

**TELEVISION FRAMING OF INTELLECTUAL
DISABILITY AND INVOLVEMENT OF LEARNERS IN
INCLUSIVE EDUCATION IN NAIROBI COUNTY**

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**Television Framing of Intellectual Disability and Involvement of
Learners in Inclusive Education in Nairobi County**

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the Degree of Doctor of Philosophy in Mass Communication of the
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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

I dedicate this work to my late mother, Catherine Kadi Lidubwi, a phenomenal woman who taught me to love, to laugh and to be strong to surmount all challenges in my pursuit for greatness.

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LIST OF ACRONYMS AND ABBREVIATIONS

CA	Communication Authority of Kenya
CWD	Children with Disabilities
CRPD	Convention on Rights for Persons with Disabilities
OPDs	Organizations of Persons with Disabilities
KBC	Kenya Broadcasting Corporation
KTN	Kenya Television Network
PWD	People (Persons) with Disabilities
NACOSTI	National Commission of Science Technology and Innovation
NCPWD	National Council for Persons with Disability
TV	Television
IDPWD	International Day of People with Disability
UNCRPD	UN Convention on Rights for Persons with Disabilities
WHO	World Health Organization

OPERATIONAL DEFINITION OF KEY TERMS

The study will restrict itself to the following definitions for its framework:

Abled Differently The term abled differently is an alternative to terms like disabled or handicapped, on the grounds that it gives a more positive message and so avoids discrimination towards People with Disabilities (Sefotho & Leshota, 2020).

Cultural dynamics It refers to as the stability and the change in how cultural information is spread in a human population in relation to traditions, customs, beliefs and attitude toward the marginalized groups in the society (Masolo, 2002).

Framing It refers to the attention that media focuses on certain events and then places them within a field of meaning (Pavelka, 2014).

Inclusive Education It means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about the development and design of our schools, classrooms, programmes and activities so that all students learn and participate together (Inclusive Education Canada, 2020).

Intellectual disability It is a disability that affects the way an individual learns, communicates and undertakes everyday activities (Mulovhedzi et al., 2023).

Mainstream media It refers to a wide-reaching circulation that generally results in what media consumers are likely to find, in

this case Radio, Television and Newspapers (Salaudeen & Onyechi, 2020).

People with Disabilities

These are persons who have a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment (ADA National Network, 2024).

Portrayals

It refers to how content is constructed in the form of messages and interpreted within the context of those messages (McQuail, 2010).

Reasonable accommodation

It refers to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UN General Assembly, 2007).

ABSTRACT

The study investigated the extent to which television framing of intellectual disability influenced involvement of learners in inclusive education in Kenya. The first objective was to determine how intellectual disability story angle in television influences the involvement of learners in inclusive education in Kenya. The second objective was to investigate how intellectual disability thematic frames in television influences the involvement of learners in inclusive education in Kenya. The third objective was to find out how television information source of intellectual disability influences the involvement of learners in inclusive education in Kenya. The fourth objective was to establish how intellectual disability language labels in television influence the involvement of learners in inclusive education in Kenya. The fifth objective was to assess how cultural dynamics on intellectual disability influence the involvement of learners in inclusive education in Kenya. The study was guided by the framing theory, representation theory, social construction theory and social judgement theory. The study utilized the descriptive cross-sectional research design. The target population comprised of stakeholders in inclusive education in Nairobi County who included school curriculum implementers, TV broadcasting actors, and the champions of education for children with special needs. A sample size of 40 inclusive education schools, 17 Sub-County Education Officers, three television stations, 72 television programmes, three television producers and five key informants from the Kenya Association of the Intellectually Handicapped were sampled. The study used primary data that was obtained through structured questionnaires, interview guides and a code sheet. Quantitative data was analysed using descriptive and inferential statistics while thematic analysis was used to analyse qualitative data. Findings indicate that while television stations have aired stories about inclusive education, the content aired seemed to portray People with Disabilities negatively. Most TV programmes aired disability thematic frames that did not support the mainstreaming of intellectual disability in education. The study found that the major sources of information were Organizations of Persons with Disabilities (OPDs), parents and disability experts care givers of People with Disabilities, People with Disabilities themselves, schools, and news sources and social media. Involvement of People with Disabilities, their guardians, parents, teachers and disability experts in TV programming had a positive correlation on inclusive education. Few TV programs used disability-domain people-first language. There was a positive correlation between cultural norms, values and beliefs about children with disabilities and the use of Television programmes in inclusive education. The study concludes that none of the independent variables correlated with the dependent variable. The study recommends that Kenya media should view disability from progressive frames. TV producers need orientation on production of disability content that promotes inclusion. OPDs should deliberately amplify their voices and perspectives through the media. Media regulatory bodies can enforce policies related to disability mainstreaming in the media.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter discusses the background of the television framing of intellectual disability and involvement of learners in inclusive education in Kenya. It specifically contains the background of the study, statement of the problem, research objectives, research questions, significance of the study and finally the scope and limitations of the study.

1.2 Background of the Study

Legacy media, such as television, plays an important role in influencing societal attitudes towards intellectual disability (Happer & Philo, 2013a). This potentially influences the inclusion of people with intellectual disabilities in the education system. Scholars have argued that the news media have often failed to report accurately and objectively on disability issues. Vargo (1989), for example, stated that the media rarely depict individuals with disabilities as just “ordinary” people. Instead, media reporting has often continued to rely on stereotypical representations of disability. This, in turn, help to reproduce dominant cultural narratives that tend to limit the full societal participation for people with intellectual disabilities (Barnes et al., 2001).

Television employs the framing approach which in turn produce frames through which ideas about problems are formed (Goffman, 1986). Thus, television contributes significantly to the dissemination of ideology about intellectual disability. Framing involves choosing informational components and arranging them to create stories for an audience. Therefore, prioritizing specific facts, pictures, or developments above others is at the core of framing (Cohen & Wolfsfeld, 1993). Cobbinah (2013) further argues that frames used in the media are carefully constructed to elicit certain emotions in the audiences. Some frames carry stereotypical messages that direct audiences to pass their own judgments (Entman,

1993). They may elicit certain perceptions and judgements about intellectual disabilities which are inexact.

Disability in most Kenyan communities has been personified and is viewed as the identity of a person, that is, the individual and their disability cannot be separated. In the Abagusii and Nandi tribes of Kenya, children are often given personal names that describe their disability along with other clan names (Ogechi & Ruto, 2002). Some of the names for children with disabilities include nicknames or personal names, such as names for “*one who stammers*” and “*big head*,” referring to children with speech or mental disability (Ogechi & Ruto, 2002). In Kiswahili, one of the widely spoken languages in East Africa and which is a national language, words such as “*Wazimu*” “*Kicha*” and “*Mjinga*” translated to mean a stupid person, are still being used to describe people with mental disability. These terms are derogatory and often dehumanize People with Disabilities. Offensive language has been incorporated into local languages without much consideration for the harm it can cause to People with Disabilities. These words have resulted into challenges that impact the society’s understanding of disability and the difficulty that they create has hampered the efforts to ensure inclusion of people with intellectual disability in the society.

Use of local languages affects the way the media portrays People with Disabilities, since most journalists are not trained on reporting on issues of disability. Poor word choice may tend to negate efforts by the media to highlight issues on disability, as cited in the following story carried by one of the mainstream newspapers in Kenya. According to Njogu (2009), a story on disability published in *The Saturday Standard* on May 19, 2007 was titled “*Priest on a Noble Mission for the Destitute in Kwale.*” The use of the word “*destitute*” to refer to People with Disabilities creates the impression of poverty, helplessness, and hopelessness. Njogu (2009) further posits that although the story was intended for good, the media should be careful as not to continue to perpetrate the idea, that People with Disabilities are in a sorry state and largely depend on charity and other people’s goodwill for their survival. These negative portrayals impact People with Disabilities as they are deemed as being burdens to the society and therefore excluded.

The traditional media - TV, radio, papers - can assume a significant part in impacting cultural mentalities towards intellectual disability (Happer & Philo, 2013a). This might possibly impact the inclusion of people with intellectual disability in the school system. How children with intellectual disability are depicted and the recurrence with which they show up in the media hugely affects how they are viewed by the society (Sánchez, 2015). Depicting individuals with intellectual disability positively in the media can assist with advancing more inclusive societies.

Statistics indicate that over 1.3 billion people live with a disability worldwide (Disabled World, 2024) which raises questions about how this population is assimilated into society. This worry is well-founded because, according to Baynton (2013), there has been pervasive stigmatization, marginalization, and discrimination of People with Disabilities in the educational system. Inclusive education, which is an emerging concept in education, refers to placing students with disabilities of all ranges and types in general education classrooms with appropriate services, positive attitude and supports provided primarily in that context (Lipsky & Gartner, 2013).

It is important to point out that inclusion contains a very radical idea of diversity which is not found in the idea of integration. While integration had principally to do with proximity and opportunities for social interaction, inclusive education advocates for full membership and conjoint participation with peers at all levels of education. It not only involves fundamentally re-thinking the meaning and purpose of education for all children and young people, it also refers to the restructuring of ordinary schools. The principle of inclusion raises fundamental questions about the nature and purpose of our education system and the part which schools play in the life of the community. Schools do not exist in a vacuum, they are part of the wider community and community life does not stop at the school gates (Johnsen & Skjørten, 2001).

The legislative and policy trends of the past 30 years or so have seen a clear shift away from the acceptance of segregated education for children with special educational needs. The inclusive education movement has been endorsed internationally by UNESCO's Salamanca Statement (UNESCO, 1994) and reflects the United Nation's global strategy of *Education for All* (Farrell & Ainscow, 2002).

Inclusive education is now seen as central to human rights and equal opportunities and a priority policy objective of liberal democracies. Inclusion challenges all those policies and practices that serve to exclude some children from their right to education. The underpinning ideal is that all children have the right to be educated together regardless of any special need or disability.

The UN General assembly established the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) which is an international convention aimed at protecting the rights of persons with disabilities (UN General Assembly, 2007). Article 24 of the UNCRPD requires state parties to recognize the right to education for children with disabilities and education free from discrimination. The article observes that state parties need to recognize the right of persons with disabilities to education. In addition, state parties need to ensure an inclusive education system at all levels and lifelong learning without discrimination and on the basis of equal opportunity. The article further states that children or adults with disability cannot be excluded from the education system on the basis of disability and People with Disabilities must be given the opportunity to learn the life and social development skills they need. To ensure education is free from discrimination and is based on equal opportunity state parties are required to provide an inclusive education system.

The Convention on the Rights of the Child is a legally binding international instrument to incorporate the full range of human rights – civil, cultural, economic, political and social rights. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

1.2.1 Global Perspective on Framing of Intellectual disabilities and Inclusive Education

Inclusive education has increasingly become a focus of debate in discussions about the development of educational policy and practice around the world (Farrell & Ainscow, 2002). The education of children and young people with special

educational needs (SEN) and disabilities is now an established key policy objective in many countries (Lindsay, 2007). The US paved the way with the introduction of the Education for All Handicapped Children Act of 1975, which was subsequently amended as the Individuals with Disabilities Act (IDEA) in 1990 and updated again in 1997, to promote 'whole-school' approaches to inclusion (Evans & Lunt, 2002). All EU countries now have legislation in place designed to promote inclusion. Pijl et al. (1997) posit that inclusive education should be viewed as a global agenda.

Successful political mobilization in many contexts has, among other things, enabled society to challenge prevailing assumptions about disability (Barnes et al., 2001). Concomitantly, the enactment of antidiscrimination legislation in many contexts has also fostered opportunities, albeit sometimes limited ones, for progressive change to exclusionary physical and social environments.

Auslander and Gold (1999) state that the construction of negative attitudes about disability and People with Disabilities has been a topic of research interest in many disciplines, including psychology, rehabilitation science, sociology and urban planning. They further argue that although, conceptual framings and methodologies vary across these disciplines, there is general agreement that public attitudes are shaped by a variety of factors such as cultural contexts, personal characteristics and social experiences.

Attention is focused on the media as one element of a broader cultural field shaping and embodying broader public attitudes and beliefs about disability. The media have been recognized as a significant influence on public opinion. Gamson and Modigliani (1989) argue that if one is interested in public opinion, then media discourse dominates the larger issue culture, both reflecting it and contributing to its creation. General audience media are not the only forums for public discourse, but, since they constantly make available suggested meanings and are the most accessible in a media-saturated society such as the United States, their content can be used as the most important indicator of the general issue culture.

Many studies conclude that the media play an important role in demarcating what is or is not socially important, through reporting of certain topics (Auslander & Gold,

1999). As an institution, the media sets the agenda by the amount of press coverage it provides for a topic. Huck et al. (2009) use multiple methods to identify three different models where the media agenda can set the public agenda. First, a salience model suggests that the relative prominence of an issue in the news media shapes the importance attributed to it by the public. Second, a priorities-model suggests that the order of importance given to different issues within the media is reflected in the perceived order of importance of the public agenda. Third, the awareness-model suggests that media consumers become aware of issues, simply because they are mentioned in the media.

Sears and Kosterman (1994) argue that relative prominence in the media is a major determinant of the public's perception of what matters. Prominence includes, for instance, whether the material appears as front-page news, articles with photographs, or lead stories in television newscasts. Many studies show that reporting styles and the ways in which content is presented to the public constitute persuasive tools that help to define what media users should or should not think about specific social issues (Gamson & Modigliani, 1989). The mental images and emotions evoked by the media have been noted as significant to its capacity to sway the public mindset (Shavitt & Brock, 1994)

Gamson and Modigliani (1989) caution against thinking of the media as a single, undifferentiated whole. They argue instead that it is useful to think of it as comprising a series of media packages that attach meanings to a specific issue. Packages can be understood as interpretive devices that frame or make sense of the world. The media packages have at their core a central organizing idea or frame. These frames offer a particular way of understanding an issue and are typically comprised of a series of commonly used framing devices such as metaphors, catchphrases, depictions and visual imagery. While there is room for disagreement or controversy within a single frame, media reports within the frame typically adopts a common position on the nature of a social issue, as well as the range of possible explanations for, and appropriate responses to, the issue.

Gamson and Modigliani (1989) further point two broad determinants. The first of these is cultural resonance. Some media packages simply resonate more strongly with broader cultural norms than others do. For example, Haller and Ralph (2001) analysis of media coverage on disability and physician-assisted suicide suggests that the framing of the issue often reflects long-held cultural beliefs about disability that the quality of life for People with Disability is so undignified that they do not attach much value to life.

Language serves as the second determinant. The language chosen to define disabilities influences how the public views them and reflects common misconceptions about them. According to studies, language and terminology choices can significantly affect how people without disability view and behave towards People with Disabilities (Auslander & Gold, 1999). Similarly, the language utilized in the news media has the potential to both perpetuate and disprove pre-existing assumptions regarding disability (Jones & Harwood, 2009).

Roper (2003) suggests that mass media representations of disability on telethons can create problems for People with Disabilities and suggests that telethons over-rely on 'cute' children who are not that representative of the range of People with Disabilities in Britain. Roper argues that telethons are primarily aimed at encouraging the general public to alleviate their guilt and their relief that they do not have disability, by giving money rather than informing the general public of the facts about disability.

Karpf (1988) posits that although there is a need for charities, telethons act to keep the audience in the position of givers and to keep recipients in their place as grateful and dependent. He further notes that telethons are about entertaining the public, rather than helping us to understand the everyday realities of what it is like to have a disability. Consequently, these media representations merely confirm social prejudices about People with Disabilities rather than changing stereotypes.

1.2.2 Regional Perspective on Framing of Intellectual Disability and Inclusive Education

Access to education is a problem for many People with Disabilities in Africa and many other regions of the world (Officer & Posarac, 2011). According to some estimates, 98 percent of children with disabilities in poor countries do not attend school since the enrollment rates for children with disabilities in these countries are as low as 1 to 3 percent (UN General Assembly, 2007). According to the type of disability, enrolment rates vary. In Africa, children with intellectual disabilities typically perform worse than those with other types of disabilities (Officer & Posarac, 2011). The right to education for all is laid out in various international and regional human rights instruments and various global drives address the right to education (Global Education Monitoring Report Team, 2002). Human rights instruments that address the right to schooling include: the Universal Statement of Human rights; Article 26 of the UN Convention against Discrimination to Education; the International Covenant on Economic, Social and Cultural Rights; Article 13(1) of the UN Convention on the Privileges of the Child; Articles 28 and 29 of the UN Convention on the Disposal of all Types of Victimization against Women; Article 10 of the UN Convention on the Freedoms of People with Disabilities; Article 24 of the African Charter on Human and Peoples' Rights; Article 17 of the African Charter on the Rights and Welfare of the Child; Articles 11 and 13(2) and, Articles 12 and 23(a) of the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.

According to Desta (1995) People with Disabilities in Africa were considered hopeless and helpless. Such people in some communities were chained and kept in cages so that the sin they had committed that led to their condition would not bring curses to the society. Munyi (2012) states that in some Zimbabwean and Kenya communities, children with disabilities symbolized a curse befalling the whole family. Other People with Disabilities would be classified as outcast in the community and not deserving to be part of the community.

Eskay et al. (2012) show that both cultural considerations impact governments' policies on disability in Africa and this potentially limits opportunities for People with Disabilities in social spaces. In the same vein, it is logical to assume that news media frames of disability in Africa will reinforce stigmatization and discrimination against People with Disabilities. The link among disability, media and culture in Africa has been highlighted in a study by Nepveux and Beitiks (2010). In their study titled, "Producing African Disability through Documentary Film: Emmanuel's Gift and Moja Beatniks", Nepveux and Beitiks (2010) established that disability is often used to embody humiliating aspect of cultures that have never been impacted by modernization and technology.

Ogundola (2013) notes that social media has been used by Nigerians with disabilities to represent realities about issues affecting them. Sadler, (2005) posits that media practitioners, policy makers and members of the public should be made aware about the different discourses of disabilities. Scholars have advocated for the use of alternative media, such as use of the internet, to advocate for the interest of People with Disabilities (Haller, 2010).

Chireboah-Ansah (2018) conducted research that focused on Kumawood, one of the most powerful and influential movie companies in Ghana. In particular, this work explored and analysed the impact and influence of representations of People with Disabilities in Kumawood productions, and the positive and negative attitudes and perceptions that might result from these representations. The aim of the research was to identify if such progress is evident in the local movie industry. The literature reviewed covered the progress made in disability research in Ghana and focusses on how impactful media is on the notions of disability, most especially in a developing country like Ghana. The research concluded with an observation that Kumawood could be mobilized as a platform to harness positive depictions of People with Disabilities and as a medium for education and the reduction of stigmatization in Ghanaian communities.

A study conducted by MacDougall et al. (2004) observed that disability issues have been side-lined by the South African media due to ignorance and the absence of

People with Disabilities in newsrooms. The report states that media coverage perpetuates a dependency syndrome by focusing on government grants, disabilities and human rights issues and violations. Furthermore, negative emotional descriptions which emphasize limitations versus abilities results in the creation of myths. The report concluded that disability news should be featured more prominently in order to integrate people, and that a newspaper on disability would help remove stereotypes and portray People with Disabilities more positively.

Cobbinah (2013) posited that media frames disability as charity cases, unfortunate tragedies and projects abnormality of disability creating room for stereotyping and discrimination. He also noted that the negative framing of disability in the media outweighs positive framing. In addition, cultural frames are prevalent in the framing of disability in Uganda.

1.2.3 Kenyan Perspective on Framing of Intellectual Disability and Inclusive Education

Kenya is a signatory to the UN Convention on the Rights of Persons with Disabilities and the UNESCO Convention on the Rights of the Child, both of which support the inclusion of children with disabilities in regular education settings. National frameworks and policies in Kenya, such as the Education Act of 2013, the Persons with Disabilities Act of 2003, the Special Needs Education Policy, and the Education Plan 2013–2018, all support inclusion. Inclusive education for children with disability has been a major focus for disability activists and parents of children with disabilities since laws on universal access to education were passed in Kenya. The Kenyan government has succeeded in increasing the primary net enrolment from 75% in 2006 to 83% in 2022 (World Bank, 2023). However, with the new emphasis on leaving no-one behind in the agenda 2030 for sustainable development there is an additional focus on children with disabilities who are among the most marginalised.

In Kenya, it is estimated that only one in six children with disabilities attend school (National Coordinating Agency for Population and Development , 2008)). The few who can attend school face the familiar problems of exclusion, stigmatisation, inappropriate curricula, poorly equipped schools and insufficiently trained teachers

(Global Campaign for Education, 2015). There are currently 1.3 million people in Kenya living with a disability. Of these people, only 39% have attended a mainstream primary school, and only 9% have attended high school (National Coordinating Agency for Population and Development (NCAPD, 2008). The enrolment of learners in special institutions and units currently stand at 102, 749 students, of which 21,050 are in special schools and 81, 649 are enrolled in integrated special units at both primary and secondary schools (Republic of Kenya, 2012). According to estimates these enrolment figures represent about one-third of the expected number of learners with special needs. Such exclusion from education further perpetuates the cycle of disability and poverty (Bii & Taylor, 2013).

While many children with disabilities do not attend school at all, those who are enrolled in school are far more likely than their peers without disabilities to drop out. This difference can largely be attributed to the fact that children with disability do not receive the amount and type of attention that they need in order to be able to successfully complete their education. With no assessment at enrolment, or any other stage, the teacher is left unsure as to how to teach the child and what to expect. For example, in the Sub County of Nyando, the dropout rate amongst those children with disabilities who attend school is estimated at 75%, compared to 40% amongst their peers without disability (Global Campaign for Education, 2015).

In Kenya, this concept has been supported by a number of international conventions on education. These documents include international and national legal frameworks, policies and documents that bind the government of Kenya in recognizing the rights of people with disability. The UNCRPD is an international convention aimed at protecting the rights of People with Disabilities (UN General Assembly, 2007). This International Convention promotes and protects the rights of every Kenyan living with a disability thanks to the ratification on 19th May 2008 by the government of Kenya. By ratifying this convention, the state of Kenya commits itself legally to make the words written in the text a reality, thus improving the lives of all Kenyans.

By agreeing to undertake the obligations of the Convention, the Kenya government committed to protecting and ensuring children's rights and has agreed to hold itself

accountable for this commitment before the international community. The Constitution of Kenya 2010 contains a Bill of Rights and represents a real change in the protection of the right to equality and non-discrimination in Kenya. A commitment to the principles of equality and non-discrimination is expressed throughout the Constitution with equality being listed as one of six essential values upon which governance should be based on. These expressions of principle are given legal force in article 10, prohibiting discrimination on an extensive list of specified grounds namely race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, religion, conscience, belief, culture, dress, language, birth or disability.

The Constitution of Kenya 2010 commits the government to making sure that people with various kinds of disabilities can access relevant education and training and that all schools are able to include children with disability. The Constitution of Kenya has provisions for children's right to free and compulsory basic education, including quality services, and to access educational institutions and facilities for all people including those with disabilities. The Persons with Disability Act 2004 recognizes that people with disability face discrimination in various forms and that the government shall take steps to the maximum of its resources to realize the rights of people with disability as set out in the Act. Persons with Disabilities Act (2003) Article 18 states that no person or a learning institution shall deny admission to a person with disability and learning institutions shall consider special needs of People with Disabilities.

The Education Act 2013 outlines the need to increase access, enhance retention, improve quality and relevance of education, strengthen early identification and assessment and ensure equal opportunities in provision of education for children with disabilities. In this document there is still a lot of focus on special institutions and special needs education, and this does not bring out implementation of inclusive education in the Kenyan education system.

