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## INFLUENCE OF PHYSICAL RESOURCES ON RETENTION OF PUPILS WITH DISABILITIES. A CASE OF MAINSTREAMED PRIMARY SCHOOLS IN BOMET COUNTY, KENYA

### ABSTRACT

Low retention of pupils with disabilities is a significant problem in the educational system in Kenya. This research, therefore, sought to investigate the influence of physical resources on retention of pupils with disabilities in mainstreamed primary schools in Bomet County, Kenya. This study was embedded on Systems Theory by Bertalanffy. It adopted correlational research design targeting 840 teachers and head teachers from the county. Yamane's table was used to get a sample size of 278 teachers. Positivism paradigm was applied as the research philosophy. Multi-stage sampling procedure was applied. The findings of the study revealed that physical resources significantly influenced retention of PWDs by  $r = 19.2\%$  ( $p < 0.05$ ) or ( $\beta = 0.192$ ). The study also reports positive and statistically significant relationship between physical resources and retention of pupils with disabilities ( $r = 0.828$ ,  $p < 0.05$ ). The study, therefore, concludes that availability of resources remain a major factor that promotes retention of pupils with disabilities. This means that when physical resources are provided to pupils with disabilities, the retention of pupils with disabilities in mainstreamed schools improve. However, lack of these resources has been proven through the findings of this research that they cause drop out of PWDs from their mainstreamed schools. The study recommended that physical resources such as classrooms, toilets, dining halls, dormitories, laboratories and libraries in order to promote retention of pupils with disabilities be provided by school administrators.

Keywords: Physical Resources, Retention, Pupils with Disabilities, Mainstreamed Schools

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