain how legal provisions in both the general public and the education sector can be improved so as to make inclusive education effective ,efficient and a reality.