Kenya adopted the Education for All (EFA) goals and Sustainable Development Goals (SDGs), which are the two most important frameworks in the field of

education. Article 26 of the 1948 Universal Declaration of Human Rights states that everyone has the right to education. Education is not only a right but a passport to human development. It opens doors and expands opportunities and freedoms. It contributes to fostering peace, democracy and economic growth as well as improving health and reducing poverty. The ultimate aim of Education for All (EFA) is sustainable development.

Kenya Vision 2030 recognizes that education and training of all Kenyans is fundamental to the success of the Vision. In order to realize the national development goals, relevant and quality education and training is required to meet the human development needs of a rapidly changing and a more diverse economy. It cites a major challenge that remains of ensuring and enhancing access, equity and education standards especially in marginalized regions and deprived urban areas. Although the education policy documents emphasize equal right to education for all children, inclusion is yet to gain root among stakeholders in education provision in Kenya. It is against this backdrop that this study seeks to determine the role of the media in mainstreaming inclusion of children with disabilities in the mainstream education program.

Inclusive education is an approach that ensures the presence, participation and achievement of all learners in education. Children with disabilities such as autistic children, those with down syndrome, cerebral palsy, loco-motor disabilities, maladjusted children, children with multiple disability and gifted and talented learners are to be included in public schools (Ministry of Education, 2009). To achieve inclusion, the society has to work to change the structures, systems, policies, practices and cultures in schools and other institutions responsible for education. For inclusion to succeed, it requires a concerted effort of all agencies of change, including the media. The media has been at the forefront of societal change. According to Happer and Philo (2013), the mainstream media – television, radio, newspapers – can play an important role in influencing societal attitudes towards intellectual disability. This in turn can potentially influence the inclusion of people with intellectual disabilities in the education system. How children with disability are

portrayed and the frequency with which they appear in the media has an enormous impact on how they are regarded in society (Sánchez, 2015).

Penas (2007) asserts that only the fruitful cooperation of Non-Governmental Organisations (NGOs) and the media will achieve the objective of increasing and improving the portrayal of People with Disabilities in mainstream media. Okwemba (2010) states that media's portrayal of the mentally ill in their language and images is likely to reinforce and sustain the stigma on mental disability. He further argues that lack of understanding and misconceptions about mental illness is still fuelling stigma in many parts of Kenya. He observes that people stigmatize the mentally ill because they link the disease to madness or lunacy, a curse or demonic possession. People with a mental disorder are viewed as dangerous, aggressive, and uncoordinated. It is this stigma that is the root cause of mistreatment, social exclusion, and poor management of people with mental disorders and disability. Although not rampant now, families still chain or hide from the public their mentally retarded patients, practices that were banned in the 19th century.

Giving a report on media's role and post-election violence that took place in Kenya in 2007, Communications Commission of Kenya (2008) observed that the media does not understand why it should or how to cover stories about People with Disabilities. The media prefers to cover other special interest groups, mainly because it does not appreciate the need to focus on People with Disabilities or the potential interest in stories about People with Disabilities. A media that is sensitive to these challenges will be interested in numerous disability issues. Therefore, the media can influence how people perceive People with Disabilities by: raising awareness of the situation of People with Disabilities among the Kenyan public; fostering positive attitudes toward children, youth, women, and men with disabilities; supporting the human rights of People with Disabilities; and including and interviewing People with Disabilities in news and topical reporting, portraying them as members of the public.

The study focuses on three media stations namely, the Kenya Broadcasting Corporation (KBC), KTN News and Signs Television (Signs TV). Kenya Broadcasting Corporation is a state corporation established by an Act of parliament

CAP 221 of the laws of Kenya to provide independent and impartial broadcasting services of information, education and entertainment and in English and Kiswahili and in such other languages that the corporation may decide (Kenya Broadcasting Corporation, 2023). KBC Mission is to transmit objective, informative, educative and entertaining content to the public through high quality broadcast. KBC aims to increase understanding among the people on the government development policies and strategies, to impart knowledge on the process of effective communication with key publics, and to promote an effective approach to the use of radio and television as tools for National Development (Kenya Broadcasting Corporation, 2023).

KTN News is a 24-hour news channel, providing round the clock local and East African news in Kenya today. Launched in July 2015, KTN News has quickly established itself as the channel of choice for breaking news, live coverage and non-stop current affairs programmes from Kenya, across Africa and the world. A year into its launch – in July 2016 – it was rated the No. 3 station in Kenya (Standard Group Plc, 2024). KTN News is owned by the Standard Group Plc which is a multi-media organization with investments in media platforms spanning newspaper print operations, television, radio broadcasting, digital and online services, as well as outdoor advertising. The Standard Group is recognized as a leading multi-media house in Kenya with a key influence in matters of national and international interest. The mission statement of the organisation is to disseminate media content that provides a voice to society (Standard Group Plc, 2024).

Signs Television was selected because it airs content that educates, informs and entertains in sign language by extension enhancing Disability and the Deaf Culture. The station is owned by Signs Media and was started in 2011. The station was granted licence by the Communication Authority of Kenya to run a television station broadcasting in Sign Language and operates on a social enterprise model. The station operates on free to air platform as Signs TV. The mission of the station is to be leading global broadcaster that propagates social, economic, political and talent development of People with Disabilities as a way of eliminating stigma and discrimination (Signs Media, 2024).

In terms of the legal framework in Kenya, the Communications Authority of Kenya (CA) in response to having media that is responsive to societal needs issued a programming code in 2015 that demands that every media house should have at least 60 per cent local content in their programming and that programming should reflect content on People with Disabilities. However, it is not clear what kind of representation exists. Therefore, this study sought to investigate the extent to which television framing of intellectual disability influences the involvement of learners in inclusive education in Kenya.

1.3 Statement of the Problem

Globally, both the UNESCO Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities encourage the inclusion of students who have intellectual disabilities. The Persons with Disabilities Act of 2003, the Special Needs Education Policy, the Education Plan 2013–2018, and the Education Act 2013 are national frameworks and policies that support inclusion in Kenya. Inclusion represents a fundamental shift in Kenyan education. All agents of change, including the media, need to work together for inclusion to succeed.

Mainstream or legacy media plays an important role in influencing societal attitudes towards intellectual disability (Happer & Philo, 2013a). This in turn can potentially influence the inclusion of people with intellectual disabilities in the education system. Scholars have argued that the news media have often failed to report accurately and objectively on disability issues. Vargo (1989), for example, charged that the media rarely depict individuals with disabilities as “ordinary” people. Instead, media reporting has often continued to rely on stereotypical representations of disability. These, in turn, help to reproduce dominant cultural narratives in which People with Disabilities are represented, for example, as heroic, pitiable and/or dangerous (Barnes et al., 2001). Such stereotyping also extends to the parents and family members of children with disabilities, who have been represented in the media as passive, stoic and/or incapable of care (Jones & Harwood, 2009).

World Disability Report (World Health Organization et al., 2010) estimates that People with Disabilities comprise 15% of the global population. A study conducted

in 2010 indicated that of the 77 million children who were excluded from education globally, one third of these were children with disability (Education for All, Global Monitoring Report, 2010). Learners with intellectual disabilities continue to face challenges in their quest for inclusion in the education system, chief among them stigma. The voices of people with intellectual disability need to be covered in the television news media more because they as experts can offer the better understanding of intellectual disability.

Previous research Dagaz and Harger (2011) has used social science methodology to examine whether images of higher education may affect college student behaviour or attitudes; these could be replicated to consider images of disability on inclusive education, as well. Aghan (2007) conducted research on how gender and disability were covered in the Kenyan media. The study provided a broad overview of media coverage of groups who are thought to be underrepresented and marginalized. The current study offers a more in-depth analysis of the impact of how intellectual disabilities are portrayed on television on inclusive education for students with intellectual disabilities.

Although television has a great deal of potential to alter perceptions of students with intellectual disabilities, it is unclear what kind of representation intellectual disabilities receive on Kenyan television. Given the significant role that television plays in the social construction of disability, the goal of this study was to determine the extent to which the portrayal of intellectual disability on television influences the involvement of learners in inclusive education in Kenya.

1.4 Objectives of the Study

The study sought to address the following general and specific objectives:

1.4.1 General Objective

To investigate the extent to which television framing of intellectual disability influences the involvement of learners in inclusive education in Kenya.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

- i) To determine how intellectual disability story angle in television influences the involvement of learners in inclusive education in Kenya.
- ii) Investigate how intellectual disability thematic frames in television influences the involvement of learners in inclusive education in Kenya.
- iii) To find out how television information source of intellectual disability influences the involvement of learners in inclusive education in Kenya.
- iv) To establish how intellectual disability language labels in television influence the involvement of learners in inclusive education in Kenya.
- v) To assess how cultural dynamics on intellectual disability influence the involvement of learners in inclusive education in Kenya.

1.5 Research Questions

The following research questions guided this study:

- i) What is the influence of intellectual disability story angle in television on involvement of learners in inclusive education in Kenya?
- ii) What is the influence of intellectual disability thematic frames on the involvement of learners in inclusive education in Kenya?
- iii) What is the influence of information source of intellectual disability on involvement of learners in inclusive education in Kenya?
- iv) What is the influence of intellectual disability language labels in television on involvement of learners in inclusive education in Kenya?
- v) What is the influence of cultural dynamics on intellectual disability on involvement of learners in inclusive education in Kenya?

1.6 Significance of the Study

The study will provide an empirical analysis to verify the framing theoretical conclusions and to utilize them as interpretative narratives on learners with intellectual disabilities. Perceptions about intellectual disabilities issues and the mass

media are rarely studied, so this study aimed to fill that void in scholarship in the area. This study; therefore, is important to the following entities.

1.6.1 The National Government

The study is relevant and useful to the Ministry of Information and Communication and media regulatory bodies such as the Communications Authority of Kenya because informs formulation of national policies on media and disability. This study is of great importance to the various stakeholders who include advocacy groups and NGOs on the challenges faced by People with Disabilities in accessing education. The study is important to both the public and private entities in decision and policy making that provide information on the challenges People with Disabilities are facing in accessing media and educational services.

1.6.2 Researchers and Academics

From existing literature, there is relatively less research on media and disability and how it influences inclusive education in Kenya. A further significance stems from the fact that communication scholars may identify conceptual and contextual gaps in literature that this study has generated and use them as triggers for further research in the area of Intellectual disability and media. Finally, the study contributes to the accumulation of knowledge and scholarship in media studies in general.

1.6.3 Organisations of Persons with Disabilities

The study will be valuable to Organisations of Persons with Disabilities (OPDs), such as National Council for Persons with Disabilities (NCPWD). These organizations serve as the voice of People with Disabilities and engage with both the national and county governments. The findings could contribute to policy reviews that impact People with Disabilities, ensuring stakeholder input is considered in shaping these policies. Moreover, the study is valuable for People with Disabilities as it provides them with insights into the challenges faced in accessing inclusive education for learners with intellectual disabilities.

1.6.4 Media professionals

This study is beneficial to media owners and media producers since it reveals the role played by media in Kenya in mainstreaming learners with intellectual disabilities. Further the study has highlighted the effects of media on learners with intellectual disabilities who are an important, yet marginalized segment of the society. The study is important to media producers and communications experts tailor make media messages that promote human rights language in reporting intellectual disability. It will help the reporters frame stories on disability based on facts and embrace inclusion and journalistic writing.

1.7 Scope of the Study

The scope of the study encompassed geographical, content and theoretical aspects.

1.7.1 Geographical Scope

The study focused on inclusive education in Nairobi County. Therefore, the study area was Nairobi County and schools offering inclusive education in Nairobi was selected. Nairobi County was selected due to a higher prevalence of inclusive schools and television stations compared to other counties. Therefore, there is a high concentration of the target population which includes inclusive schools, OPDs, TV Stations and TV producers. Further, the study focused on television stations broadcasting within Nairobi County. Consequently, the study was conducted at the Kenya Broadcasting Corporation Television station, KTN News and Signs TV in Nairobi. Kenya Broadcasting Corporation (KBC) is the state-run media organisation of Kenya. KTN News which is the first 24-hour news channel in Kenya hence likely to pay more attention to news and how it is packaged. And Signs TV, which is a disability specific station in Kenya.

1.7.2 Content Scope

The study investigated the extent to which television framing of intellectual disability influenced the involvement of learners in inclusive education in Kenya. The study focused on variables related to television framing of inclusive education for learners

with intellectual disabilities. The variables included the intellectual disability story angle, intellectual disability thematic frames, intellectual disability information source, intellectual disability language labels and cultural dynamics. Media framing has potential to favour social groups or their issues without revealing bias (Tankard Jr, 2001). In contrast, media frames can taint social groups and their issues and attract hostile attitudes toward them. Media producers edit content relating to intellectual disabilities highlighting what they consider as the most meaningful actions and these actions inadvertently reinforce perceptions about learners with intellectual disabilities. People with Disabilities can be described as one of the largest marginalized social groups in any society cutting gender, race, sexual orientation, and cultural identities. Although there are various kinds of disabilities, this study specifically looked at intellectual disability.

1.7.3 Theoretical Scope

This study was informed by the framing theory, representation theory, social construction theory and social judgement theory. According to the framing theory advanced by Goffman (1986), media elaborate and reinforce certain representations which in turn creates frames through which opinions about issues are shaped. Furthermore, the researcher used representation theory as a second theory that will guide the study. Representation is the production of the meaning of the concepts in our minds through language (Hall et al., 2013). Thirdly, the study was also be guided by the social construction theory. According to Berger and Luckmann (1990), the social construction of reality theory argues that individuals create their own reality, based upon their own experiences, even if this is not an objective reality. It attempts to explain the moderating variable on culture. Lastly, the study was based on the social judgment theory. The theory states that attitude change is mediated by judgmental processes and effects (Griffin et al., 2023). It captured the cultural aspect that affect the framing of intellectual disability on inclusive education.

1.8 Limitations of the Study

The study was limited in terms of its geographical scope because it only considered inclusive education schools in Nairobi County. The study employed the cross-

sectional survey method which only determines the association between variables at a specific point in time. Studies on disability and the media are a relatively recent phenomenon in Kenya and Africa in general. To this end, getting localised references and data on this study area was challenging. The limitations of country-specific studies for comparison on television framing of intellectual disability were addressed through taking into account experiences from other countries where similar studies have been done. The sampling was conducted in inclusive education schools that cater to various types of disabilities, with a focus on inclusivity rather than specifically intellectual disabilities. Consequently, the responses from teachers may have addressed a broad spectrum of disabilities, not exclusively intellectual disabilities. The study was limited to television coverage, thus excluding other media outlets like radio and newspapers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study was enriched by several publications on the subject of television framing of intellectual disability and inclusive education. Literature materials valuable for this research included inter alia: textbooks, academic journals, articles, research papers, newspapers and magazines, internet sources and other materials relevant to the study.

This chapter presents the theoretical framework, with reference to four theories, which are: framing theory, representation theory, social construction theory and social judgement theory. Moreover, it discusses the conceptual framework and highlights the relationship between the independent and dependent variables. Literature reviewed for this study attempted to illuminate the different branches of scholarship that influence the ideas found herein. This was followed by a discussion of the critique of the existing literature, research gaps were identified by the researcher and the summary was given.

2.2 Theoretical Framework

Theories are designed to describe, forecast and comprehend situations and, in several occasions to challenge and go past the current knowledge in the limits of crucial bounding presumptions (Jaccard & Jacoby, 2020). A theoretical framework consists of concepts, together with their definitions, and existing theory/theories that are used for the particular study (Torraco, 1997). The study will be informed by four theories namely, framing theory, representation theory, social construction theory and social judgement theory.

2.2.1 Framing Theory

This study was informed by the framing theory. Erving Goffman first looked at the theory from a communications perspective. Despite the theory first being posited by

Gregory Bateson in 1972, where he referred to it as the theory of play and fantasy (Tannen, 1993). Researchers in communication and psychology later on adapted Bateson's work. A scholar that elaborately looked at the theory was Robert Entman. Framing is viewed as a process in which some aspects of reality are selected and given greater emphasis or importance, so that the problem is defined, its causes are diagnosed, moral judgments are suggested, and appropriate solution and actions proposed (Entman, 1993). Entman theorized that a frame is a representation of reality however, one aspect of the reality is over emphasized while the other is given less attention in this case the audiences become more aware of a certain information and the other is left out.

In the agenda-building research, framing analysis refers to how the media choose to portray the issues they cover. Framing analysis recognizes that the media focuses attention on certain events and then places them within a field of meaning. Framing tends to affect the way people respond to an issue as it describes, selects or highlights certain features of truth and disregards or downplays others (Entman, 1993; McCombs & Reynolds, 2002). We tend to form our discourses by the information that we have at hand, by having privy of certain information and not the other, we tend to form our arguments or respond to issues based on what we know or what is more pronounced in our environs.

Scheufele (1999) stated that media framing is based on the idea that how a subject is featured in a news report can have an influence on the way the audience interprets an issue. Scheufele (1999) notes that mass media activity determines the frames of reference that audiences ascribe to when interpreting and discussing public events. The media highly influences us, so do their activities for instance the media may cover a disaster and rally audiences to come and donate to the victims or the media can cover disaster in a bid to warn people to keep away from the disaster scene.

To understand how disability is represented in Kenya the study looks at how the media – particularly newspapers frame disability. Previous studies have shown that there is a significant difference between spaces allocated to news stories of People with Disabilities in Kenyan newspapers (Njogu, 2009). The study employs the

framing theory. Research indicates that media frames are important, in identifying the different ways in which media represent, or frames issues.

Although the framing theory is not only one of the approaches in understanding media's representation of individuals and groups. Framing has been significant in disability news research; this is evident from the work of Clogston and Haller (Ellis & Goggin, 2015). Framing offers a more accurate means to look at the way disability is presented in the media. The theory provides an effective means to examine the media's role in the representation of issues on disabilities in Kenya. The media tell us which objects are of importance and which ones are not, and for this reason, second-order agenda setting is sometimes referred to as attribute agenda-setting. How important an issue is regarded is quite important because it can have a big influence on society's viewpoint, and this can also be expanded onto organizations. When applied to news coverage, the term framing describes the process of organizing, defining, and structuring a story.

Many media theorists have argued that even when journalists intend to be objective or balanced in their coverage, they necessarily report on issues in ways that give audiences cues as to how to understand the issues, including which aspects of the issues to focus on and which to ignore. This is true of media gatekeepers, as media managers and news editors decide which stories to include or exclude in the day's coverage and what to prioritize in those stories. Besides inclusion or exclusion of a story in the media, journalists, news editors and the media managers decide also how the story should be told and what angle to take. Githua (2013) noted that a lot seems to be changing in the use of news terminologies in the media world all over as words such as "handicap" are now being replaced with words such "a wheelchair user". Media texts contain frames. Through their selection of certain words over others, the media make certain terms more salient or memorable for the audiences.

Frames are considered as structures for presenting and understanding news (Scheufele, 1999). The frame structures are specified into two: media frames and individual frames. Media frames are looked at as a central organizing idea or storyline that provides meaning to unfolding strip of events (Gamson & Modigliani,

1989; Scheufele, 1999). Media frames also serve as guidelines to journalists who recognize and categorize information and they can package it and effectively relay it to the masses. The way a news story is packaged or framed can affect how audiences end up understanding the news item. Frames aid audiences to decide what to attend to and what to ignore.

Audiences also use individual frames or previously stored knowledge to process information. Individual frames are defined as mentally stored clusters of ideas that guide individual's processing of information (Entman, 1993; Scheufele, 1999). Frames form an important aspect in making meaning of media messages. Gerbner et al. (2002) stated that framing of media messages involves low levels of attention and the use of various cognitive shortcuts to make enough sense of a story or issue. Audiences also have the capability to frame news to resonate to their own preferences and context. Audience framing can be an intricate concept as it involves the process of individual and interpersonal sense making of media content (Gerbner et al., 2002). The origin of audience framing is associated to individual's structural location and values, political beliefs and knowledge and the discourse of the social groups. Audiences frame issues based on their own previously held assumptions or knowledge about an issue from this deep-seated information that people have about an issue is the same that they use to attend to the issues around. People rarely deviate from what they know and therefore have developed a quick way to understand the world around them.

The different lenses through which the media, individuals and audiences frame news stories tend to create biases in media. Through framing, news writers and editors construct a subjective picture of reality by selecting and restructuring information in a fashion that makes sense to them and their audiences. News cannot be viewed as a mirror of reality, but as a selective representation of the world (Schudson, 2011). In other words, news does mirror the society's reality rather it gives a carefully orchestrated representation of reality that are biased. By framing messages, it tends to limit its meaning, shaping the inferences that individuals make about the message (Darwish, 2006). This creates a limited understanding of the information we have about issues. Although the media is mandated to represent news in an objective way,

it tends to be one sided at times owing to political, social, and economic factors that may dictate how far the media can stretch in their coverage.

The study explores the frames used while covering children with intellectual disabilities in the media. The media's ability to influence the society's attitudes towards a central focus, and to make salience of topics on the public agenda, has come to be known as the agenda-setting role of the news media. By setting the agenda for its audiences, the media tends to have an impact on the audience (McCombs & Reynolds, 2002). The impact that media may have on its audiences may be positive, neutral or negative. Through the media's establishing prominence of an issue to the public, the issue becomes the focus of the public's attention, thought and even the action audiences can take on an issue.

The media through its coverage does set the stage on various issues. Agenda Setting is a robust and widespread effect of mass communication, an effect that results from specific content in mass media (McCombs & Valenzuela, 2021) . The premise of the agenda setting theory is that the media may not exactly tell you what to think, but they may tell you what to think about, through the content that it offers. Therefore, if the media presents issues on disability in a certain way it sets the agenda for the audiences. For instance, when media represents issues on disability through the medical frame; this makes audiences imagine that People with Disabilities are sick and need medical attention or that all disabilities require medical intervention.

Another way through which media content elicits effects on media audiences is through framing. According to Coleman and Ross (2010), the news media frequently perform a corroborative function in supporting dominant norms and values to the public. This process occurs through filtering, selection and emphasis. The media frames issues where certain aspects of reality are selected and given greater emphasis or importance. By doing so, the media tends to create some bias in terms of what it selects, highlights and stresses on. This has in turn affected its credibility among audiences. Media credibility influences not only how people react to news but also their consumption of news (Niven, 2003). The media has continually been criticized over its credibility.

It follows those conventional frames for reporting disability reinforce stereotypical perceptions of intellectual disability. According to Barnes (1991) there are 10 stereotypes that the media use to portray disability. These include the person with disability as: i) pitiable or pathetic, ii) an object of curiosity or violence, iii) sinister or evil, iv) the super cripple, v) as atmosphere, vi) laughable, vii) his/her own worst enemy, viii) as a burden, ix) as non-sexual, x) being unable to participate in daily life. Where these conventional frames are adopted, media stories are often not a true representation of disability. Therefore, more coverage on an issue might be viewed as a move by the media to increase their ratings rather than inform the audiences. Since the media managers predetermine content and this may influence the important decisions that policymakers may need to take on a given subject.

Therefore, the framing theory is relevant to this study on television framing of intellectual disability. It relates to a variable of this study such as intellectual disability story angle, intellectual disability thematic frames, intellectual disability information source and intellectual disability language labels.

2.2.2 Representation Theory

The second theory that will guide the study is the representation theory. Representation is the production of the meaning of the concepts in our minds through language (Hall et al., 2013). The media do not offer us a transparent window on the world, but a mediated version of the world. Further, they don't just present reality; they re-present it (Gurevitch, 1988). Goffman (1986) posits that media elaborate and reinforce certain representations. Media text is edited to highlight only the most meaningful actions and these actions inadvertently teach or reinforce social cues that could have serious consequences.

Baran and Davis (2015) further argue that the representations learned from the media have long-term consequences on audiences. From this standpoint, media are powerful cultural forces that produce stable, resistant and widely shared assumptions, images, values and concepts. They cultivate a mainstream view of what issues are important and what the world is like. Moreover, it cultivates specific value systems, ideologies and perspectives, for instance towards People with Disabilities. Applied to

this study, the representation theory provides a framework on which to analyse media representation of intellectual disabilities on television. Media producers edit content relating to intellectual disabilities highlighting what they consider as the most meaningful actions and these actions inadvertently reinforce perceptions about learners with intellectual disabilities.

Therefore, the representation theory is relevant to this study on television framing of intellectual disability. It relates to a variable of this study such as intellectual disability story angle, intellectual disability thematic frames, intellectual disability information source and intellectual disability language labels.

2.2.3 Social Construction Theory

The study will also be guided by the social construction theory. According to Berger and Luckmann, (1990), the social construction of reality theory argues that individuals create their own reality, based upon their own experiences, even if this is not an objective reality. Everyday life presents itself as a reality interpreted by men and subjectively meaningful to them as a coherent world. Adoni and Mane (1984) suggested the social construction of reality is composed of interactions among individuals, society and culture. The construction is social, as it can only occur with a social interaction, either real or symbolic. In addition, individuals play dual roles in the construction, as they are both the creators and the producers of their own individual social world or reality.

Adoni and Mane (1984) defined three types of social reality. First, the objective social reality is made up of factual information. Second, the symbolic social reality is composed of art, literature, and mass media. And the third type of social reality is the subjective social reality, which is both objective and symbolic. Subjective reality is organized by the individual's zones of reference or their distance from the factual or objective reality. The close zone is composed of social elements and experiences the individual is frequently exposed to; the remote zone is composed of general social elements that the individual does not have close access to, such as public opinion. Allen and Waks (1990) examined the extent of media influence on social reality

construction and found that exposure to mass media has an influence on social issues.

The social construction theory is relevant for analysing how television frames intellectual disability. This study examined the social construction of reality regarding intellectual disability in the context of television. It examines variables that shape this representation, such as the perspectives, themes, sources, labels, and cultural aspects of intellectual disability.

2.2.4 Social Judgement Theory

The study was also based on the social judgment theory. The theory states that attitude change is mediated by judgmental processes and effects (Griffin et al., 2023). Persuasion occurs at the end of the process where a person understands a message then compares the position it advocates to the person's position on that issue. A person's position on an issue is dependent on: (i) the person's most preferred position (their anchor point), (ii) the person's judgment of the various alternatives (spread across their latitudes of acceptance, rejection, and noncommitment), and (iii) the person's level of ego-involvement with the issue (see Figure 2.1).

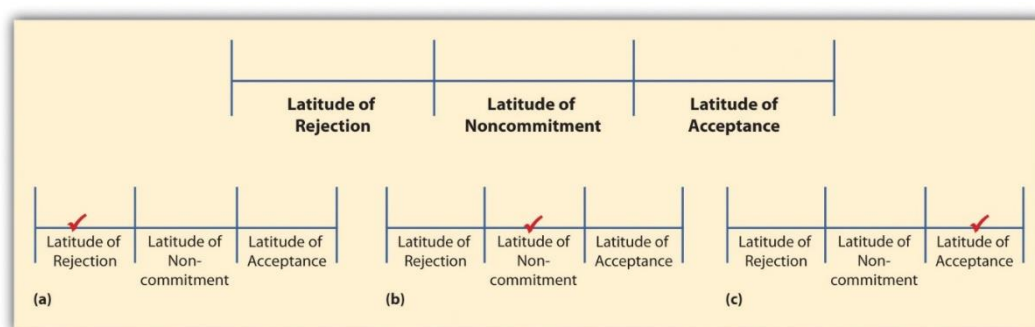


Figure 2.1: Latitudes of rejection, acceptance, and non-commitment (Griffin, 2012)

To change an attitude, first we must understand the audience's attitudes. When trying to persuade an individual target or an entire audience, it is vital to first learn the average latitudes of acceptance, non-commitment, and rejection of your audience. It is ideal to use persuasive information that lands near the boundary of the latitude of

acceptance if the goal is to change the audience's anchor point. Repeatedly suggesting ideas on the fringe of the acceptance latitude makes people gradually adjust their anchor points, while suggesting ideas in the rejection latitude or even the non-commitment latitude does not change the audience's anchor point.

The social judgement theory is important for the study because it provides a framework for examining the inclusion of the people with intellectual disability in the education sector which previously held negative attitudes towards them. It relates to a variable of this study such as cultural dynamics that shape the representation of People with Disabilities in television.

2.3 Conceptual Framework

In order to provide a systematic overview of the independent and dependent variables, the following conceptual model has been developed (see Figure 2.1). It shows the relationship between four independent variables and their dependent variable, including the intervening variable of the study. The independent variables include the disability new media frame, disability news source, disability thematic stories and disability language labels. Moreover, the dependent variable is educational inclusion of learners with intellectual disability. In addition, the intervening variable is the cultural factors, which are responsible for further marginalization and stigma experienced by learners with intellectual disability.

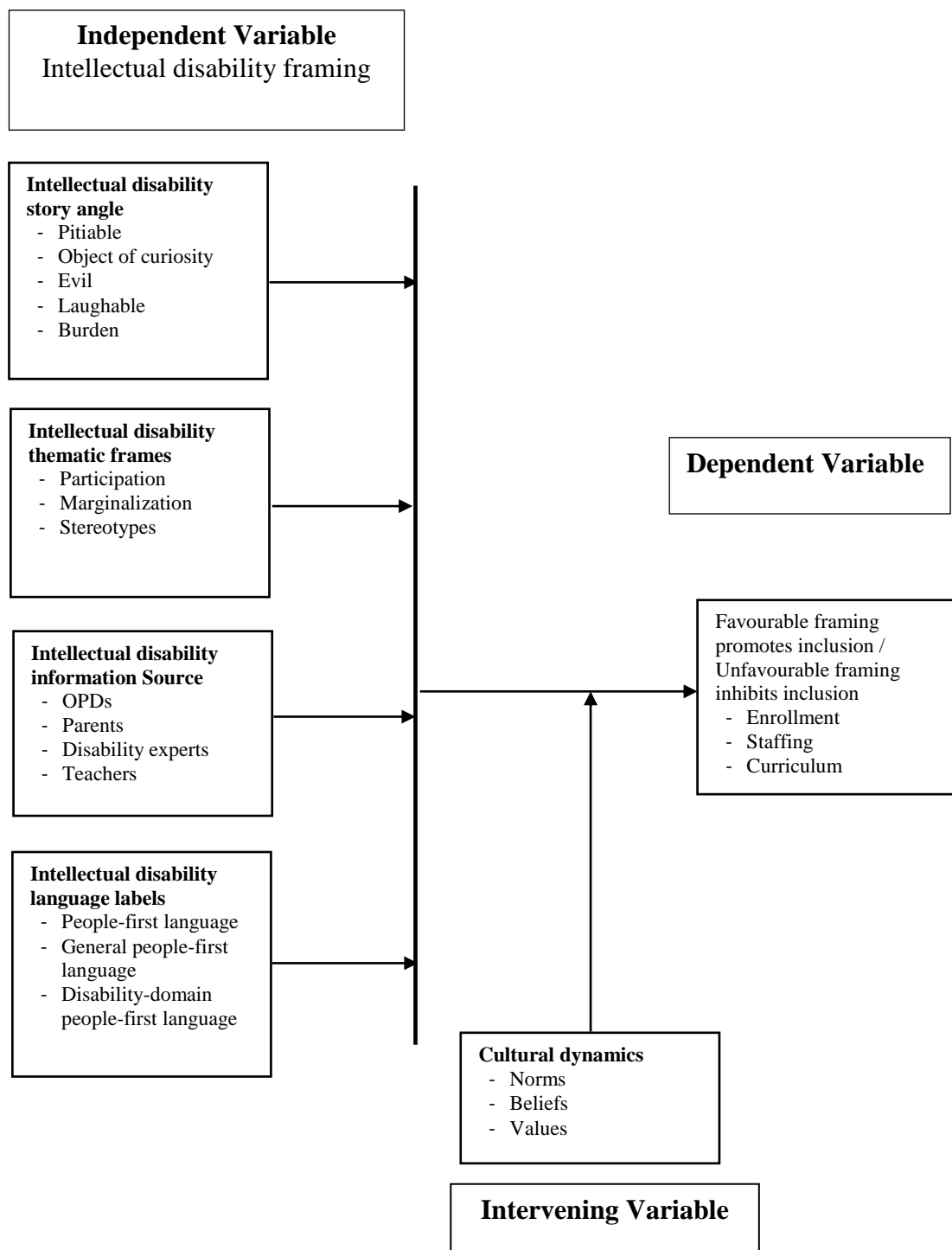


Figure 2.2: Conceptual Framework

2.4 Review of Variables

This section included a discussion each of the research variables and reviewed of literature on the same. The independent variables included media frames, sources,

thematic stories and language labels. In addition, the study presented the cultural dynamics and the dependent variable which is Inclusive education of children with intellectual disabilities as mentioned in the conceptual framework.

2.4.1 Intellectual Disability Story Angle

Story angle (media frame) is looked at as a central organizing idea or storyline that provides meaning to unfolding strip of events (Gamson & Modigliani, 1989; Scheufele, 1999). Story angle also serves as guidelines to journalists who recognize and categorize information and they can package it and effectively relay it to the masses. The way a news story is packaged or framed can affect how audiences end up understanding the news item. Frames aid audiences to decide what to attend to and what to ignore. Entman (1993) posits that news takes place in the forms of events, issues, and actors. Since every news story has its central ideas or themes (Dimitrova & Strömbäck, 2005), particular aspects of the story are highlighted and made more salient. Consequently those aspects characterize the news subject and give the news an identifiable slant (Bloch-Elkon, 2007).

Jones and Harwood (2009) studied representations of autism in Australian print media and found that autistic children were labelled as uncontrollable and unloved. Jones and Harwood warned that this coverage of ‘uncontrollable or unloved’ aspects about autism could influence the lives of people with autism, their families, and caregivers. Jodelet and Jodelet (1991) found that the media emphasized personal (episodic) responsibility of People with Disabilities. They were also viewed as mythological or uncommon figures. Research on news framing about People with Disabilities can be categorized into issues, interview sources, and whose responsibilities are emphasized.

A generally accepted theory in the disability scholarship is that when People with Disabilities are included in media outlets, television and cinema in this case, they are usually exaggerated or bent in a way it would be captivating to the audience so the production company, network or the investors would be able to gain profit by publishing it (Draaisma, 2009). Murray (2008) illustrates this idea with the example of the savants. He states that savants excite the audience, especially when they

showcase their extraordinary talents and eccentricity, their unusualness attracts more attention than the detailed depiction of an individual with disability's regular life and struggles which if portrayed, can challenge the viewer's established perceptions.

Byrd (1989) posits that a story angle on disability should be considered whether the focus of the narrative is the person with disability as a human being or the disability as a spectacle for absorbing the audience. In addition, it should be considered whether the character with disability is represented in the media as an accepted part of the society or portrayed as an external treat. Lastly, it should be established whether the character with disability is depicted as someone who is approachable and communicable. According to Elliott and Byrd (1982) the representation of disability in the contemporary media have been influenced from the printed media, especially classical and modern literature. People with Disabilities for long have been depicted in literature as either hero or evil and not in between. This dichotomy in the portrayal is based on two Christian beliefs; one that bearing pain makes man more precious and the second that the physical flaws are the consequences of wrongdoings (Thompson, 1980).

The portrayal of People with Disabilities with extreme characteristics can also be interpreted as a way of adding attraction to the story, since the characters simultaneously absorb and hold off the audience. As Elliott and Byrd (1982) points out, newspapers and magazines are imbued with mortifying and humiliating stories about the People with Disabilities which serve the purpose of giving people without disability in the audience a sense of relief and gratefulness for not having disability. A study by Keller et al.(1990) analysed the contents of 12 American newspapers regarding the news about People with Disabilities and concluded that nearly in all cases People with Disabilities were portrayed as tragic victims or dangerous people who threaten the wellbeing of society.

2.4.1.1 Pitiability

The medical or individual model of disability sees People with Disabilities as patients or sick people who need help and can't survive without the help of people without disabilities (Momene, 2015). It also sees disability as an individual problem

that needs to be cured by the individual himself. The study notes that there are many stereotypes or images associated to People with Disabilities and these stereotypes have had very negative influence on the way they are treated. Some stereotypes of People with Disabilities portray them as being pitiable and pathetic, sinister or evil, laughable, aggressive, burdens, non-sexual and incapable of fully participating in everyday life.

Cobbinah, (2013) posits that People with Disabilities in Uganda are neglected, with social amenities such as roads and toilets not tailored to their needs. His main concern is how the media reports these stories. His main concern is how the media frame these stories; they try to tell their story to draw attention but many of the stories carry frames of pity. The stories have been framed in a way that they evoke pity instead of addressing the problem. Many stories have been aired on local stories terming those who rape girls with disabilities as ‘animals’; this gives an indication that the girls should have been pitied because they have disabilities yet the point here should not be on disability but the act of rape (Cobbinah, 2013). Disability is seen by many as a personal tragedy and so People with Disabilities deserve to be pitied. People with disability together with their families are seen as perfect objects of charity and their role is to inspire benevolence in others, to awaken feelings of kindness and generosity (Momene, 2015).

Charity framed stories usually seek funds for people with disability for either start-up capital for business, wheelchairs and many other needs (Cobbinah, 2013). In most cases photos of dirty crawling People with Disabilities are used, or videos of them going through mud just to evoke pity so that people can contribute towards the cause. The fear with charity frame is that people would continue to view People with Disability as charity cases, inhibiting social barriers that limit them will not be addressed (Cobbinah, 2013). There is a growth in number of charity TV shows which encourage pity so that the non-disabled public can be bountiful. Barnes (1991) in his study talks about using characters with disabilities in movies so that they can be used to build other characters, by depicting them as good-hearted by donating support to People with Disabilities. This in every sense gives false information about People with Disabilities.

It is also notable that negative portrayal of People with Disabilities appears regularly in the news media. Images of People with Disabilities especially of children in hospitals have been used when reporting of a disease to make the situation pitiful. The language used in this reporting most of the time is framed in a way that will create pity, with terms such as ‘victims’, ‘unfortunate’, ‘Cripple’ being used to describe them. Young (2012) coined a term “inspiration porn”, which is to portray People with Disabilities as inspirational solely or in part on the basis of their disability. Inspiration porn is images, videos and memes of People with Disabilities used to motivate people without disabilities suggesting that if a person can do it then the surely people without disabilities can. By so doing, People with Disabilities who have managed to achieve something admirable will still be pitied.

2.4.1.2 Object of curiosity

Marshall (2004) states that people like staring at People with Disabilities. Incidents of People with Disabilities being stared at is not new, if a group of ‘dwarfs’ stroll along street chances are people will turn their heads stare at them as they mumber few words, some will go as far as laughing at them. Barnes (1991) talks about People with Disabilities being included in movie storylines or films and TV dramas to enhance a certain atmosphere, this gives a notion that they are just objects that can be used to create curiosity or help viewers identify the movie location. People with Disabilities have also been used in freak shows. With dwarfs mostly used to create a different world and in the process of creating curiosity and gaining interest from viewers. This physical difference is also kept alive in horror and science fiction movies (Barnes, 1991). Movie creators have been known to use ‘blind’ characters as evil characters and ‘crippled’ ones has the ones to be attacked since they can’t run fast as people without disabilities. The same applies when ‘Mentally ill’ roles are used, they are given villain roles.

Not having enough numbers of People with Disabilities in the media or the misleading portrayal of People with Disabilities has had far reaching consequences on the disability community (Barnes, 1991). The negative reporting comes from people who are not well informed in terms of the language to use how to frame their

stories and create characters in a way that is not offensive. This can only be achievable if media houses include People with Disabilities in their team.

2.4.1.3 Evil

This is one of the most persistent stereotypes and a major obstacle to successful integration of People with Disabilities into the community (Barnes, 1991). According to Barnes, there are over forty instances in which ‘the cripple’ is connected to the sin and sinners. The same is done in movies where the blind characters are given supernatural powers, powers of doom. This gives the viewers the feeling that blind people are evil. Cobbinah (2013) highlights how communities in Uganda still view disability as a curse. He talks about a mother who was chased out of her home after bearing a child with disability. He says the words and angle that the media used to report the story emphasized on the evil part rather than the real story with headlines like ‘Community blames disability on evil curse’. The frame reflects negative societal views about disability and the media does not exonerate itself but gets caught up in the societal frame (Cobbinah, 2013)

Barnes (1991) states that newspaper articles sensationalising the connection between intellectual disability and criminality are common in both the tabloids, sending the message that those people should not be trusted and should be kept far away from children this is backed by an article by UAB Institute for Human Rights titled *Misleading Media*, talks of Film and TV using characters in a way that depicts them as evil, evil Villain. The article talks about Film using people mental disabilities as dangerous and uncontrollable monster. According to the article horror genre is notorious for using both physical and mental disabilities to frighten the audience, creating that negative perception about People with Disability which is actually false.

In 2010, the UN committee on the rights of People with Disabilities expressed its extreme concern at the reportedly widespread practice of witchcraft, stigmatization of children including children with disability. The same was reported in Tanzania where the government had to ban witchdoctors to try and stem the surge in murders of albinos, whose body parts are sold for witchcraft. Njelesani et al.(2018) states that in most African communities, pregnant women are instructed to avoid meeting

People with Disabilities because they are bad luck, it is believed that if they meet them there are chances that they will bear children with disabilities too. Parents too fear that their children sharing classes with children with disabilities or associating with them in any way will ‘infect their children with disability.

2.4.1.4 Laughable

People with Disabilities are viewed as laughable in the media (Pepper, 2018). Comedians, films or television shows display disability-oriented comedy. The media use People with Disabilities as characters to bring out these jokes rather than using people without disabilities and jokes that seem to pin down People with Disabilities. Pepper (2018) states that the phenomenon of comedy using People with Disabilities for a quick laugh is hardly new, he talks about movies using dwarfs to make the scenes laughable with some using people with learning disabilities as objects of laughter by smart students or teachers. Marshall (2004) highlights how comedians have perfected the art of mocking and creating jokes out of People with Disabilities from mimicking how they walk and talk. Marshall states that if comedians with disabilities decide to use their experiences and disabilities as a joke then they have an appreciation for the humour and silliness in life, that is probably missing from lives of people without disabilities.

Smith and Sapon-Shevin (2008) state the isolation of People with Disabilities has contributed to the notion that disability is a grim topic, and to the fact that many people without disabilities don't know that People with Disabilities have a sense of humour, even and especially, sometimes, about their own challenges. Comedian's use disabling comedy to make sells with some using the same comedy in adverts (Barnes, 1991). There are no virtually positive images of People with Disabilities in the media, and People with Disabilities do not have the resources or legal framework within which to fight this type of discrimination. Marshall (2004) posits that there are many ways of making the world resign to mocking People with Disabilities. One of them is by increasing representation of People with Disabilities across all forms of media, actively make spaces accessible to all, and take to task mocking and bullying when you see it happening.

2.4.1.5 Burden

Viewing People with Disabilities as burdens comes from the notion that their needs are profoundly different to those of people without disabilities and that meeting their needs is an unacceptable drain on society's resources (Barnes, 1991). Many films portray characters with disabilities in the role of beggars, perpetuating the stereotype that they rely on societal support for survival. These portrayals often serve to enhance the image of affluent characters within the narrative. Similarly, certain Kenyan media productions and gospel music videos depict individuals who are blind or limbless in settings that suggest poverty, reinforcing the trope of begging as their sole means of subsistence.

Kirui (2014) wrote a story in *The Star* newspaper of a young boy who had been locked up by his family in a sheep pen for more than 10 years. The reason behind this was that the boy was a burden and to the family and by caging him they would minimize the cost of taking care of him because he needed special attention. In West Africa, children with disabilities were not believed to be capable of living independent lives and were expected to require constant help from people without disabilities (Njelesani et al., 2018).

2.4.2 Intellectual Disability Thematic Frame

Communication research on news framing is focused on the journalistic orientations of news coverage. One of the orientations deals with the coverage of a topic by the news media on responsible entities (Iyengar & McGrady, 2005). The episodic news frame is focused on a case or event in which individuals are involved. The thematic news frame emphasizes an issue with regards to a social level from a broader perspective including background information in a social/political context. In other words, episodic and thematic framing can be explained at two levels of responsibility, individual and social, in news framing. Individual responsibility is concerned with emphasis on the origin of a problem such as individual behaviours, personal condition, whereas social responsibility is focused on the people who have the power to control the problem, such as government or policy. Therefore, news audiences' understanding of an issue depends on the type of responsibility that

individuals or society attribute to that issue. For instance, in the case of human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS), people hold negative stereotypes primarily due to the media's use of episodic frames such as individual negligence and the patients as people to avoid rather than emphasis on the role of society to reduce the disorder or protect the patients (Spence, 2010).

The issues about intellectual disabilities and elder abuse were dominantly episodic in newspaper coverage, which put more emphasis on individual responsibilities than a provision of solutions at the social level (Mastin et al., 2007). Dudo et al. (2007) reported that avian influenza was covered more episodically than thematically in US newspapers. Even though episodic and thematic stories can be found in the same news, episodic news on TV news networks is probably still dominant (Kim et al., 2010).

2.4.2.1 Participation

Disability activists are participating effectively in social media platforms to challenge and critique dominant negative stereotypes of disability (Stewart et al., 2019). Despite the noticeable presence of People with Disabilities on social media, mainstream media continues to exhibit bias, limiting the full participation of People with Disabilities. Negative societal attitudes stand as a significant obstacle to their media involvement. People with Disabilities need access to specialized tools to facilitate their complete engagement. In Kenya, the prospects for People with Disabilities' participation seems limited, primarily because many reside in rural areas where internet connectivity is scarce. With the daily challenge of securing basic necessities, internet access becomes a secondary concern for them. Hoban (2018) argues that participatory culture cannot be truly egalitarian if it excludes certain people and privileges others. Digital media take for granted users without disabilities forgetting people with a variety of disabilities who are restricted to its general access and use.

2.4.2.2 Marginalization

Peters (2009) notes that marginalization connotes a vision of being side-lined from participating in an activity or in other words being able to participate but at the margins. People with Disabilities don't have a clear platform where they can express their problems. Lewis and Lockheed (2007) conducted a study which shows that social exclusion side-lines certain population groups. It restricts excluded groups' economic mobility and prevents them from receiving the social rights and protections meant to be extended to all citizens.

Apart from individuals or the state some cultural norms are to be blamed for their influence in creating gender marginalization. It is evident that the numbers of girls living with disabilities is low compared to that of boys with disabilities (Peters, 2009). Further, Peters (2009) posits that indicators of marginalization for People with Disabilities include poverty and disability, education and disability, minority status and disability, cultural norms and disability and gender with disability. According to the Standard Team (2022) People with Disabilities have been marginalized in Kenya by being short-changed in the process of nomination to county assemblies. The process even becomes harder because People with Disabilities lack resources to challenge such unconstitutional actions in court processes.

2.4.2.3 Stereotypes

Momene (2015) states that the medical or individual model of disability has negatively affected the way People with Disabilities are treated in their communities. This model sees People with Disabilities as patients or sick people and also sees disability as an individual problem that needs to be cured by the individual himself. Incomplete information, mistaken perceptions, isolation and segregation have perpetrated many of these stereotypes, with society judging People with Disability based on the biased and uninformed information they get from the media. Historically People with Disability have been stereotyped in different ways. Some stereotypes of People with Disabilities include portraying them as pitiable and pathetic, sinister or evil, tragic but brave, laughable, aggressive, burdens, non-sexual and incapable of fully participating in everyday life (Momene, 2015). Some of the

stereotypes used to label People with Disabilities persist in the mind of the public today (Momene, 2015).

2.4.3 Intellectual Disability Information Source

News media frames emerge as journalists emphasize elite sources such as opinion leaders (Jha, 2007; Jodelet & Jodelet, 1991) . News reports about health issues often rely on medical doctors and researchers (Logan, 1991). Stempel and Culbertson (1984) analysed news sources of health information in newspapers and found that physicians, healthcare professionals, and hospital administrators were the main news sources. The news media often cited research findings from medical journals, interviews of the medical industry, and professional groups (Nelkin, 1995). Kang et al. (2010) found that families of patients were main news sources for Alzheimer's disease (AD).

According to Cho (2006) most news sources about health information are doctors rather than patients. Haller (2010) found that the Hartmann v. Loudoun case of autism covered in the print media failed to include the 'voices' of children and teens with autism. This one-sided news coverage can distort reality and make news stories a tool for one-way information flow, which can hamper the audience's fair judgment. Experts, people with autism, families, and the government's view would be sources for autism news.

2.4.3.1 Organisations for People with Disabilities

Throughout the world, People with Disabilities have united under organizations as advocates for their own rights to influence decision-makers in governments and all sectors of society. These organizations are known as Organisations for People with Disabilities (OPDs) (Khasnabis et al., 2010). The organisations are established to promote human rights of People with Disabilities through full participation, equalization of opportunity and development.

Disabled people's organizations have arisen in response to societal barriers that have prevented the equal participation of People with Disabilities, and as a reaction

against the control of People with Disabilities by others. For a long time, People with Disabilities have been spoken for by health professionals, family and others without regard for their needs, priorities or choices. People with Disabilities are their own best spokespersons and representatives, as they know best their needs and aspirations (Khasnabis et al., 2010). OPDs usually exist at the regional and national levels. They may be single-disability organizations and represent individuals with a particular type of disability, such as a hearing or visual disability or they may be cross-disability organizations and inclusive of all People with Disabilities. In many countries there are also networks of OPDs.

There is a wide network of OPDs across Kenya, ranging from community-based organisations to national associations, which are run by People with Disabilities. Several of these were formed in the late eighties, when disability activism grew rapidly in Kenya, as part of a global disability movement to promote disability rights and independent living (African Union of the Blind, 2007). OPDs aim to advocate, both locally and nationally, for better disability services and greater awareness of disability issues, with many actually providing services themselves. Several parent's organisations have also been established in order to advocate on behalf of those with intellectual disability or psychiatric disorders.

The first DPO in Kenya, the Kenya Union of the Blind, was the national organization of the Blind and Partially Sighted established in 1960 under the Societies' Ordinance Act of 1952 of the Colony and Protectorate of Kenya. In 1989, Kenya Union of the Blind merged with Kenya National Association of the Deaf, Kenya Society of the Physically Handicapped, and other organisations to form United Disabled Persons of Kenya (UDPK). As the federal Organization for Disabled Persons Organization the UDPK has over 200 Disabled Persons Organization Membership (United Disabled Persons of Kenya, 2024). These Groups forming parts of grassroots networks and draws their membership from Persons with Disabilities. UDPK works to capacity build them and strengthen their capacity to perform self-advocacy for their rights and also ensure they are actively involved in advocacy for disability issues at county and national level. The UDPK also represent Kenya as a national assembly within Disabled Persons' International. In 2003, the National Council of Persons with

Disabilities was formed. Its mandate was to implement the rest of the act on rights, privileges and protection (Global Disability Rights, 2021). The NCPWD is empowered to issue adjustment orders where it considers premises, service or amenities are inaccessible to People with Disabilities.

Ingstad and Grut (2007) posit that there is potential for OPDs to play a significant role in implementing disability services and advocating on behalf of People with Disabilities, since their members have first-hand knowledge of disability and are in a position to give peer-counselling and act as role models. However, they argue that much of this potential is currently being wasted, due to the limited resources available to them. While many Kenyan OPDs cite insufficient resources in their reports and publicity materials as a major constraint to their effectiveness, there are some that argue for greater coordination and collaboration between OPDs, in order to make better use of the resources that already exist.

2.4.3.2 Disability experts

Research on the social production of news, journalistic practices, and influences on news content has contributed to an understanding of the use of news sources, the journalist-source relationship, and the potential effect selective source use has on the framing of news stories. Decades of research into the role of news sources in the social construction of news have shown how the choice and framing of news sources has significant impact on news content (Cross, 2010). There has been an improved public awareness of disability for the one decade in Sub-Saharan Africa. However, negative and stereotypical views of disability still persist in many communities (Gona et al., 2018). Disability experts receive more prominence when researching on disability issues compared to People with Disabilities. Gona et al.(2018) states that the best way to use experts in understanding disability is employing the help of experts-by-experience, these are the people who have disabilities and are experts in areas disability. The sharing of personal narratives appears to resonate with researchers, to encourage recognition of the person and not just the disability.

2.4.3.3 Teachers

It has been argued that teachers' beliefs may influence their behaviour in the classroom, their teaching practice and eventually their expectations from their students (Kagan, 1992). There is an accumulation of studies that support this view in relation to children with disabilities (Clark, 1997; Gibbs, 2007; Woolfson & Brady, 2009). For instance, Clark (1997) found a correlation between teachers' feelings of pity towards a student with a learning disability and the expectation of their failure. Meanwhile, Woolfson and Brady (2009) suggest that teachers who are sympathetic towards pupils with disabilities may view them as less amenable to change. They further argue that this may influence teachers' expectations from these students, which could mean setting fewer goals for them in the classroom, and in turn may have implications for their future achievements. However, the complexity of the classroom environment was not taken into account in their study and the results should be seen as limited. Other scholars have reported opposite results, finding that sympathy appears to be a desirable emotion when working with children with disabilities (MacLean & Gannon, 1995).

It has been pointed out that the area of research concerned with teachers' perceptions relating to disability has in recent years been overtaken by those studying attitudes to inclusion (Sze, 2009). Indeed, scholars suggest that attitudes to inclusion can be correlated with attitudes towards students with special needs and disabilities, and subsequently may impact on students' experiences (Cook, 2001; Leatherman, 2007; Mulvihill et al., 2002; Tait & Purdie, 2000). It can be deduced that teachers' attitudes do influence their practice, and hence students' experiences of education.

Attitudes are usually a result of one's perceptions of the situation and therefore it is important to understand both to get an overall picture of the factors that can influence teachers' work with students with disabilities. Some of the studies that seem to be directly concerned with teachers' perceptions suggest, for example, that teachers may display a hierarchy of preference in whom they favour to work with, which might relate to the type of disability an individual has (Kataoka et al., 2004). Others point out that such perceptions may also impact on some external characteristics, such as

hyperactivity, being spotted more often in those with a particular condition, such as learning disability (Smith-Bonahue et al., 2009).

In fact, there appears to be a tendency among the research into teachers' perceptions to focus on students with a particular type of condition (Gilmore et al., 2003; Hannah & Pliner, 1983; Marlowe et al., 1997; Natof & Romanczyk, 2009; Nur & Kavakci, 2010). For instance, research into perceptions of students with social, emotional and behavioural difficulties SEBD, Soles et al. (2008) stressed the significance of teachers' awareness and knowledge in providing appropriate support for this group of students in and out of school. Furthermore, Marlowe et al. (1997) revealed that this particular group of children is often described in negative terms such as 'hostile' or 'unmotivated' which may trigger behaviours and achievements consistent with those expectations (Marsh, 2007). In contrast, a study from Australia that focused on attitudes towards persons with Down's syndrome Gilmore et al. (2003) found that this group is much more likely to be attributed positive than negative characteristics, while a lack of recognition of individuality among this group has also been suggested. It could then be argued that sometimes attitudes may be determined by the category of difficulties or type of disability. Although the perceptions in these two studies differed, the conclusions made were very similar, and it could be suggested that stereotypical attitudes, whether positive or negative, may lead to particular expectations. These, as already suggested, may in turn influence teaching practice.

Thus, it is certain that there are various factors that may be influencing teachers and the way their beliefs, attitudes and perceptions of students with disabilities are shaped, and consequently their approach to working with these children can be affected. It can include attitudes, feelings, preconceptions and the level of disability-related knowledge teachers have, but also external factors; for example, attitudes towards People with Disabilities among the society can influence them (Woolfson & Brady, 2009). Media is one of these strong societal factors, yet there is a gap in the literature regarding media impact on such perceptions (Barnes et al., 2001; Black, 2004).

2.4.4 Intellectual Disability Language Labels

This category was developed by researchers for the purposes of the current study, in order to characterize a common but subtle type of language that refers to People with Disabilities. According to theory and empirical research, the words or phrases people speak or write, as well as their structure, affect society's perception of People with Disabilities and the self-image of those individuals (Blaska, 1993; Froschl, 1984; Zola, 1985). Negative perceptions may result in a lack of access to resources, feelings of well-being, or acceptance (Clinton & Higbee, 2011). Language provides a forum to both construct and understand reality and current power structures. Language use can help society become responsible for including individuals with disabilities; unfortunately, the language used to refer to People with Disabilities has historically kept them in their marginalized position by portraying them in a derogatory way (Hadley & Brodwin, 1988). By defining individuals on the basis of disability, they may be reduced to their disability and thereby dehumanized (Bandura, 1986).

In contrast, individuals with disabilities are sometimes referred to in general terms, without particular attention paid to a disability. This implicit language does not name a disability directly but indicates a disability through context or connotation. It may be used when the disability is considered assumed, and/or as a substitute or indirect way to refer to a disability. This type of language may also be used to emphasize sameness. For example, in a study of language used in group homes for people with severe intellectual disabilities, house managers noted that they referred to them as people (Bigby et al., 2015).

In the U.S and other select countries, the language preferred is that which with a focus on disability such as, "disabled person". This disability-first preference may be due to either a medical model of disability, emphasizing deficits (Gottlieb, 2001), or adherence to a social model of disability, in which a disability is understood as a result of society's standards and must be confronted (Fernald, 1995). Also, some People with Disabilities, like those with autism, argue that disability is a primary part of their identity instead of a disconnected medical flaw (Mackelprang, 2014). All

explanations for these three categories of language usage demonstrate a values-based approach to disability language.

Controversy surrounding disability language and its relationship to values is furthered by inconclusive research. Whiteman and Lukoff (1965) found that social work students who were asked their opinions on "the blind" versus "blind people" had more favourable ratings when the phrase "blind people" was used. Patterson and Witten (1987) placed college students in an experimental setting to study attitudes toward People with Disabilities using people- and disability-first descriptors; they did not find a significant difference in attitudes. Another study found a positive relationship between people-first language and attitudes and intentions toward People with Disabilities (Feldman et al., 2002). In a study by Granello and Gibbs (2016), undergraduate students, adults in a community sample, counsellors-in-training, and professional counsellors completed measures of tolerance using either the term "the mentally ill" or "people with mental illnesses". Tolerance scores were lower for those who completed measures using the term "the mentally ill". These results demonstrate that, in some cases, language use may reflect values related to inclusion. However, in others, a values-based explanation may be insufficient, such that the nuances of language use should be considered.

In 2010, the state of New Jersey in the United States banned use of the term "retarded" and its variations in references to People with Disabilities in state laws or regulations. Originally used for medical purposes, "retardation" became a term of devaluation and exclusion, although it was less stigmatizing than terms like "mental deficiency", which it replaced. The bill called for use of people-first language in reference to any person with an intellectual disability (New Jersey Legislature, 2010). Other states have adopted similar laws. At the national level, Rosa's Law (2010) eliminates the term "mental retardation" in federal law. These changes suggest that some legislators believe the words or phrases people speak or write reflect values. Terms to refer to People with Disabilities may have a strong effect on their inclusion in society (Blaska, 1993; Clinton & Higbee, 2011; Froschl, 1984; Zola, 1985).

For many people with and without disabilities, education presents an initial encounter – and potential struggle – with inclusion. According to Doubt and McColl (2003), students with disabilities may occupy a secondary, excluded position in the classroom, and could face issues with peer acceptance, classroom attitudes, and teacher support (De Boer et al., 2013). Therefore, the verbal environment created in school settings, in particular by teachers and administrators, can create a context that influences students' self-esteem and perceptions of others (Kostelnik et al., 1988). As the number of students with disabilities placed in least restrictive environments such as inclusive classrooms increase, language may be especially relevant to understanding the experiences of students with disabilities who are both attempting to engage with their peers and receive an appropriate education. This potential relationship between language and inclusive education prompts further exploration of disability language among individuals in mainstream school settings.

Despite support for the elimination of derogatory language demonstrated in recent legislation, controversy surrounds disability language use. This controversy may be based on differing values regarding disability and inclusion, often aligned with adherence to particular models of disability, and the belief that language use can reflect these values. According to Snow (2007) inaccurate terminologies and the inappropriate use of these terminologies perpetuate negative stereotypes and reinforce attitudinal barriers.

People-first language, a semantic approach that puts the person first before the disability. It is an approach that describes what a person has, not who a person is (Office of Disability Rights, 2024). Examples of people-first language includes a phrase like, students using wheelchairs. People-first language may reflect positive attitudes and promote inclusion of individuals with disabilities by referring first to the person, then secondly to the disability (Blaska, 1993; Griffin et al., 2023). People-first language offers a break away from the medical model of disability that focused on impairment, and instead advocate for a culture of disability emphasizing a person's identity and belonging (Gilson & Depoy, 2000). Jensen et al. (2013) championed people-first language for psychiatric mental health nurses in order to facilitate recovery-oriented practices and foster respect, dignity, and stigma

prevention. People-first language offers a move to language with positive connotations and less stigma allows individuals with disabilities to be viewed, by others and themselves, more favourably and experience more acceptance in society. People-first language can be categorized into five sub strands namely, general, disability-domain, specific, severity-focused, and historically sensitive people-first language.

One form of people-first language involves making a general reference to a disability, following the primary reference which is to the individual or groups of individuals. The disability-domain people-first language focuses on the person rather than the disability. Another type of language that puts the needs of the person first refers to the disability's domain, such as physical, sensory, emotional, or cognitive, after focusing on the person. These domain names are frequently used to group kids for classroom placement.

2.4.5 Cultural Dynamics

Culture can be said to be an encompassing aspect about a group. According to Goman (2022), culture is a set of shared values that groups of people embrace. They do influence how one thinks and acts and, more importantly, the kind of criteria by which you judge others. Culture has an important role when addressing issues to do with disabilities, as various cultures tend to perceive disability differently.

Our understanding of disability is mainly rooted in cultures, as we perceive issues based by what our cultures prescribe. The conceptualization of disability is formed by conceptions of a person in a culture (Eskay et al., 2012; Ingstad & Grut, 2007). Depending on how a culture views disability it highly influences how an individual with disability is viewed within that culture. Cultures, which view disability as a curse, may tend to be more geared towards ostracizing such individuals from the communities or viewing them as outcasts. Alternatively, cultures that deem disability as a deformity that can be corrected tend to lean more on medical interventions.

2.4.5.1 Norms

Norms can be described as rules or standard of behaviour shared by members of a social group. Norms can be prescriptive (encouraging positive behaviour) or proscriptive (discouraging negative behaviour). Disability is socially constructed, it resides in the set of social relationships and outcomes of social practices that tend to disadvantage and marginalize People with Disabilities, perceived disabilities and physical differences (Agmon et al., 2016).

Media images and the stories influence thinking and establish social norms. People with Disabilities have endured misrepresentation and lack of representation in the media news and entertainment (Disability and Media Alliance Project - Disability Rights Education & Defense Fund, 2022). Owing to this marginalisation, they are not able to air how they want to be treated or fight for their rights. For instance, in a traditional setting, a girl child with a slight disability maybe fully functional but may be considered impure and unfit for marriage, making education unnecessary in the eyes of the parents (Peters, 2009). Abu-Habib (1997) asserts that in Lebanese cultural context the birth of a child with disabilities is seen by many as not only a misfortune, but as shameful and embarrassing. And the husband is most likely to blame the mother for the situation. Most cultures fault women when something out of the ordinary happens. And when a child is born with disability they are easily blamed.

2.4.5.2 Beliefs

Several factors can lead to the development of negative perceptions about disability. These include a lack of understanding and awareness about disability, misconceptions or societal beliefs regarding the causes of disability, inaccurate media portrayals, and legislation that may reinforce detrimental stereotypes about disability (Kenya Disability Resource, 2017). These beliefs are harmful to People with Disabilities and they deny them rights to lead a normal life because they cause stigma, discrimination, marginalization among other discriminatory and harmful effects. The beliefs associated with the visible difference of people with albinism often result in prejudice, they have also led to bodily and psychological harm and

ritual attacks (EnableMe Kenya, n.d.) People with Albinism in Tanzania are living in constant fear, a huge number of them have been killed by those that believe their body parts is a source of wealth. This scenario forced Tanzanian government to ban traditional witchdoctors who were the creators of this notion.

African traditional beliefs about the cause of disability remain prevalent across sub-Saharan Africa. With most communities holding beliefs that disabilities are punishments for bad deeds or the result of witchcraft. Beliefs are sometimes based on the types of disabilities and how or when the disability was acquired (EnableMe Kenya, n.d.).

2.4.5.3 Values

Cultures are determined and maintained through the transmission of value and behaviour from parents to children (Cintas, 1995). According to Knutson et al. (1995), individuals from a common ethnic group typically share cultural practices and pass them on from one generation to another. Membership of the ethnic group provides the cultural identity and lens through which the developing child comes to understand and act upon prescribed values, norms and social behaviour within his or her world (Brookins, 1993). This belonging also gives meaning to a child's subjective experiences and provides a scaffold for interpersonal relationships, behaviours and activities (Gibbs & Huang, 1989). It also gives a sense of personal survival in the historical continuity of the group (Moore, 1985).

In a survey on the societal perception of individuals with behavioural and emotional disabilities administered to regular and special education teachers, administrators, social workers, and teacher-education students at Kenyatta University, 80% of participants indicated that in Kenyan society, these individuals are perceived as being mad or possessed by demons (Rono, 2004). The identification of students with behavioural and emotional problems is left to medical professionals who place them in medical wards for individuals with mental illness or in rehabilitation centres with juvenile delinquents and HIV-positive individuals. The definition of behavioural and emotional disorders is specific to cultures (Browder et al., 2020) and a cross-cultural consensus on the definition has not been reached. Different ethnic groups in Kenya

understand emotional and behavioural problems differently. For instance, in traditional communities raising boys to be warriors, engaging in aggressive physical activities apropos of war would be the norm. This same activity would be rejected in a different community (Devlieger, 1995; Maja-Pearce, 1998).

Cultural misunderstandings about how disabilities affect intellectual and physical functioning influence attitudes towards individuals with disabilities. For instance, students with disabilities are widely viewed as possessing undesirable attributes that frequently place them in a stigmatized category (Murugami, 2009). Fear of stigmatization and discrimination often lead parents to hide their children with disabilities indoors. In Kenya, children with deafness, blindness, and other complex disabilities are prone to be written off as uneducable and difficult to accommodate within the education system, a form of overt discrimination (Mukuria & Korir, 2006; Munyere, 2004). In some segments of Kenyan society, a child with a disability represents a curse that has befallen the entire family. Children with disabilities are rejected or hidden from public view (Kisanji, 2019). These ostracized children receive less parental attention, intellectual stimulation, education, medical care, quality upbringing, and nourishment compared to children without disabilities (Munyere, 2004).

Kenyan society essentially regards disability as a handicap, a form of discrimination with definite social origins (Kisanji, 2019; Murugami, 2009). This situation creates disadvantages that People with Disabilities experience not necessarily as emanating from some biological determination but from socially, culturally, economically, and politically constructed obstacles. In the extreme, disability becomes equivalent to social oppression within which government policies, state and local authorities, and public institutions such as schools are all key factors in the formation of structures with the potential to oppress People with Disabilities (Furman & Shields, 2005).

2.4.6 Inclusive Education for Children with Intellectual Disabilities

Education is the key tool for the development of human potential and is critical for effective participation in society. Many People with Disabilities in Africa, and in many other parts of the world struggle to have access to education (World Health

Organization (WHO, 2011). It is approximated that school enrolment rates of children with disabilities in developing countries are as low as 1 to 3 percent. Consequently, approximately 98 percent of children with disabilities in developing countries do not attend school (UN General Assembly, 2007). Although enrolment rates differ according to type of disability, children with intellectual disabilities in Africa generally fare worse than those with other types of disabilities (World Health Organization (WHO, 2011).

On the other hand, Intellectual disability is a developmental disability, which is present at birth or may develop during childhood (SpecialOlympics.org, 2023). People with intellectual disabilities may have limited language ability, comprehension and communication skills and may take longer to process information. Kenya Association of the Intellectually Handicapped (2023) notes that people with intellectual disabilities often experience difficulty understanding and responding to questions and have difficulty recalling information and sequencing events. People with intellectual disabilities may need help with day-to-day activities. However, with the right support people with intellectual disabilities can live full and active lives in the community. In the absence of such support, however, people with intellectual disabilities are likely to face barriers in many spheres of life, including in education (Byrd, 2011).

According to Florian et al. (2007), all children must be provided for and included in education to ensure their success and achievement. Batten (2005) posits that true inclusion requires provisions to be adapted to the needs of the child. Many scholars believe that inclusion should lead to all students becoming a part of the school community, with a common enterprise of learning (Panerai et al., 2009; Warnock, 2006). Barnard (2000) stated that inclusion involves a restructuring of the curriculum and classroom in order to better support children with ASD. This view of inclusion aims to ensure that all pupils are fully included and have access to an equal education, regardless of their need. It can be seen that inclusion has many definitions and views and therefore one singular definition may not be appropriate or possible (Florian, 1998). However, inclusion can be summarised as the ongoing process of

adaptation in order to meet the needs of all pupils and enable all children to progress and be a part of the wider school community.

In the past, the term inclusion was used interchangeably with integration (Warnock, 2006). Today, inclusion concerns the promotion of all pupils' presence, participation, acceptance and achievement (Humphrey, 2008). Throughout the 1980s and 1990s, there was a decline in the number of children enrolled in special schools and an increase in the number of statements of special educational need given (Commons & Committee, 2006). However, this shows a move away from segregation towards integration, not inclusion. It is important to appreciate that these policy changes have influenced practice. Early policy stated that children with SEN should be educated within mainstream schools (Warnock, 2006) although there was little funding and support for this recommendation. The Education Reform Act 1988 required all pupils to follow the same curriculum, which may aid inclusion, as schools must develop ways in which children with SEN can access the national curriculum. The Disability Discrimination Acts 1995 and 2005 were key in aiding inclusion as they made it unlawful to discriminate against children with SEN and disability. The United Nations Convention on the Rights of Persons with Disabilities 2011 (Office for Disability Issues, 2011) and in particular Article 24 can be seen to increase the inclusion of children with disability.

The Children and Families Act 2014 stated that Education, Health and Care Plans (EHCPs) would replace the statement of need system for children with SEN (DfE, 2014). The Children and Families Act 2014 supports education for children with intellectual disability and provides support for a wide range of needs that include communication needs, social needs, processing information and behaviour difficulties (The National Autistic Society, 2014). Special Educational Needs and Disability Act (SENDA) 2015 (DfE, 2015) enabled the parents of children with intellectual disabilities to be more involved in the decision-making process.

2.4.6.1 Barriers to Inclusion in Education

Inclusion is a difficult concept to measure; therefore, it can be difficult to determine whether a setting is being inclusive and poorly monitored outcomes of inclusion

increase these difficulties (Office for Standards in Education (Ofsted), 2010). Critical theory, which states that one social group holds power over others Dillon (2003), can explain barriers to inclusion at a policy and governmental level. This suggests that those in power design the education system for children without disability and enable their success. In contrast, children with disabilities are not able to succeed while undergoing the same system.

Financial challenges may hinder schools from providing effective education for children with intellectual disabilities. Effective inclusive practice requires resources and financial support that often comes from government funding (Batten, 2005). However, this causes a barrier when financial support is not available or used effectively. This is supported by National Union of Teachers (2004) survey which found that 76 percent of Special Educational Needs Co-ordinators (SENCO's) believe that their role within the school is undermined by a lack of funding and 40 percent feel that there is not adequate support for children with SEN.

The Constitution of Kenya provides for the right to education. Article 43 (1) (f) guarantees every citizen a right to education while Article 53 (1) (b) states that every child has a right to free and compulsory basic education. Article 54(1) (b) of the Constitution provides that a person with any disability is entitled to access educational institutions and facilities for People with Disabilities that are integrated into society to the extent compatible with the interests of the person.

2.4.6.2 Enrolment

Research shows that not all children with disabilities have been able to be enrolled in schools with factors ranging from discrimination to misinformation of their rights cited as factors affecting the enrolment numbers. The only way to ensure that their rights are protected is to ensure that they are enrolled to schools. It is estimated that a total of 264 million primary and secondary school-age children are out of school globally (UNESCO, 2020). Children with disabilities are disadvantaged when it comes to access to education (National Coordinating Agency for Population and Development (NCAPD, 2008). The data shows that 3.5 percent of children (6-9) with disabilities were not in school compared to 2.7 percent of those without disability.

The type of disability also impacts the level of school participation. The report shows that children with multiple disabilities were the most disadvantaged.

Mwoma (2017) states that children with special needs in Kenya for many years were not given adequate attention with regard to their education. She states that these children just like their counterparts have rights to be enrolled in schools as provided for in international conventions to which Kenya is signatory. The provision of education services for children with disabilities is relatively recent in Kenya. The first school for children with disabilities was started by Salvation Army in 1946. From 1963 Government reports made policy recommendations to address the issue of People with Disabilities, however none of the recommendations were fully implemented (Moyi, 2017).

The government in 2003 came up with free education policy which also gave extra funds to schools with children with special needs something that boosted the enrolment of children with disabilities. Persons with disabilities act (2003) established equal rights for People with Disabilities. The Act also created the National Council of Persons with Disabilities (NCPD) to oversee the welfare of People with Disability in Kenya. It also provides for the establishment of special schools and institutions for the deaf, blind and the mentally retarded (Macha et al., 2007). As of 2007, there were 103 intergraded units in regular schools in Kenya in addition to special schools.

The 2008 Kenya national survey for People with Disabilities affirmed that there were 1.3 million People with Disability living in Kenya. Thirty nine percent were attending mainstream primary schools while nine percent were attending high school (Bii & Taylor, 2013). In an effort to support People with Disability in Kenya, religious institutions have been instrumental in establishing schools and institutions for children with various disabilities including those with vision, auditory, motor and intellectual disability in various parts of the country.

2.4.6.3 Staffing

Children from disadvantaged backgrounds (in Soweto South Africa) encountered various challenges related to psychosocial support due to lack of trained personnel who could understand them (Mwoma & Pillay, 2015) . In Kenya, according to research by National Gender and Equity Commission (NGEC) 2016, most school heads have complained about not having enough specialised teachers and other schools having teachers who are trained on disability but where not needed in those particular schools because no children with disabilities were enrolled in those particular schools. It gives examples of schools which had teachers trained in physical disabilities or mental disabilities while they are placed to teach in schools for children with visual disabilities.

The Teachers Service Commission (TSC) does not yield data on the number of teachers for children with disabilities deployed in public primary schools countrywide. There is absence of comprehensive policy on training and deployment of special needs teachers and lack of controls on movement of teachers trained in special needs education. School infrastructure has also been seen to be one of the reasons there is a low number of children with special needs enrolling in schools. There is no sufficient equipment to handle children with disabilities, not enough textbooks and learning aids and the grants given to school for special needs were not sufficient (NGEC, 2016).

2.4.6.4 Curriculum

NGEC (2016) notes that there are challenges in regard to availability of teaching-learning resources. The curriculum used to teach in these special schools are too theoretical, making them less beneficial to these students. The other noted problem was the fact that the curriculum does not stipulate what is to be done and when. Children with disability were subjected to the same examination as regular children and the extra time allowed during examinations was not adequate to compensate for the slower pace of learning for children with disabilities.

2.5 Empirical Review

Back et al. (2016) conducted a study on how students with disabilities were labelled in urban school District in the United States. The study utilized a content analysis of 22 qualitative interviews with students, parents, teachers, and administrators to explore language used to refer to students with disabilities. Results offer the first framework of language in a U.S. urban school district, including people-first, disability-implicit, and disability-first language. Results demonstrate noteworthy variation in form and content and offer a values-based and contextual understanding of language. This nuanced way of understanding experiences of students with disabilities has implications for potentially improving language used to refer to People with Disabilities, as well as creating a more positive disability identity.

Kang (2013) conducted a study examining coverage of autism spectrum disorder in the US television news. It discussed news networks' coverage of autism in terms of issues, sources, and personal (episodic) or social (thematic) responsibility from the framing perspective. A content analysis was conducted on television news transcripts about autism during the time period from 1990 to 2010. Results found that the top three key issues identified were personal story, child, and cause. Doctors were the most interviewed source, followed by family and autistic people. The personal responsibility frame outnumbered the social one. The correlations between frames and issues suggest that even though the personal responsibility frame is dominant, social responsibility is also emphasized in issues.

Phillips (2012) conducted a study to examine how issues of disability are treated in Ukrainian print media. The study employed the method of narrative discourse analysis. The material used in the analysis consisted of 81 articles selected from Ukraine's seven most popular newspapers between the years 2000 and 2010. The author found that People with Disabilities are frequently exploited and abused by others. They might also be portrayed as criminals, aggressive and dangerous. Ukrainian media highlighted the problem of violence directed against People with Disabilities and perpetuated by them. The study found that the focus of the stories was violation of the rights of People with Disabilities and the state's failure to

accomplish its responsibilities toward People with Disabilities. The study recommended that citizens with disabilities needed to form their own civic and economic organizations. Phillip's study adopted the method of narrative discourse analysis which doesn't provide triangulation of results. The present study overcomes this limitation by adopting a mixed methods approach in order to triangulate the findings on the representation of disability in media

Guščinskienė and Žalkauskaitė (2011) conducted a content analysis of Lithuanian press in order to disclose stereotypes of People with Disabilities. Her study included the articles selected from two Lithuanian newspapers for the years 1995, 2003 and 2010. The results revealed that mentally People with Disabilities were presented as threatening the society, as people who should be isolated from the society and who require institutionalization. Some articles included in the study represented People with Disabilities as a burden to their family members or as victims of outrage, particularly, of sexual abuse. In the few articles People with Disabilities were presented as people who do not have access to labour market or as recipients of social benefits. People with Disabilities were also portrayed as those who are not capable of taking care of themselves, who require treatment and assistance and who experience difficulties in movement of People with Disabilities on the city streets. Besides, couple of articles characterized People with Disabilities as people who are not able to take care of their children. Although Zalkauskaite's study only focused on stereotypes regarding People with Disabilities, the present study goes beyond mere stereotyping and focuses on elements of programme production.

Diefenbach (1997) conducted a study on the portrayal of mentally ill characters on network TV programmes. He observed 184 programmes for three months and came up with the fact that most of the mentally ill characters are portrayed as violent and with a low quality of life. As we can see in, all the mentioned studies, there are certain qualities that have been attributed to the People with Disabilities throughout the history of representation of the disability, and most of these stereotypes are negative, excluding and problematic yet they have been repeated so many times without questioning their validity or consequences.

Mostowfi (2018) conducted a study on a close reading of four independent films, the study aimed at examining the tendency of using stereotypical representations of autism spectrum disorder (ASD) in the contemporary independent productions. In this respect, the examination was made through the close readings of the following four films, Temple Grandin (2010), Life, Animated (2016), Snow Cake (2006) and Mozart and the Whale (2005). The study sought to find out whether the films empathetically and realistically portray the autistic character, and whether the films reinforce any classic problematic stereotypes associated with ASD. The study concluded that the more recent the examined films have been, they have been more successful in implementing the social model of disability and giving a more empathetic image of people on ASD. However, that does not mean that ASD are completely normalized and accepted in the cultural and social context.

Samsel and Perepa (2013) study investigates a link between media portrayal of disabilities and its influence on teachers' perceptions of their students. By using semi-structured interviews and questionnaires, participants (N=8) gave an insight into their perceptions of the impact TV programmes and films have in their understanding of disability and teaching style. The findings reveal that the participants found the majority of the media to sensationalize disability, perpetuate stereotypes and lack appropriate representation of People with Disabilities in general. The teachers within the sample also acknowledged media as impacting their understanding, awareness and knowledge of disabilities and approaches, but they did not see it as impacting their teaching practices directly.

Githua (2013) assessed how Kenyan newspapers framed the coverage of People with Disabilities issues. The research project analysed the content of People with Disabilities news coverage in The Nation and The Standard newspapers by determining the frequency and space allocation to People with Disabilities news in the newspapers from November 01, 2012 to April 30, 2013. A population sample of 181 newspapers was used to select the newspapers used in the analysis. Data were collected from newspapers issued during that period and were analysed with SPSS version 20 using frequency counts percentages. The results showed that The Nation newspaper, about 58.6 percent of People with Disabilities news is in general news

category and in The Standard newspaper, it is about 70 percent. The study showed that The Nation newspaper has more People with Disabilities news placed prominently, 17.2 percent as compared to 16.7 percent in The Standard newspaper. Findings indicated that there was a significant difference between spaces allocated to People with Disabilities stories in The Nation and The Standard newspaper.

Lidubwi (2017) conducted a study to examine the representations of disability in the media focussing on the Kenya national broadcaster, the Kenya Broadcasting Corporation Television (KBC TV). The study mixed quantitative and qualitative methods, and the study population included the *Abled Differently* TV program, as well as stakeholders in the disability movement. Findings indicate that *Abled Differently* programme utilizes code-switching, sign language and subtitles which enables comprehension of programme content, as well as guaranteeing a wider reach of the program. Largely then, the programme focuses attention on the person speaking and not the disability since it identifies speakers by name and title and presents their stories in non-sensational ways. Further, the programme explores diverse interests of People with Disabilities and presents them as professionals in the society. However, there is need for an increased critical angle towards framing stories on People with Disabilities, with a potential of challenging myths about People with Disabilities. The study concludes that the *Abled Differently* programme was KBC-TV's own production, following an original concept, which affords it flexibility in determining the content to feature regarding People with Disabilities. The programme provides a big shift from the stereotypical portrayal of People with Disabilities in the media and this can potentially promote more inclusive and tolerant societies. The study recommends that more stakeholders in the production of the programme be engaged to give the programme a diverse outlook on People with Disabilities issues as well as more varied and critical content. It is also recommended that more People with Disabilities be featured in normal roles as a way of promoting more inclusive and tolerant societies.

Aghan (2007) conducted a study on media coverage of gender and disability in Kenya. The study aimed at finding out how the media was covering groups perceived to be disadvantaged and marginalized. Findings indicated that The Daily Nation, a

widely read paper in Kenya, had only 0.003 percent gender and disability stories during the period of the study and only allocated 0.24 per cent of space for reporting on gender and disability. Further, the stories are used as fillers in view of their poor weighting as news. Although Kenyan journalists occasionally report about disability, they have hardly any training on how to do it in a humanizing and non-stigmatizing manner. The study recommended that proper and effective reporting on disability issues is vital for the inclusion of disability in the development agenda and within society.

Ndavula and Lidubwi (2016) conducted a study on the representation of students with disability in Kenyan media. The study sought to determine the extent to which government owned media in Kenya are mainstreaming disability in Kenya. The study focused on the national broadcaster, the Kenya Broadcasting Corporation Television (KBC TV) and specifically investigated how its premier programme *Abled Differently*, is representing students with disability. The study was guided by the framing theory and adopted a qualitative research design. Content was analysed from a sample of 13 episodes of the *Abled Differently* programme which aired in 2015. Findings show that the representation of students with disability in the programme moves beyond stereotypical representation students with disability in the educational context. The study recommends that the media can provide the kind of information and imagery which acknowledges and explores the complexity of the experience of disability and a disabled identity for students with disability in higher education.

Abwao (2018) conducted a study which sought to investigate how People with Disabilities are represented in the Daily Nation newspaper in Kenya. The study which employed the framing theory used the content-analysis method to examine 341 newspaper articles published between 2016 and 2017 in the Daily Nation Newspaper. A thematic analysis was used where data was classified under the following frames stigmatization/ marginalization, social pathology, supercrip, medical, business/economic consequences, minority/civil rights, cultural pluralism, educative and legal model. Overall, the study showed there was more article representation of disabilities that were classified under the non-specified category

60.7% (n=207) while 27.6% (n=94) of the articles focused on visible disability while 11.7% (n=40) focused on invisible disabilities. The study also showed that traditional framing category is the more preferred category with 54% (n=184) of articles falling under this category, while the progressive had 37.4% (n=128) and the non-specified category had 8.8% (n=38) articles. Further analysis revealed that stigmatization/marginalization frame was a widely used frame with 18.2% (n=62) of articles using the stigma frame, while the business/economic frame had the lowest frequency.

2.6 Critique of Existing Literature

Previous research on intellectual disabilities use framing perspectives to investigate the topic (De Rosa, 1987). Kang (2013) notes that news framing about health topics can be investigated through analysing issues covered in the news media. News about intellectual disabilities including autism and attention deficit hyperactivity disorder reveal certain patterns. Wilkinson and McGill, (2009) investigated British newspapers about the coverage of intellectual disabilities and found that personal stories, menaces, victims, education, and services as the significant issues discussed. According to Elliott and Byrd (1982) the portrayal of disability on the media is less than accurate from the perspective of the People with Disabilities. The media motive of achieving higher ratings prevails over the obligation of providing realistic representations of People with Disabilities. The depiction of People with Disabilities with exaggerated symptoms and as threatening and unpredictable result in the sense inferiority and exclusion from the society and further sever the bonds between individuals with or without disabilities. Moreover, when People with Disabilities are exposed to their exaggerated image in the media, this repetitive portrayal of exaggerated behaviours can impact their self-image and behaviour as well.

Elliott and Byrd (1982) suggests that the negative consequences of stereotypical and exaggerated portrayal of disability for the relationships between people with or without disabilities is as substantial that it should outweigh the financial gain of the media industry. Liebert (1975) asserts that television (and other visual outlets) are the most influential media for observational learning on the attitudes toward disability; how the constant exposition to negative stereotypes of People with Disabilities

affects the perspective and feelings of the audience and this induce negative behaviours in audience toward People with Disabilities.

Norden (1994) remarks that the representation of People with Disabilities in the media is aligned with the representation of other minority groups such as ethnic and racial minorities. The stereotypic representation of People with Disabilities is the consequence of people without disabilities domination over the production and distribution of media outlets. Signorielli (1989) focusing on television viewers, studied how this stereotyping of mental illnesses affects the ideas of audience regarding the mentally ill people and points out that even the well-informed viewers would end up with negative attitudes toward the mentally ill by observing the depictions of the mental illness on the TV.

Bogdan (1982) presented his findings of how negative stereotyping in films affects the public opinion on individuals with disabilities. Portraying People with Disabilities as dangerous people can cause people to be scared of interacting with People with Disabilities. It can be affirmed when we analyse the history of the films with characters with disability, such as *Dr. Jekyll and Mr. Hyde* (1931) focusing on physical differences and causing a certain fear toward disability and People with Disabilities, or *Identity* (2003) focusing on dissociative identity disorder and again, causing fear toward people who live with the condition. In both films, the characters are portrayed as dangerous people, simply because of their disabilities and differences.

Lidubwi (2017) cites that the content on the People with Disabilities is usually mis/underrepresented in the news because the journalists are uneducated and insensitive about People with Disabilities and there are biases against the recruitment of People with Disabilities in the newsrooms. Nelson (1994) examines six major stereotypes that are frequently employed in the representation of People with Disability in the film and TV products. According to him, People with Disabilities usually portrayed as a victim or threat, or the ones that would not be able to survive, or who are dependent on others to live, or people who cannot fit into society or as a hero.

Leonard (1978) conducted research on the disability representation in prime time TV products which concludes that People with Disabilities are stigmatized in the TV programmes; as most of the products portray People with Disabilities as single or without any significant family role or a job, as children or people who are taken care of in the institutions, or as person who are being subjected to insult and mistreatment and are pitiable. Young (2012) claims that people with intellectual disabilities are portrayed as misfits in the media. She traces the representation of people with intellectual disability as freaks back to the literature where the mental illnesses have been subjects of the horror and bizarre themes. Similarly, Byrd (1989) points that the mental disabilities are more favoured to portray by the media specially in documentaries and policers. He speculated that is because the mental illness is a suitable subject to attract the attention of the audience as well as entertain them. In one of the major theories about representation, Perkins (2018) suggests that stereotypes are actually selective descriptions of specific areas, usually significant or problematic. Therefore, Perkins considers them as exaggerations in any case, simply because they are about extremes.

2.7 Research Gaps

Literature reviewed indicates that most scholarship conducted on media and disability focused on portrayal of disability in print media. For instance, Abwao (2018) presents an in-depth analysis of framing of disability in Kenyan newspapers. The current study however focuses on television, hence moving away from print as an area of focus. In addition, the current study examines the effects of frames on adoption of inclusive education in Kenya. Secondly, literature reviewed reveals that most studies adopted content analysis as a framework of analysis. This is a limitation since there are other methods that can be utilized to comprehend the phenomenon. It is with this view in mind that the present study mixed both quantitative and qualitative methods to investigating the representation of disability in media. Thirdly, the rationale for mixing methods is that the quantitative data and their subsequent analysis was to provide a general understanding of the representation of disability in the media. The qualitative data and their analysis refined and explained those statistical results by exploring participants' views in more depth. Fourthly, while this

study does not claim to identify every possible “trope” of People with Disabilities argumentation, it examines whether there were any patterns as to how television frames portray children with intellectual disabilities. This is a far more realistic and concrete goal that incrementally furthers the scholarship in the communication studies field by observing framing within television coverage on disability and not newspapers. Since research on how Kenyan media frames disability is limited, this research will add up to the body of research and present an intersection of media and disability issues.

2.8 Chapter summary

Literature reviewed provided a focal point for conceptualizing the study. Literature demonstrated that media play a major role in shaping and reflecting public attitudes towards framing of intellectual disability influences the inclusion of learners with intellectual disability in schools. Most scholarship conducted on media and disability focused on portrayal of disability in print media. Yet, television, as a form of popular culture, holds much potential for an examination of disability. Given the central position that television plays in social construction of disability in Kenya, it was important to question the extent to which television contributes to the agenda of disability in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter offers a discussion of the methodology adopted for the study. The chapter presents the research philosophy, research design and the target population. In addition, the chapter discusses the types and sources of data, data collection methods and instruments. Further, the reliability and validity of measurements are discussed. Finally, the chapter presents procedures used in data analysis as well as ethical considerations.

3.2 Research Philosophy

Research philosophy relates to a belief in the data about any topic chosen as a subject of investigation should be collected, analysed and used (Saunders & Tossey, 2015). Two major research philosophies have been identified to guide research in social sciences. These are positivism and phenomenology (Thornhill et al., 2009). Positivism research philosophy is based on the assumption that the researcher is independent of the phenomenon being studied and is based on real facts. Positivists use existing theory to develop objectives which are then tested and confirmed either in whole or in part or outrightly rejected, leading to further development of theory which then may be tested by further research. Phenomenological on the other hand is more subjective and its immediate focus is on what is known (Thornhill et al., 2009).

This study was grounded on the positivism approach as it sought to objectively establish facts by empirically testing the relationships between television framing of intellectual disability and involvement of learners in inclusive education. The independent variables include the disability new media frame, disability news source, disability thematic stories and disability language labels. The dependent variable is educational inclusion of learners with intellectual disability. The intervening variable is the cultural factors. These variables can be observed objectively, and their influence determined empirically. By adopting the positivist paradigm, the researcher

was a neutral recorder and so different researchers using the same instruments should reach the same conclusions. Positivistic research excludes a researcher's own values when conducting research and therefore, aims at making the observations and interpretations as unbiased as possible (Cooper & Schindler, 2014). The researcher is independent and neither affects or is affected by the subject of the research. Emphasis is on quantifiable observations that lend themselves to statistical analysis (Thornhill et al., 2009). By using the positivist paradigm, the researcher was guided by objectivity and was not able to influence the results of the study. The philosophy emphasizes quantifiable observations and allows for statistical analysis (Cooper & Schindler, 2014).

3.3 Research Design

This study adopted the descriptive cross-sectional research design. Research design is the plan outlining the selection of sources and types of information that will be adopted in answering research questions. It is the framework that specifies the interrelations between the study variables. Cooper and Schindler (2014) define research design as the blueprint outlining the procedures from hypotheses development to data analysis. Cross-sectional research is carried out once and reflects a snapshot of a particular point in time. The design was adopted as it allows for the collection of data across a large number of respondents at one point in time. A cross-sectional research design allows for the researcher to establish if a significant relationship among the variables exists at the time (Cooper & Schindler, 2014). A cross-sectional research design is adopted when the purpose of the study is descriptive and aims at describing a population or a subgroup within the population with respect to an outcome. On the other hand, descriptive research design helps in identifying and classifying the elements of the study variables. The major objective of descriptive research design is to accurately portray the profile of events as they are. Descriptive research designs are useful in describing the desired characteristics of the population or the sample being studied (Saunders & Tossey, 2015).

This study has two concepts: television framing of intellectual disability, and involvement of learners in inclusive education is the dependent variable. Cultural dynamics information was taken to have a moderating role in the hypothesised relationship. Television framing of intellectual disability is disaggregated into three specific objectives: story angle, thematic frames and language labels. The cross-sectional research design was deemed as the most appropriate as it allowed the researcher to obtain data from inclusive schools in the key target area of Nairobi County, and to collect data from teachers in those schools in order to establish the association between television framing of intellectual disability and the involvement of learners with intellectual disability in schools. Saunders and Tossey (2015) posit that a cross-sectional research design is suitable where the major objective of a study is to find out if a significant association amongst study variables exists at some point in time. By adopting descriptive design, the research attempts to describe or define the subject. A descriptive research design tries to generalize findings from a representative sample to a larger target population in cross-sectional studies.

3.4 Target Population

The target population of the study comprised of stakeholders in inclusive education in Nairobi County, Kenya. These comprised of school curriculum implementers, TV broadcasting actors, and the champions of education for children with special needs. Nairobi County was selected due to a higher prevalence of inclusive schools and television stations compared to other counties. Therefore, there is a high concentration of the target population which includes inclusive schools, OPDs, TV Stations and TV producers.

The school curriculum actors implement the national school curriculum and thus interact with the special needs learners. All the inclusive public primary schools in Nairobi County were considered as the key source of information with particular regard to class teachers and sub-county education officers. Teachers interact with the special needs learners on daily basis and were therefore able to provide information on the learning and development of this category of learners. County educational officers were selected for their role in the supervision of instruction across the

inclusive schools in the sub-county. Statistics from the Teachers Service Commission (2019) show that there are 48 schools in Nairobi County offering inclusive education to children living with intellectual disabilities spread across all the 17 sub-counties in the county. A sub-county education officer supervises the inclusive education schools in each of the sub-counties.

TV broadcasting actors were selected for their roles in the airing of TV programmes and content for the various audience including people with special needs. All the TV media houses were therefore considered as a population of interest with particular regard to programme producers. Producers create and compile TV programming content on daily basis and were able to provide information on programme story angles, thematic frames, language labels, and intellectual disability information. A random population of programmes aired over a period of six months was considered for intellectual disability story angles, thematic frames, language labels, and intellectual disability information. Data from Communication Authority (2020) shows that there were 80 local television stations licensed to operate in Kenya as of December 2020. The programming content considered comprised of the broadcasts carried out on Saturdays and Sundays over the six months period and hence a total of 52 programming days were considered.

The Champions of Education for Learners with special needs is comprised of Organisations for People with Disabilities (OPDs) under the umbrella of the Kenya Association of Intellectually handicapped (KAIH). As such, the membership of the Kenya Association for the Intellectually Handicapped executive board was considered as a population of interest for the study there were 5 members of the executive board as at the time of the study. Table 3.1 presents a summary of the target population.

Table 3.1: Summary of Target Population

	Stakeholder Category	Number
1.	Inclusive education schools in Nairobi County	48
2	Sub-county education officers	17
3	TV programmes	72
4	TV producers	80
5	Kenya Association of Intellectual Handicapped	5

3.5 Sampling and Sample Size

Sampling and sample size determination will be dependent on the respondent types and have been outlined in the subsection that follows.

Sampling was employed on the various categories of the population as follows:

3.5.1 Schools

The population of inclusive schools was 48 depicting a small and finite population. The study adopted the formula in Yamane (1967) and Adam (2020) to determine the sample size as follows:

$$n = \frac{N}{1+N(e)^2}$$

Where: n = Sample size; N = Population, and e = is the confidence level.

$$n = \frac{48}{1+48(0.05)^2} = 40$$

A sample size of 40 schools was thus calculated from a population of 48 inclusive schools. Simple random sampling techniques were used to select the sample. As such, all the 48 schools were listed down on a full scrap and coded. The codes were written on small pieces of paper which were then folded into small balls and put in a

closed container. The container was shaken vigorously before picking one at a time and noting the code and the school it represents. Picking of the pieces of paper was done without replacement each time. The process was repeated until the 40 schools were realized. Proportional sampling techniques were then utilized where an equal number of teachers were drawn from each school to ensure that sampling bias was not introduced into the study. Several schools had only one inclusive education teacher. As such, one inclusive education teacher was selected from each of the sampled schools translating to a sample size of 40 inclusive education teachers.

3.5.2 Sub-County Education Officers

Sub-County Education Officers are key figures responsible for overseeing education matters within their respective sub-counties. The population of the sub county education officers was identified as 17. Therefore a census was conducted to obtain a sample size of 17 education officers.

3.5.3 TV stations

The population of the TV stations was 80. Purposive sampling technique was employed to get a suitable sample for the study. Three television stations were purposively identified, namely the Kenya Broadcasting Corporation Television (KBC-TV), Kenya Television Network News (KTN News) and Signs TV. The Media Council Act (2013) requires that public broadcasters provide a diverse range of programmes in the fields of information, culture, education and entertainment. They are also responsible for providing a reliable news service. To begin with, KBC-TV was chosen because it is the national broadcaster whose mandate is to air programmes of public interest to all groups in the society. It also has a wide coverage that is national. The station is most widely watched, and it has broadcasts in English and Kiswahili. Secondly, KTN News was selected because it is the first 24-hour news television station in Kenya. It is therefore likely to pay more attention to a wide array of local news items and documentaries touching on a variety of issues in society, unlike other commercial television stations. Additionally, KTN News was recognized by the Communications Authority of Kenya (CA) for excellence in broadcasting disability stories. Subsequently, the CA awarded KTN News the KUZA

People with Disabilities Accessibility Award consecutively in 2018 and 2019 (CA, 2020). Finally, Signs Television was selected because it airs content that educates, informs and entertains in sign language by extension enhancing Disability and the Deaf Culture. It is also the first disability specific television in Kenya.

3.5.4 TV Programmes

The study considered programming content aired for a period of six months, that is from July 2020 to December 2020 a period that coincides with major activities on the calendar of the disability movement both locally and abroad. During this period, there is thematic coverage of issues surrounding the disabilities. The major activities include the International Albinism Awareness Day and World Vitiligo Day which are celebrated in July, the International Week of the Deaf is observed in September. Other activities include the World Dyslexia Day, World Cerebral Palsy Day, World Sight Day and World Mental Health Day held on 4th, 6th, 8th and 10th October respectively. Lastly, we have the International Day of Persons with Disabilities which is celebrated on 3rd December. The six-month period selected, therefore, would best capture a wide and better representation of the various types of disability that exist. Purposive sampling techniques were employed. Programmes aired on weekends were selected because most documentaries and features are aired over the weekends in order to reach a larger target audience. It was found out that 72 programmes were aired on Saturdays and Sundays by the three television stations.

3.5.5 TV Producers

TV producers of the respective programmes selected under 3.5.4 were considered. The study randomly selected one producer from each of the three television stations namely the Kenya Broadcasting Corporation Television (KBC-TV), Kenya Television Network News (KTN News) and Signs TV.

3.5.6 Kenya Association of Intellectual Handicapped

OPDs were selected based on their membership in KAIH, an association focussing on the well-being of PWIDs with a bias to Down syndrome, epilepsy, autism and

cerebral palsy. Based on the information obtained from the KAIH, there were four institutions representing PWIDs as at the time of the study. These are Cerebral Palsy Society of Kenya, Down syndrome society of Kenya, Autism Society of Kenya and Kenya Association for the Welfare of People with Epilepsy. Purposive sampling technique were employed in selecting the respondents from the Kenya Association of Intellectual Handicapped members.

One representative from each of the four organisations and one contact person from KAIH were purposively selected to participate in the study. Table 3.2 Summarises the sample size for the various categories of respondents.

Table 3.2: Sample size

	Respondents	Sample size
1.	Inclusive education teachers	40
2	Sub-county education officers	17
3	TV programmes	72
4	TV producers from (KBC-TV, KTN News and Signs TV)	3
5	Kenya Association of Intellectual Handicapped	5

3.6 Data Collection Tools

The study used primary data that was obtained through a structured questionnaire, interview guide and a code sheet. The study used a triangulation approach by collecting both qualitative and quantitative data from respondents in order to corroborate findings. In this study, triangulation helped to enhance the credibility of the study by eliminating deficiencies of one approach to data collection.

Questionnaires were issued to inclusive education teachers in order to collect data on television framing of intellectual disability and involvement of learners in inclusive education in Kenya. The questionnaires consisted of closed-end questions guided by the variables of the study, theory, previous empirical literature and the researcher's questions based on the context of the study. The questionnaire was divided into three

sections. Section one captured demographic profile of the respondents while section 2 collected data on involvement of learners in inclusive education. Section three captured data on television framing of intellectual disability, the independent variable and the moderating variable, which included data on television framing of intellectual disability and televised cultural dynamics. The questionnaire was designed on a five-point Likert scale. It comprised statements that imply either a favourable or unfavourable view towards the object of interest. The respondents were asked to state the extent to which they agree or disagree with each statement.

Interview guides were issued to sub-county education officers, TV producers and members of the Kenya Association of Intellectual Handicapped. It collected data on television framing of intellectual disability and involvement of learners in inclusive education in Kenya. The interview guide was divided into three sections. The first section collected the bio data of the respondents including age, gender, education qualifications, years of practice and special training on disability. Section 2 collected data on the dependent variable which included enrolment of pupils with special needs, type of inclusion adopted in the school, category of disability of learners and support services for learners with learning difficulties. Section 3 collected data on both moderating and independent variables which included data on television framing of intellectual disability and televised cultural dynamics.

The technique for collecting television programmes was a coding sheet. A coding sheet was used to collect quantitative data from television programmes from the selected stations. The coding sheet contained the parameters of analysis of television framing of inclusive education for Learners with Intellectual Disabilities

3.7 Validity Tests

Validity is the ability of the study instrument to measure what it is supposed to measure (Cooper & Schindler, 2014). Validity is concerned with establishing the appropriateness, quality and accuracy of the procedures a researcher adopts for finding answers to their research questions. Babbie (2021) states that validity refers to the extent to which an empirical measure adequately reflects the real meaning of

the concept under consideration. This study sought to assess the content validity of the questionnaire items to ensure that they provided sufficient coverage of the investigative questions guiding the study. Content validity was determined using the expert judgement of the thesis supervisors, research experts and the panels during presentations at the school and faculty levels.

The validity of the interview guides was constructed with the expert input from three communication experts. The first expert was drawn from the Department of Media Technology and Applied Communication at Jomo Kenyatta University of Technology. The second expert was drawn from the Department of Journalism and Media Studies at Technical University of Kenya. They reviewed the interview questions pertaining to its language, wording and relevance. Freeman (1950) noted that validity should not depend on the subjective judgement of one specialist, rather, it should be based upon careful analysis by several specialists.

3.8 Reliability Tests

In order to ensure reliability of the research instruments, a pilot study was undertaken for the questionnaire, interview guide and coding sheet. Reliability is the extent to which data collection and analysis methods yield consistent findings (Cooper & Schindler, 2014). It determines if the instrument or the measure will give similar results on different occasions, researchers can arrive at similar observations and there is transparency in raw data. Reliability test thus allows confirming the internal consistency of the research instrument.

A pilot study for the questionnaire was conducted in inclusive schools in neighbouring Kiambu County. The questionnaire was piloted in five randomly selected special schools in Kiambu county which were not selected in the sample. The purpose of the pilot run was to check for ambiguity, and poorly prepared items as well as to find out whether the respondents could answer the questions without difficulties. The questionnaires which were obtained from the piloting were subjected to a reliability test. Reliability refers to the accuracy and precision of a measurement procedure. Reynolds et al. (2021) observes that a reliable instrument should produce the expected results when used more than once to collect data from two samples

drawn from the same population. The study adopted the Cronbach coefficient alpha in determining the reliability of the questionnaire. The coefficients range from zero, no internal consistency to 1, full internal consistency. Tavakol and Dennick (2011) suggests that if alpha values are too low, either a few items are included or the items included have very little in common and suggested an Alpha value of 0.70 as the minimum threshold. For this study, the proposals of Tavakol and Dennick (2011) were been adopted and the alpha coefficient value for the study is put at 0.70. Table 3.3 presents the results of the reliability analysis for this study in which all the coefficients for the variables were greater than 0.7. In the social sciences, acceptable reliability estimates range from .70 to .80 (George & Mallery, 2011; Nunnally & Bernstein, 1994; Sekaran & Bougie, 2020). Therefore, the research instrument was deemed reliable.

Table 3.3: Reliability Analysis

Objective no.	Cronbach's Alpha	No. of Items
Objective 1	.783	4
Objective 2	.827	9
Objective 3	.725	5
Objective 4	.753	4
Objective 5	.796	3

Feedback obtained was used to fine-tune the research instruments and questions adjusted while some were dropped before actual data collection.

The interview guide for media producers was piloted on three producers from two TV stations that were not sampled by the study. The pilot study was conducted in May 2021. The interviews were conducted online due to the restrictions brought about by COVID-19 pandemic. A letter of informed consent was sent to each producer, and they provided their consent in writing. The interviews ranged in time between approximately 32 and 37 minutes. The pilot study helped the researcher to improve the interview guide for media producers. Some questions in the interview guide were rephrased and sequentially aligned. A number of items in the interview

guide to media producers was rephrased. In question four the word “produced” was changed to conduct. In question no. 8 the abbreviation “PWDs” was changed to “Persons with Disabilities”, In question no. 12, the abbreviation “OPDs” was changed to “Organisations of Persons with Disabilities”.

The interview guide for County Education Officers was piloted on two education officers from Kiambu County which was not sampled by the study. The pilot study was conducted in June 2021. The interviews were conducted in-person and recorded using digital recorders. Informed consent was obtained from the officers in writing. The interviews ranged in time between approximately 32 and 37 minutes. The pilot study helped the researcher to improve the interview guide for County Education Officers. A number of items in the interview guide were changed. Question no. 1 was found to be a leading question. It was therefore changed from “Do you watch television?” to “What television stations do you watch?” Question 6 and 7 were merged to become: In your opinion, do television stories on disability influence involvement of learners with intellectual disability in Inclusive Education. In question 11 the abbreviation “PWDs” was changed to “Persons with Disabilities”.

The interview guide for stakeholders from the Kenya Association of Intellectual Handicap was piloted on two stakeholders who were not sampled by the study. The pilot study was conducted in June 2021. The interviews were conducted in-person and recorded using digital recorders. Informed consent was obtained from the stakeholders in writing. The interviews ranged in time between approximately 25 and 30 minutes. The pilot study helped the researcher to improve the interview guide for stakeholders. Specifically, the sequence of questions was changed so that question no. 15 became number 14, no. 16 became no. 15, no. 14 became 16. Question eight was found to be a leading question. It was changed to What specific themes in disability do you know of?.

The coding sheet was subjected to a reliability test by sampling news programs from two television stations, namely Citizen Television and NTV Kenya, which were not sampled in the study. The reliability of a content analysis tool refers to its stability, or the tendency for coders to consistently recode the same data in the same way over a

period of time; reproducibility, or the tendency for a group of coders to classify categories membership in the same way; and accuracy, or the extent to which the classification of a text corresponds to a standard or norm statistically (Gersten, 2000).

Six coders used the code sheet to independently code the same four television news programmes, from two television stations, namely Citizen Television and NTV Kenya, which were not sampled in the study. The coders then met to discuss the coding procedure as a whole as well as the coding of specific items. The coders recommended a number of modifications, primarily in wording of particular items and the number of choices provided. In Part Five of the Code Sheet on Intellectual disability information source, the word OPDs in Question no. 1 was changed to Organisations of Persons with Disabilities to improve on clarity.

To determine inter-rater reliability, the code sheets submitted by the six coders were compared to a master code sheet developed by the researcher. Inter-rater reliability (IRR) is a measure of the level of agreement between the independent coding choices of two (or more) coders (Hallgren, 2012). It determines consistency of coding and can be used to establish the deviation of a coder's choices from the ideal. The Cohen's kappa coefficient was used to determine inter-rater reliability (Carletta, 1996). Possible kappa scores range from -1 to 1, where -1 establishes absolute and perfect disagreement, 0 indicates no discernible pattern in code agreement, and 1 indicates perfect agreement (Hallgren, 2012). Inter-rater reliability of the code sheet ranged from .82 to .99 with a mean of .90. According to Landis and Koch (1977), a kappa coefficient between 0.61 and 0.80 establishes substantial agreement, while any kappa of 0.81 or above can be viewed as "near perfect" agreement. On the other hand, Fleiss et al. (2003) views scores of above 0.75 as an "excellent" level of agreement.

3.9 Data Collection Procedure

A research permit was sought from the National Commission of Science, Technology and Innovation (NACOSTI). During the first phase, the researcher implemented the quantitative strand. The researchers made arrangements with the

programs controller at KBC-TV, Signs TV and KTN News to provide the required programs. Research assistants identified programs on intellectual disabilities and inclusive education broadcasted on the selected days and used coding sheets to record observations which led to the establishment of patterns and general themes in the data.

In the second phase, the researcher implemented the qualitative strand. The researchers collected qualitative data using the interview guide on a purposefully selected stakeholders in inclusive education in Kenya. The interviews of the selected respondents were done within a period of three months. Documentation of the interview was done in written form using the note taking technique, as well as in audio form using a tape recorder.

3.10 Data Analysis

Once collected, the data was cleaned to get rid of inaccurate and incomplete answers as well as those that were deemed as unreasonable. This not only enhance the quality of data but serve as a precaution against unwanted errors. The raw data was key punched into the Statistical Package for Social Scientists (SPSS) and Microsoft's Excel computer programmes for ease of analysis. The study used both descriptive and inferential statistics in analysing data. Quantitative data was analysed by the use of descriptive and inferential statistics while content analyses was used to analyse the remarks in the interview guide as shown in Table 3.4

Table 3.4: Data analysis techniques

Test item	Description of the Test item	Statistics to be generated
Bio data	Bio data	Frequencies Percentages
Objective 1	To determine how intellectual disability story angle in television influences the involvement of learners in inclusive education in Kenya.	Cross tabulation Frequencies, Percentages Spearman rank-order correlation Regression
Objective 2	To investigate how intellectual disability thematic frames in television influences the involvement of learners in inclusive education in Kenya.	Content analyses Frequencies, Percentages Spearman rank-order correlation Regression
Objective 3	To find out how television information source of intellectual disability influences the involvement of learners in inclusive education in Kenya.	Content analyses Frequencies, Percentages Spearman rank-order correlation Regression
Objective 4	To establish how intellectual disability language labels in television influence the involvement of learners in inclusive education in Kenya.	Content analyses Frequencies, Percentages Spearman rank-order correlation Regression
Objective 5	To assess how cultural dynamics on intellectual disability influence the involvement of learners in inclusive education in Kenya.	Content analyses Frequencies, Percentages Spearman rank-order correlation Regression Content analyses

Descriptive statistics included frequencies, percentages, means and standard deviations, while inferential statistics included correlation and regression techniques.

The Spearman rank-order correlation was used to analyse the relationship between intellectual disability story angle, thematic frames information source, language labels, and cultural dynamics of televised information on involvement of learners in inclusive education in Kenya.

Correlation coefficients range from, -1.0 to 1.0 with the weaker the relationship the closer the coefficient is to zero. Creswell (2012) provides the following rule of the thumb for interpreting the strength of the correlation: > 0.7 is strong, > 0.3 is moderate, and < 0.3 is weak. The test will be conducted at 0.05 level of significance.

Multiple Regression techniques was used to determine the relationship between the effect of intellectual disability story angle, thematic frames information source, language labels, and cultural dynamics of televised information on involvement of learners in inclusive education. The significance of the overall model was determined by the F-statistics value, while the significance of each specific objective was determined by the p-value. Equation (1) presents the individual effects.

$$Y = \beta_0 + \beta_1\text{Angle} + \beta_2\text{Frames} + \beta_3\text{Source} + \beta_4\text{Labels} + \epsilon \dots\dots\dots 1$$

Where

Y = Involvement of learners in inclusive education in Kenya.

$\beta_0; \beta_1; \beta_2; \beta_3; \beta_4$ = coefficients

Angle = Intellectual disability story angle

Frames = Intellectual disability thematic frames in television

Source = Television information source of intellectual disability information

Labels = Intellectual disability language labels

ϵ = Error term

Equation 1 is the first step that seeks to seek the influence of the independent variables on the independent variable. The moderating role of the televised cultural dynamics information on intellectual disability and involvement of learners in inclusive education in Kenya was examined in a second step using a measure suggested by Hayes, (2018). In the third step, an interaction variable in addition to television framing of intellectual disability was used as dependent variables influencing the involvement of learners in inclusive education. This joint dependent variable was assumed to account for the additional effect on the involvement of learners in inclusive education that is not explained by television framing of intellectual disability. To determine if the moderating effect is present, the combined influence of television framing of intellectual disability and televised cultural dynamics information must have a statistically significant influence on the involvement of learners in inclusive education. Equation 2 presents the introduction of the interaction effects.

$$Y = \beta_0 + \beta_1 \text{Framing} + \beta_2 \text{Dynamics} + \beta_3 \text{Framing} * \text{Dynamics} + \epsilon \dots\dots\dots 2$$

Where

Y = Involvement of learners in inclusive education in Kenya.

$\beta_0; \beta_1; \beta_2; \beta_3$ = coefficients

Framing = Television framing of intellectual disability

Dynamics = televised cultural dynamics information

Framing * Dynamics = Interaction term

ϵ = Error term

3.11 Ethical Considerations

The researcher adhered to the rules and regulations set at different levels of authorization and followed stipulated procedures set at departmental and school levels at Jomo Kenyatta University of Agriculture and Technology. The researcher

also obtained authorization from the Board of Postgraduate Studies at Jomo Kenyatta University of Agriculture and Technology. Further, authorisation was sought from the National Commission for Science and Technology and Innovation to carry out the research. After that, a research permit was sought from the Ministry of Education and from the local administration in Nairobi County.

The study maintained ethical principles and practices in research by ensuring that respondents' rights were respected. The following ethical considerations were observed: informed consent was sought from all the respondents involved in the study, confidentiality of the respondents was assured through the introductory section in the interview guide, respondents were informed of the purpose of the study, and that their right not to answer sensitive or personal questions was guaranteed. All the Covid-19 protocols such as wearing of masks and social distancing were followed while interacting with the study participants. Television programmes were downloaded on the drive for previewing to minimise exposure to television station staff during the pandemic. More importantly, all the respondents were treated with respect and courtesy, and the research was independent and impartial.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The chapter presents data analysis, findings and interpretation. The chapter begins with a summary of the response rate of the respondents and a summary of their demographic details. The data was analysed based on the research objectives.

4.2 Response Rate

The five sources of data for the study included teachers, education officers, TV programmes, TV producers and the Kenya Association of the Intellectually Handicapped (KAHI). Respective tools were administered, and the response rate was as summarised in Table 4.1.

Table 4.1: Return Rate for Data Tools

Category of Respondent	Sample size	Tools returned	Return rate
Inclusive education teachers	40	40	100%
Sub-county education officers	17	17	100%
TV programmes	72	72	100%
TV producers	3	3	100%
Kenya Association of the Intellectually Handicapped (KAHI)	5	5	100%

The response rate for the inclusive education teachers was 100% while that of the Sub-County Education Officers was 100% (see Table 4.1). The response for TV programmes was 100% while that of TV producers and KAHI were both 100%. According to Mugenda and Mugenda, (2008), a response rate below 40% is unreliable, a response rate of 40%-50% is poor, a response rate of 50%-60% is

acceptable for analysis and reporting, a response rate of 60% -70% is good and a response rate of 70%-80% is very good while response of over 80% is excellent. A response rate of over 100% was therefore considered to be excellent for data analysis.

4.3 Background to Inclusive Education in the County

Demographic information was sought from the inclusive education teachers with respect to their gender, age, education, professional training and work experience. The purpose of this information was to determine the teachers' characteristics in relation to their involvement in inclusive learning in their respective schools which was integral to the information sought by the study.

4.3.1 Bio- Data of Inclusive Education Teachers

Information was sought from the inclusive education teachers regarding their gender. The purpose of this information was to determine if inclusive teaching in the county were being implemented by either male teachers or female teachers. The teachers were therefore asked to indicate their gender and the responses were as shown in Table 4.2.

Table 4.2: Distribution of Inclusive Education Teachers by Gender

Gender	Frequency	Percent
Male	9	22.5%
Female	31	77.5%
Total	40	100.0%
Age Bracket	Frequency	Percent
21 - 25 years	4	10.0%
26 - 30 years	5	12.5%
31 - 35 years	3	7.5%
36 - 40 years	9	22.5%
41 - 45 years	14	35.0%
46 - 50 years	5	12.5%
Total	40	100.0%
Level of Education	Frequency	Percent
Diploma in Education	12	30.0%
Bachelor's Degree	24	60.0%
Post Graduate Diploma in Education	1	2.5%
Master's Degree	3	7.5%
Total	40	100.0%
Teaching Experience	Frequency	Percent
Less than 5 years	8	20.0%
6 - 10 years	4	10.0%
16 - 20 years	5	12.5%
21 - 25 years	7	17.5%
26 -30 years	5	12.5%
31 and above years	11	27.5%
Total	40	100.0%
Teaching experience	Frequency	Percent
less than 5 years	12	30.0%
6 - 10 years	10	25.0%
11 - 15 years	8	20.0%
16 - 20 years	5	12.5%
21 - 25 years	4	10.0%
Non response	1	2.5%
Total	40	100.0%
Professional Training in Special Needs Education	Frequency	Percent
Yes	34	85.0%
No	6	15.0%
Total	40	100.0%
SNE specialisation of the Teachers	Frequency	Percent
SNE inclusive	5	12.5%
Visual disability	3	7.5%
Physical disability	3	7.5%
Intellectual disability	16	40.0%
Hearing disability	8	20.0%
None	5	12.5%
Total	40	100.0%

The statistics in Table 4.2 show that 77.5% of the teachers who participated in the study were female while 22.5% were male. The finding implies that there were more female teachers directly involved in the day-to-day implementation of inclusive education curriculum in public primary schools in the county than males.

The distribution of the teachers by age was as summarised in Table 4.2. Findings show that the teachers ranged between 21 and 50 years of age where 10% were between 21 and 25 years, 12.5% were between 26 and 30 years, 7.5% were between 31 and 35 years, 22.5% were between 36 and 40 years, 35% were between 41 and 45 years of age while 12.5% were between 46 and 50 years of age. Findings on age show that varied ages were represented ranging from freshly graduated inclusive education teachers at 21 years to extensively experienced who are almost retiring. A succession plan seemed to be in place where a younger age set replaced an ageing age set. The pattern on age distribution seemed to suggest a continuous supply of inclusive education teachers in the study area.

The distribution of the teachers by education level was as shown in Table 4.2. Findings on education level show that 30% of the teachers had diploma in education, while 60% held a bachelor's degree. In addition, 2.5% had post graduate diploma qualification while 7.5% held a master's degree. It should be noted that the minimum qualification for primary school teachers is P1 certificate in education. The findings, therefore, implied that all the inclusive education teachers in the study area were qualified and that a majority of them surpassed the qualifications because they had pursued further education to achieve a bachelor's degree qualification in their respective field.

The distribution of the teachers by teaching experience was as summarised in Table 4.2. Findings show that 20% of the teachers had less than 5 years of experience while 10% had between 6 and 10 years. In addition, 12.5% had between 16 and 20 years, 17.5% had between 21 and 25 years, 12.5% had between 21 and 25 years while 27.5% had more than 30 years of experience. The findings seem to suggest that 80% of the teachers had more than 5 years of experience and were therefore in a position to provide in-depth understanding of the issues in inclusive education as sought by the study.

Further, the teachers were required to state their teaching experience in their current stations and the results were summarised in Table 4.2. The findings suggest that 70% of the teachers had taught in their current schools for more than 5 years and were therefore in a position to provide credible information on inclusive education practice in their respective schools as sought by the study.

Information was also sought from the teachers regarding their Special Needs Education (SNE) training. The teachers were therefore required to state their special needs training and the results were as summarised in Table 4.2. It was established that 85% of the teachers had acquired SNE training before being posted as special needs teachers for inclusive education. Another 15% indicated having no additional professional qualifications for teaching special education, suggesting that they were embedded among SNE teachers in their respective schools and were learning on the job. The finding also suggests that the special need children enrolled in their schools did not require a specialised teacher to handle the disabilities presented.

The distribution of SNE specialisation of the teachers is summarised in Table 4.2. The findings in Table 4.8 show the varied specialisations taken by the SNE teachers. The training areas included SNE inclusive, visual disability, physical disability, intellectual disability, hearing disability. The varied specialisations implied that the teachers were in a position to provide credible information on inclusive education practice in their respective schools as sought by the study.

4.3.2 Distribution of SNE Learners in Schools

All schools participating in the study had SNE learners as earlier stated in the study methodology. The number of SNE learners in the schools ranged between 12 and 180 learners per school. The teachers were asked to state the kind of education inclusion they practised in their respective schools. The results were as shown in Table 4.3.

Table 4.3: Education Inclusion Adopted by Schools

	Frequency	Percent
Learners with special needs learn together with other learners in regular classes	29	72.5%
The school has special units with some interactions with other learners in other classes	5	12.5%
The school has special units within no interaction with the other learners in the school	5	12.5%
The school is a full-fledged special school	1	2.5%
Total	40	100%

Findings on education inclusion adopted by schools show that 72.5% of the schools adopted inclusion where SNE Learners attended regular classes alongside other learners in the school. Another 12.5% of the schools had special units with considerable interactions with the others regular learners and another 12.5% of the schools had special units with no interactions with the others regular learners. Lastly, 2.5% of the schools were full-fledged special schools.

The categories of the SNE learners in the schools were as summarised in Figure 4.1.

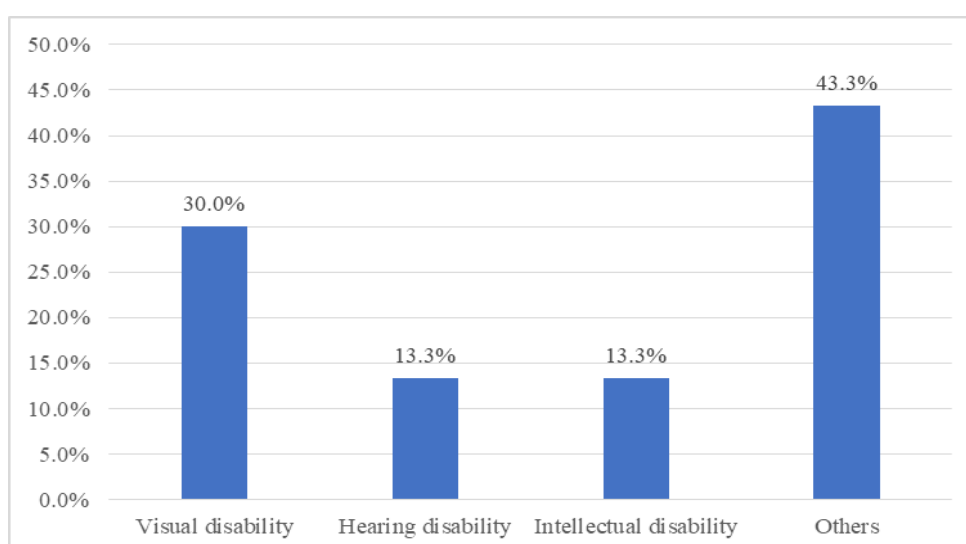


Figure 4.1: SNE Learner Categories in Schools

Findings show that 30% of the SNE learners presented visual disability, 13.3% presented hearing and intellectual disability respectively, while 43% presented other needs that included autism spectrum disorder (ASD), Brille transcriptism, sign language interpreter, Cerebral palsy, Dyslexia, down syndrome, I.E.P, Physiotherapy services and Remedial teaching.

The support services provided by the schools for learners with learning difficulties included Individualized education plan, Occupational therapy, play therapy, Physiotherapy, speed therapy, psychosocial counselling, Speech and language development, Remedial learning activities and Education TV.

4.5 Television and Involvement of Children with Intellectual Disabilities in Inclusive Education

The study sought to determine the role of television in the involvement of SNE learners in inclusive education. The teachers were required to state their opinions on whether television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education. The results were as summarised in Table 4.4.

Table 4.4: Role of Television in Inclusive Education

Television and involvement of children with intellectual disabilities	Response	Frequency	Percent
Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education	Strongly Disagree	4	10.0%
	Disagree	3	7.5%
	Neutral	11	27.5%
	Agree	15	37.5%
	Strongly Agree	5	12.5%
	Non-Response	2	5.0%
	Total	40	100%

Findings in Table 4.4 indicate that 37.5% of the teachers agreed and another 12.5% strongly agreed that Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education. On the other hand, 7.5% of the teachers disagreed and another 10% strongly disagreed while 27.5% were neutral. The findings imply that there were divergent views amongst the teachers on the adoption of TV programmes for inclusive education. Those who agreed explained that the content aired was entertaining and favourable to learners with intellectual disability. The teachers who disagreed explained that learners did not understand sizeable sections in the TV programmes. Intervention was therefore necessary to orient the TV producers on the production of disability friendly content for inclusion in TV. Further, there is a need of expanding journalists' capacity to report on pertinent issues that are deemed important by People with Disabilities, community in-depth news stories and reports with the objective of raising public awareness about issues important to People with Disabilities communities, media should capture the voices and perspectives of People with Disabilities and the challenges and opportunities facing People with Disabilities communities, driving conversations among communities and public discourse at the local, national, and regional levels.

4.6 Disability Story Angles in Television Programmes

The first objective was to determine how intellectual disability story angle in television influences the involvement of learners in inclusive education in Kenya. In order to achieve this, Television programmes aired by the sampled stations for a period of six months were accessed and analysed by the use of a coding sheet (Appendix IV). The television stations were: The Kenya Broadcasting Corporation Television (KBC-TV), Kenya Television Network News (KTN News) and Signs TV. The teachers in inclusive education were asked about the application of intellectual disability story angle in TV programmes in the implementation of inclusive education in their respective schools. Thereafter, respective media producers were then required to explain how they produced features on Intellectual Disability, the issues that make up the intellectual disability content in the programmes, the angle of the programmes on Inclusive Education that are aired on television and the time

allocation of the stories featured. The sub-county educational officers and KAHI provided qualitative information on learners with special needs and on inclusive education from the society's point of view.

The results from the coding sheet on disability story angles in television programmes were as summarised in Figure 4.2.

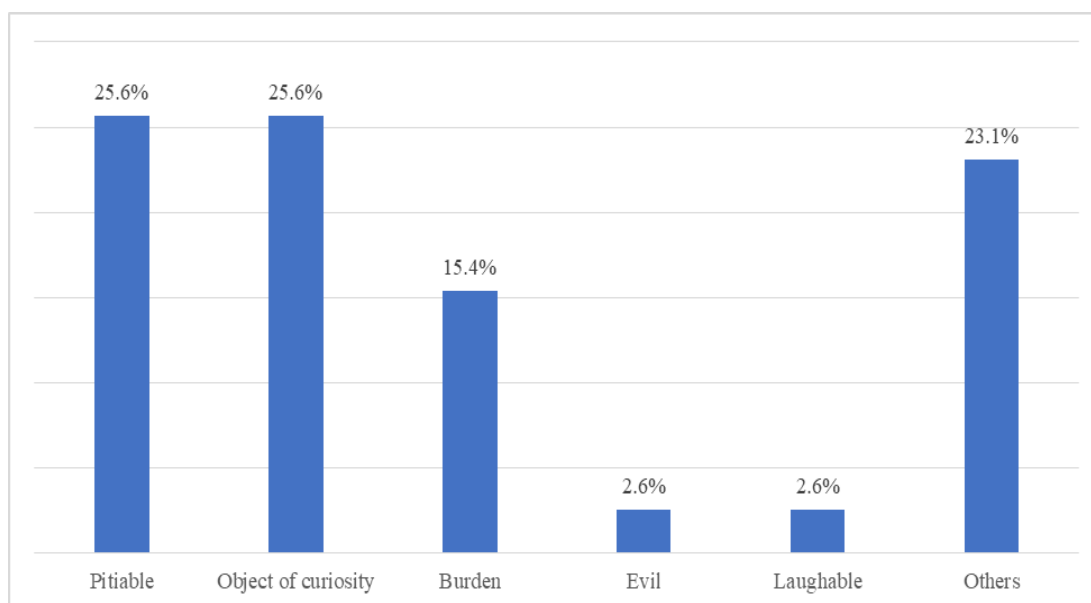


Figure 4.2: Intellectual Disability Story Angles

Findings in Figure 4.2 show that 25.6% of the stories over the period were pitiable, 25.6% were objects of curiosity, 15.4% took the burden angle, 2.6% had evil angle, 2.6% were laughable while 23.1% took other angles. The findings seem to suggest that more than 75% of the programmes aired themes that did not support the mainstreaming of intellectual disability in education.

The teachers were asked to state the presence of disability story angle themes in television programmes and the results were as summarised in Table 4.5.

Table 4.5: Disability Story Angle Themes in Television Programmes

Disability story angle theme	Response	Frequency	Percent
Television programmes that portray themes on pity for children with intellectual disabilities encourage their involvement in inclusive education	Strongly Disagree		
	Disagree	16	40.0%
	Disagree	14	35.0%
	Neutral	1	2.5%
	Agree	6	15.0%
	Strongly Agree	1	2.5%
	Non-Response	2	5.0%
	Total	40	100.0%
Television programmes that portray children with intellectual disabilities as objects of curiosity encourage their participation in inclusive education.	Strongly Disagree		
	Disagree	17	42.5%
	Disagree	8	20.0%
	Neutral	4	10.0%
	Agree	4	10.0%
	Strongly Agree	7	17.5%
	Total	40	100.0%
Television programmes that portray children with intellectual disabilities as evil encourage their participation in inclusive education	Strongly Disagree		
	Disagree	32	80.0%
	Disagree	1	2.5%
	Neutral	3	7.5%
	Agree	3	7.5%
	Strongly Agree	1	2.5%
	Total	40	100.0%
Television programmes that portray children with intellectual disabilities as laughable encourage their participation in inclusive education.	Strongly Disagree		
	Disagree	25	62.5%
	Disagree	3	7.5%
	Neutral	4	10.0%
	Agree	4	10.0%
	Strongly Agree	4	10.0%
	Total	40	100.0%
Television programmes that portray children with intellectual disabilities as burdensome encourage their participation in inclusive education.	Strongly Disagree		
	Disagree	31	77.5%
	Disagree	1	2.5%
	Neutral	3	7.5%
	Agree	1	2.5%
	Strongly Agree	3	7.5%
	Non response	1	2.5%
Total	40	100.0%	

Statistics in Table 4.5 show that 35% of the teachers disagreed and another 40% strongly disagreed that Television programmes that portray themes on pity for children with intellectual disabilities encourage their involvement in inclusive education. However, 15.5% of the teachers agreed and another 2.5% strongly agreed. The findings imply that pitiable stories on People with Disabilities did not encourage their inclusion and mainstreaming into the education system.

Table 4.5 also shows that 20% of the teachers disagreed and another 42.5% strongly disagreed that Television programmes that portray children with intellectual disabilities as objects of curiosity encourage their participation in inclusive education. However, 10% of the teachers agreed and another 17.5% strongly agreed. The findings imply that treating disabilities as objects of curiosity did not encourage the integration and mainstreaming of learners with disabilities in the education system.

Further findings in Table 4.5 show that 2.5% of the teachers disagreed and another 80% strongly disagreed that Television programmes that portray children with intellectual disabilities as evil encourage their participation in inclusive education. However, 7.5% of the teachers agreed and another 2.5% strongly agreed. The findings imply that treating disabilities as evil did not encourage the integration of learners with disabilities into the education system.

Table 4.5 also shows that 7.5% of the teachers disagreed and another 62.5% strongly disagreed that Television programmes that portray children with intellectual disabilities as laughable encourage their participation in inclusive education. However, 10% of the teachers agreed and another 10% strongly agreed. The findings imply that treating disabilities as laughable did not encourage the integration of learners with disabilities into the education system.

Further findings in Table 4.5 also shows that 2.5% of the teachers disagreed and another 77.5% strongly disagreed that Television programmes that portray children with intellectual disabilities as burdensome encourage their participation in inclusive education. However, 2.5% of the teachers agreed and another 7.5% strongly agreed.

The findings imply that treating disabilities as burdensome did not encourage the integration of learners with disabilities into the education system.

Overall, the findings in Table 4.5 depict a divergence between TV programming and inclusive education. The content aired seemed to portray People with Disabilities as objects of pity, curiosity, evil, laughable and burdensome. These qualities were repugnant to the inclusion of learners with disabilities in education. These findings further imply that TV programmes were counterproductive concerning inclusive education. Media producers lack support and relevant training so that they can increase and improve their coverage of disability issues, presenting disability issues in a way that promotes the dignity of People with Disabilities as well as amplifies their voices and perspectives. Media reports and news coverage of these issues is not only essential to ensure accurate and balanced portrayals of disability, but also to raise awareness, dispel negative stereotypes, and counter stigma and misinformation.

Media producers were asked how they produced features on intellectual disability. In their responses, media producers stated that they used production techniques such as television studio interviews and on-air stories. The producers further stated that they interviewed children with intellectual disability and key stakeholders in the disability sector such as teachers, parents and caregivers of children with intellectual disability.

The media producers were also asked about the issues that make up intellectual disability content. From their responses, the issues include their right to education, role of government, the civil society and the community on inclusive education. Others focus on the real time stories such as the challenges they face in learning. Other producers focus on specific diseases such as cerebral palsy, epilepsy, ADHD, and autism spectrum disorder while others focus on the stigma and discrimination.

On the angles the programmes take on inclusive education, the media producers noted that they focus on stories that highlight the provision of equal opportunities for those with intellectual disabilities. Some producers focus on the rights of People with Disabilities, their inclusivity, and the challenges of People with Disabilities. Other producers profile schools that offer inclusive education. As one media producer notes:

We profile schools offering this inclusive education and also point out the need from time to time when we get people who have knowledge on these matters. – Media Producer 4.

On what determines the allocation of time, some producers pointed out the uniqueness of the story, the length of the story, public interest, the intensity of the story, the human-interest angle in the story, relatability, or the impact the story is likely to have.

The stakeholders interviewed were asked whether they watched television. All of them responded in the affirmative. Most of them only watched the news bulletin and nothing else on TV. When asked about the messages that should be emphasized on inclusive education, some of the respondents were of the opinion that it is important to embrace diversity. Others noted that the key messages should centre around awareness creation of intellectual disability and good practices when offering education to learners with intellectual disability. One stakeholder said as follows:

That all learners with all their diversities and intersectionality's have a right to inclusive and quality education. The diversities include and not limited to gender, race, ethnic communities, disability, religious affiliations, economic backgrounds, from rural or urban etc. – Stakeholder 1

Other respondents were of the opinion that the attitudes of people towards the People with Disabilities require more focus. This needs to be checked right from the young population at home and in schools. This can be done by avoiding any communication of negative messages about People with Disabilities. Thus, enough resources should be provided in schools in terms of reading materials, teachers and means of transport for People with Disabilities. In the words of one of the stakeholders:

Attitudes of non-disabled people towards the People with Disabilities should be looked into, especially young kids in school, their peers, school staff and parents should treat them right without discriminating or disrespecting them. Negative messages or demeaning messages should not be communicated at all. There should be reasonable accommodation with facilities structured in a way that People with Disabilities can move around easily and in a comfortable manner. There should be enough qualified teachers, enough books and trained staff, with timely and accommodative means of transport provided. – Stakeholder 2

The stakeholders were also asked whether television stations were effective in advocating for inclusive education. While some of the respondents said they were not, others felt that there are a few programmes that advocate for inclusive education. Others felt that while a few programmes are available, they could do more to improve the situation. One stakeholder noted as follows:

There are few programmes on TV that talk about disability. I feel that more programmes should be included for People with Disability to feel included and considered. TV stations do not have People with Disabilities as presenters, news anchors. Politics has included People with Disabilities, and I feel the same should be done in Journalism. Disability advocacy programmes should be given airtime, with talk shows inviting Disability advocates from time to time. Prime time news should give more airtime to disability news as they give to politics. – Stakeholder 3

The stakeholders were also asked the extent to which television stations raised awareness on inclusive education. The majority view was that the television stations have done very minimal in raising awareness on inclusive education. In the words of one stakeholder:

They have not done enough. They only do so occasionally, especially on Disability Day. Sign interpreters are only on news programmes not on other shows thus discriminating against People with Disabilities. Most shows do not have disabled anchors, and a few shows like “Abled Differently” are the only shows with disabled anchors. – Stakeholder 4

4.6.1 Influence of Intellectual Disability Story Angle on Involvement of Learners in Inclusive Education

The study sought to determine the influence of intellectual disability story angle in television on involvement of learners in inclusive education. To achieve this, correlation techniques were employed as summarised in Table 4.6.

Table 4.6: Correlation between Intellectual Disability Story Angle and Involvement of Learners in Inclusive Education

Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education.			
	<i>N</i>	Spearman's rho Coefficient	Sig. (1-tailed)
Television programmes that portray themes on pity for children with intellectual disabilities encourage their involvement in inclusive education.	38	.104	.306
Television programmes that portray children with intellectual disabilities as objects of curiosity encourage their participation in inclusive education.	40	.193	.163
Television programmes that portray children with intellectual disabilities as evil encourage their participation in inclusive education.	40	.227	.123
Television programmes that portray children with intellectual disabilities as laughable encourage their participation in inclusive education.	40	.248	.102
Television programmes that portray children with intellectual disabilities as burdensome encourage their participation in inclusive education.	39	.191	.170

Correlation Statistics in Table 4.6 show that there was a weak positive correlation ($r = 0.104$, $\text{Sig} > 0.05$) between television programmes that portray themes on pity for children with intellectual disabilities and the use of television to encourage the involvement of children with intellectual disabilities in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with pitiable themes for children with

intellectual disabilities did not lead to an increase in the use of television programmes to encourage the involvement of children with intellectual disabilities in inclusive education.

Table 4.6 also shows that there was a weak positive correlation ($r= 0.193$, $\text{Sig}>0.05$) between television programmes that portray children with intellectual disabilities as objects of curiosity and the use of programmes to encourage the involvement of children with intellectual disabilities in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with disability as objects of curiosity did not lead to an increase in the use of television programmes to encourage the involvement of children with intellectual disabilities in inclusive education.

Correlation statistics also show that there was a weak positive correlation ($r= 0.227$, $\text{Sig}>0.05$) between programmes that portray children with intellectual disabilities as evil and the use of television to encourage the involvement of children with intellectual disabilities in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with disability as evil did not lead to an increase in the use of television programmes to encourage the involvement of children with intellectual disabilities in inclusive education.

Correlation statistics also show that there was a weak positive correlation ($r= 0.248$, $\text{Sig}>0.05$) between programmes that portray children with intellectual disabilities as laughable and the use of television to encourage the involvement of children with intellectual disabilities in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with disability as laughable did not lead to an increase in the use of television programmes to encourage the involvement of children with intellectual disabilities in inclusive education.

Correlation statistics also show that there was a weak positive correlation ($r= 0.191$, $\text{Sig}>0.05$) between programmes that portray children with intellectual disabilities as burdensome and the use of Television to encourage the involvement of children with

intellectual disabilities in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with disability as burdensome did not lead to an increase in the use of television programmes to encourage the involvement of children with intellectual disabilities in inclusive education.

In absence of significant relationships between the dependent variable and the independent variables, in the correlation analysis above, the conditions for employing regression modelling for further analysis are not fulfilled and therefore the model collapses.

The overall, findings in this section were that there was no influence of intellectual disability story angle in television on involvement of learners in inclusive education. The finding that some television programmes framed people with intellectual disability as evil, are in tandem with a study by (Barnes, 1991) who found that movie creators have been known to frame characters with intellectual disability as evil. A study by Guščinskienė and Žalkauskaitė (2011) concluded that people with intellectual disability were presented in the media as threatening the society, and therefore should be isolated from the society and who require institutionalization.

The finding that television programmes in Kenya framed people with intellectual disabilities as laughable are in tandem with findings from a study by Wright (2019) which concluded that television comedy mock and create jokes out of People with Disabilities from mimicking how they walk and talk. Therefore, framing people with intellectual disability in negative terms impacts how children with disabilities are viewed in the society.

Scholars agree that how disability is framed largely impacts our understanding of disability (Gamson & Modigliani, 1989; Scheufele, 1999). Our findings indicate that framing of intellectual disability is negative, excluding and problematic. This kind of framing, if repeated so many times without questioning their validity or consequences, can lead to negative outcomes for children with intellectual disabilities. The misleading portrayal of People with Disabilities has had far reaching consequences on the disability community. The negative reporting comes from

media personnel who are not well informed in terms of the language to use, how to frame their stories and create characters in a way that is enabling (Ndavula & Lidubwi, 2016).

4.7 Disability Thematic Frames in Television Programmes

The second objective was to investigate how intellectual disability thematic frames in television influences the involvement of learners in inclusive education in Kenya. In order to achieve this, television programmes aired by the sampled stations for a period of six months were accessed and analysed for disability thematic frames by the use of a coding sheet (Appendix IV). The television stations were: The Kenya Broadcasting Corporation Television (KBC-TV), Kenya Television Network News (KTN News) and Signs TV. The teachers in inclusive education were then asked about the application of intellectual disability thematic frames in TV programmes in the implementation of inclusive education in their respective schools. Thereafter, the respective media producers were then required to explain how they produced features on Intellectual Disability, the issues that make up the intellectual disability content in the programmes, the angle of the programmes on Inclusive Education that are aired on television and the time allocation of the stories featured. The sub-county educational officers and KAHN provided qualitative information on learners with special needs and on inclusive education from the society's point of view.

The results from the coding sheet on the disability thematic frames in television programmes were as summarised in Figure 4.3.

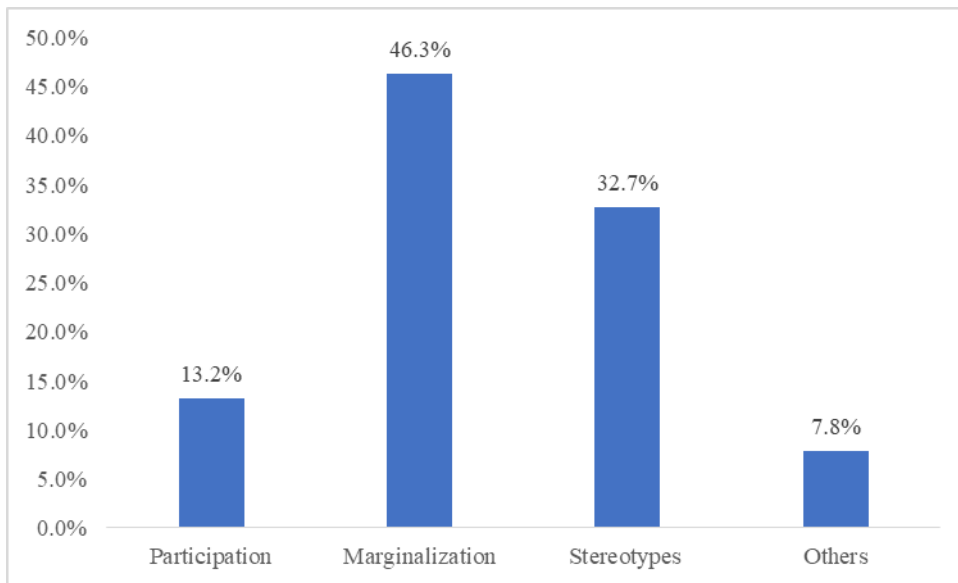


Figure 4.3: Disability Thematic Frames in Television Programmes

Findings in Figure 4.3 show that 12.3% of the programmes reviewed featured participation thematic frame, 43.6% featured marginalisation, 37.2% feature stereotypes while 7.8% featured other themes. The findings seem to suggest that most of the programmes aired disability thematic frames that did not support the mainstreaming of intellectual disability in education.

The teachers were asked to state the presence of disability story angle themes in television programmes and the results were as summarised in Table 4.7.

Table 4.7: Disability Story Angle Themes in Television Programmes

Disability thematic frame themes	Response	Frequency	Percent
Television programmes that portray active participation of children with intellectual disability encourage their participation in inclusive education.	Strongly Disagree	2	5.0%
	Disagree	0	0.0%
	Neutral	4	10.0%
	Agree	7	17.5%
	Strongly Agree	27	67.5%
	Total	40	100.0%
	Television programmes that portray marginalization of children with intellectual disability encourage their participation in inclusive education.	Strongly Disagree	15
Disagree		3	7.5%
Neutral		3	7.5%
Agree		9	22.5%
Strongly Agree		8	20.0%
Non response		2	5.0%
Total		40	100.0%
Television programmes that stereotype children with intellectual disability encourage their participation in inclusive education.	Strongly Disagree	12	30.0%
	Disagree	9	22.5%
	Neutral	4	10.0%
	Agree	5	12.5%
	Strongly Agree	7	17.5%
	Non response	3	7.5%
	Total	40	100.0%

Statistics in Table 4.7 show that 17.5% of the teachers agree and 67.5% strongly agree that Television programmes that portray active participation of children with intellectual disability encourage their participation in inclusive education. However, 5% of the teachers disagreed while 10% were neutral. The finding implied that active participation was an enabler to inclusive education

Table 4.7 also shows that 22.5% of the teachers agree and 20% strongly agree that Television programmes that portray marginalization of children with intellectual

disability encourage their participation in inclusive education. However, to the contrary 7.5% of the teachers disagreed and 37.5% strongly disagreed while % were neutral. The finding reflects mixed perceptions amongst the teachers on the influence of marginalisation on inclusive education where half of the teachers were in support while the other half opposed. The finding implied that marginalisation was being used by the teachers both positively and negatively in inclusive education.

Findings in Table 4.7 also show that 12.5% of the teachers agree and 17.5% strongly agree that Television programmes that stereotype children with intellectual disability encourage their participation in inclusive education. However, to the contrary 22.5% of the teachers disagreed and 30% strongly disagreed while 10% were neutral. The finding suggests mixed perceptions amongst the teachers on the influence of stereotyping on inclusive education where slightly more than half of the teachers were in support while the slightly less than half opposed. The finding implied that stereotyping was being used by the teachers both positively and negatively in inclusive education.

The media producers were therefore required to explain the use elements of thematic frames such as participation, marginalization and stereotypes in the television programmes. The media producers explained that their intention was disability awareness and as a result were not incline to any particular approach in their programming. The underlying themes were therefore not deliberate but purely coincidental.

On whether the media producers had any partnerships, none of the producers agreed. This suggests that media houses do not partner with any organisations that deal with People with Disabilities in Kenya. The responses on whether they rely on press releases and statements were varied with some agreeing that they do while others saying that they rarely use press statements and releases. On whether they get any feedback on the shows, the media producers noted that in some cases, some organisations come out to help once the story is aired. Since some of the producers focus on highlighting schools that take in People with Disabilities, the feedback from the audience is always positive as they want to know more on these schools.

The stakeholders were asked how television stories on barriers to participation influence involvement of learners with intellectual disability in inclusive education. Some of the stakeholders noted that such stories help by showing the importance of involving people with intellectual disability. Others thought that such stories help by highlighting the effects of exclusion. Some of the respondents were of the opinion that such stories entrench the stereotype that learners with intellectual disabilities are only fit in certain schools. As one of the respondents said:

They stereotype in the sense that learners with intellectual disabilities are best fit in segregated schools. – Stakeholder 1

Others felt that the language used by the television programmes is beyond the comprehension of people with intellectual disabilities. This, they say, needs to change in order for programmes aired on television to be understood by people with intellectual disability. As one respondent noted:

Television programmes have high level languages which many People with Disability might not understand, especially those with intellectual disabilities. This makes it difficult for them to follow interviews on television because they can't understand much. These shows should use terms and words that easy to comprehend. There are less visual on television to enable them follow programmes. People who are deaf depend on visuals, and they would like them to be displayed enough for them to understand and follow programmes. – Stakeholder 2

The stakeholders were also asked how television stories on disability awareness influence involvement of learners with intellectual disability in inclusive education. Some stakeholders noted that such stories expose cases of exclusion and, therefore, encourage inclusion. The stakeholders felt that majority of learners with intellectual disability are rarely involved on inclusive education. In most cases, it is their parents or guardians who speak on their behalf. In the words of one stakeholder:

Rarely do learners with intellectual disability get involved on inclusive education, sometimes families do speak on behalf of the learners which is important because the role of families is very critical, but it will be important if we also have self-advocates also speak up for themselves. – Stakeholder 1

Another stakeholder pointed out the fact that there are very few stories on disabilities on television in general, urging that more needs to be done to remedy the situation. The stakeholder further pointed out the inequality in the way even the different disability sub-groups are covered in the media, with the deaf and blind being given more priority than the rest of People with Disabilities, such as people with intellectual disability.

First, there are few stories on disabilities on television, and something needs to be done to involve learners with intellectual disability. Secondly, there are many schools with learners with mental disability but they are given less coverage with the deaf and blind given priority or covered more. – Stakeholder 2.

The stakeholders were further asked how television stories on inclusion influence involvement of learners with intellectual disability in inclusive education. Some of the respondents were of the opinion that such stories rarely influence the involvement of learners with intellectual disability. In the words of one of the respondents:

In my opinion they rarely don't, it's the other way round celebrating what is being done in segregated schools. – Stakeholder 1.

Others felt that such stories influence their involvement by encouraging their inclusion as the stories usually highlight the success stories elsewhere.

They encourage their inclusion by showing where it has been successful. – Stakeholder 3

The KAHII noted that stories on inclusive education help by showing the importance of involving the learners with intellectual disability. Similar result could be achieved by showing stories that highlight the effects of exclusion. Stories that expose cases of exclusion encourage inclusion. There was a diverging opinion in that the stories rarely influence the involvement of learners with intellectual disability while others felt that such stories influence their involvement by encouraging their inclusion as the stories usually highlight the success stories elsewhere.

4.7.1 Influence of Intellectual Disability Thematic Frames on Involvement of Learners in Inclusive Education

The study sought to determine the Influence of intellectual disability thematic frames in television on involvement of learners in inclusive education. To achieve this, correlation techniques were employed as summarised in Table 4.8.

Table 4.8: Correlation between Intellectual Disability Thematic Frames and Involvement of Learners in Inclusive Education

	Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education.		
	N	Spearman's rho Coefficient	Sig. (1-tailed)
Television programmes that portray active participation of children with intellectual disability encourage their participation in inclusive education.	40	.025	.899
Television programmes that portray marginalization of children with intellectual disability encourage their participation in inclusive education.	38	.150	.464
Television programmes that stereotype children with intellectual disability encourage their participation in inclusive education.	37	.219	.282

Correlation Statistics in Table 4.8 show that there was a weak positive correlation ($r=0.025$, $\text{Sig}>0.05$) between television programmes that portray active participation of children with intellectual disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with active participation of children with intellectual disabilities did not lead to an increase in the use of television in inclusive education.

Table 4.8 also show that there was a weak positive correlation ($r= 0.150$, $\text{Sig}>0.05$) between television programmes that portray marginalisation of children with intellectual disabilities and the use of Television programmes to encourage the involvement of children with intellectual disabilities in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with marginalisation of children with intellectual disabilities did not lead to an increase in the use of Television in inclusive education.

Findings in Table 4.8 also show a weak positive correlation ($r= 0.219$, $\text{Sig}>0.05$) between television programmes that portray stereotyping of children with intellectual disabilities and the use of Television in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in stereotyping of children with intellectual disabilities did not lead to an increase in the use of Television to encourage the involvement of children with intellectual disabilities in inclusive education.

In absence of significant relationships between the dependent variable and the independent variables, in the correlation analysis above, the conditions for employing regression modelling for further analysis are not fulfilled and therefore the model collapses.

The overall, findings in this section were that there was no influence of intellectual disability thematic frames on involvement of learners in inclusive education. The finding that the theme of marginalization was highlighted by television programmes are in tandem with findings from a study by Abwao (2018), which found out the marginalization frame was a widely used frame in Kenyan media. The current study did yield similar results. Where cases of stigmatization were still reported in the representation of People with Disabilities in the articles featured in the study. In the study marginalization frame had a high frequency. The findings also agree with Samsel and Perepa, (2013) study which found that the media tend to sensationalize disability, perpetuate stereotypes and lack appropriate representation of People with Disability in general.

The findings also agree with a study conducted by Samsel and Perepa (2013) which found a link between media portrayal of disabilities and teachers' perceptions of their students. The teachers within the sample also acknowledged media as impacting their understanding, awareness and knowledge of disabilities and approaches, but they did not see it as impacting their teaching practices directly. Studies have shown repeatedly the need for reporting criteria around disability; without it, the media can reinforce misconceptions and contribute to disability stigma through negatively biased and sensational reports about People with Disabilities (Werner, 1987).

4.8 Disability Information Source of Television Programmes

The third objective was to find out how television information source of intellectual disability influences the involvement of learners in inclusive education in Kenya. Television programmes aired by the sampled TV stations were analysed for disability information source by the use of a coding sheet. Teachers in inclusive education were then asked about the application of disability information source in TV programmes in the implementation of inclusive education in their respective schools. Thereafter, the respective media producers were then required to explain how they produced features on Intellectual Disability, the issues that make up the intellectual disability content in the programmes, the angle of the programmes on Inclusive Education that are aired on television and the time allocation of the stories featured. The sub-county educational officers and KAHI provided qualitative information on learners with special needs and on inclusive education from the society's point of view.

Findings from the coding sheet on the disability information source of Television Programmes were as summarised in Figure 4.4.

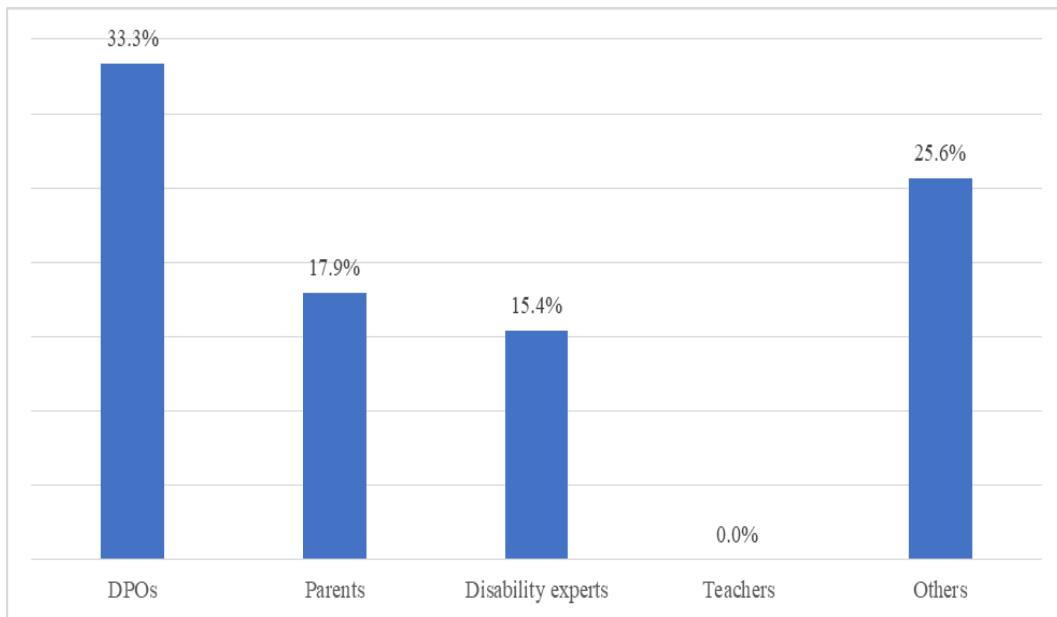


Figure 4.4: Major Source of Information on Intellectual Disability Stories

Figure 4.4 shows that the major source of information on intellectual disability stories aired by the television stations were OPDs (33.3%), parents (17.9%) and disability experts (15.4%). Findings also show that 25.6% of the programmes sourced information from other sources. The media producers cited care givers of People with Disabilities, People with Disabilities themselves, schools, and news sources and social media.

The teachers were asked to state their views on various intellectual disability information source of television programmes and the results were as summarised in Table 4.9.

Table 4.9: Disability Information Source of Television Programmes

Disability information source	Response	Frequency	Percent
Television programmes that involve organizations of persons with disabilities encourage the participation of learners with intellectual disability in inclusive education	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	5	12.5%
	Agree	7	17.5%
	Strongly Agree	28	70.0%
	Total		40
Television programmes that involve parents with children living with disabilities encourage the participation of learners with intellectual disability in inclusive education	Strongly Disagree	0	0.0%
	Disagree	3	7.5%
	Neutral	4	10.0%
	Agree	12	30.0%
	Strongly Agree	21	52.5%
	Total		40
Television programmes that involve teachers to special needs children encourage the participation of learners with intellectual disability in inclusive education	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	4	10.0%
	Agree	13	32.5%
	Strongly Agree	23	57.5%
	Total		40
Television programmes that involve disability experts encourage the participation of children with intellectual disability in inclusive education	Strongly Disagree	0	0.0%
	Disagree	0	0.0%
	Neutral	3	7.5%
	Agree	13	32.5%
	Strongly Agree	24	60.0%
	Total		40

Findings in Table 4.9 show that 17.5% of the teachers agreed and 70% strongly agreed that television programmes that involve organizations of People with Disabilities encourage the participation of learners with intellectual disability in

inclusive education. However, 12.5% of the teachers were neutral. The finding implied that involvement of People with Disabilities in TV programming had a positive impact on inclusive education.

Table 4.9 also shows that 30% of the teachers agreed and 52.5% strongly agreed that television programmes that involve parents with children living with disabilities encourage the participation of learners with intellectual disability in inclusive education. To the contrary, 7.5% of the teachers disagreed and 10% of the teachers were neutral. The finding implied that involvement of the guardians and parents of People with Disabilities in TV programming had a positive impact on inclusive education.

Findings in Table 4.9 also show that 32.5% of the teachers agree and 57.5% strongly agree that television programmes that involve teachers to special needs children encourage the participation of learners with intellectual disability in inclusive education. However, 10% of the teachers were neutral. The finding implied that involvement of the teachers to People with Disabilities in TV programming had a positive impact on their inclusion in education.

Findings in Table 4.9 also show that 32.5% of the teachers agreed and 60% strongly agreed that television programmes that involve disability experts encourage the participation of children with intellectual disability in inclusive education. However, 7.5% of the teachers were neutral. The finding implied that involvement of disability experts in TV programming had a positive impact on inclusive education.

The stakeholders were asked about the media advocacy strategies they had employed to promote inclusive education. Some of them noted that they had self-advocates and families speak up on inclusive education and why it is important to them. Others noted that they had been sharing success stories with learners and using other methods such as movies, shows, and invitation of media houses to cover major events in schools.

I have been keen in sharing success stories with learners. I employ movies, and shows that promote inclusive education. I have also been inviting media houses to

cover major events in school. It hasn't been that effective, but I am still pushing on as there are no high-ranking advocacy for intellectual disability. I am fighting to ensure that media houses highlight them. I want to see a Kenya where people with intellectual disabilities have role models too. I am pushing to have television interviews on this. – Stakeholder 2

Others have taken part in media interviews to create awareness as well as used social media for such purposes. This personal involvement in media interviews helps push the agenda of learners with intellectual disabilities.

I was interviewed by Nation Media Group. I also raise awareness in social media. – Stakeholder 3

The stakeholders were also asked whether they had engaged any television station in creating awareness on Inclusive Education. All the stakeholders agreed that they had engaged media houses before as part of media interviews on television or by inviting the media to their functions. One stakeholder noted thus:

We have included media in the past, in 2016 and in 2018 in promoting inclusive education. We have been involved in television interviews in stations such as KBC, K24 and KTN. – Stakeholder 2

4.8.1 Influence of Intellectual Disability Information Source of Television Programme on Involvement of Learners in Inclusive Education

The study sought to determine the Influence of intellectual disability information source of television programme on involvement of learners in inclusive education. To achieve this, correlation techniques were employed as summarised in Table 4.10.

Table 4.10: Correlation between Intellectual Disability Information Source and Involvement of Learners in Inclusive Education

Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education.			
	N	Spearman's rho Coefficient	Sig. (1-tailed)
Television programmes that involve organizations of People with Disabilities encourage the participation of learners with intellectual disability in inclusive education	40	.034	.864
Television programmes that involve parents with children living with disabilities encourage the participation of learners with intellectual disability in inclusive education	40	-.032	.870
Television programmes that involve teachers to special needs children encourage the participation of learners with intellectual disability in inclusive education	40	.323	.093
Television programmes that involve disability experts encourage the participation of children with intellectual disability in inclusive education	40	.188	.338

Correlation Statistics in Table 4.10 show that there was a weak positive correlation ($r= 0.034$, $\text{Sig}>0.05$) between television programmes that involve organizations of People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with active participation of

organizations of People with Disabilities did not lead to an increase in the use of Television in inclusive education.

Table 4.10 also show that there was a weak negative correlation ($r = -0.032$, $\text{Sig} > 0.05$) between television programmes that involve parents of children living with disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with active participation of parents to children living with disabilities living with disabilities did not lead to an increase in the use of Television in inclusive education.

Statistics in Table 4.10 also show that there was a positive correlation ($r = 0.323$, $\text{Sig} > 0.05$) between television programmes that involve teachers to children living with disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with active participation of teachers to children living with disabilities living with disabilities did not lead to an increase in the use of Television in inclusive education.

Table 4.10 also shows that there was a positive correlation ($r = -0.188$, $\text{Sig} > 0.05$) between television programmes that involve disability experts and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in television programmes with active participation of disability experts did not lead to an increase in the use of Television programmes in inclusive education.

In absence of significant relationships between the dependent variable and the independent variables, in the correlation analysis above, the conditions for employing regression modelling for further analysis are not fulfilled and therefore the model collapses.

The overall, findings in this section were that there was no influence of intellectual disability information source of television programme on involvement of learners in inclusive education. The finding that families of patients were used as sources of disability information are in tandem with findings from a study by Kang et al.

(2010) which found that families of patients were main news sources intellectual disability information.

The finding that television stations failed to include voices of children with intellectual disability is in tandem with findings by Haller (2010) which found that the Hartmann v. Loudoun case of autism covered in the print media failed to include the ‘voices’ of children and teens with autism. This one-sided news coverage can distort reality and make news stories a tool for one-way information flow, which can hamper the audience’s fair judgment.

Most studies agree that the source where journalists get their content from does play a vital role in shaping media messages. The imbalance in sourcing for content on disabilities reporting tends to limit the ability of journalists to get better insights on issues since they construct their stories based on the accounts of the sources that they quote. What informs media personnel in reporting disability is superficial knowledge of disability issues, they lack in-depth training for Media Practitioners in Disability Rights issues. The journalists have Remote engagement with People with Disabilities, they also lack knowledge of disability friendly terminology, and we have a few programmes on television pertaining to disability. It is from this perspective that media are deemed as important contributors in the debate concerning disability as they can offer a platform for a more informed coverage on disability. That will be able to better address the issues that affect People with Disabilities through representation of People with Disabilities in the media and help in awareness creation on disability among the publics.

4.9 Disability Language Labels in Television Programmes

The fourth objective was to establish how intellectual disability language labels in television influence the involvement of learners in inclusive education in Kenya. Television programmes aired by the sampled TV stations were analysed for disability language labels by the use of a coding sheet. Teachers in inclusive education were then asked about the application of language labels in TV programmes in the implementation of inclusive education in their respective schools. Thereafter, the respective media producers were then required to explain how they produced features

on Intellectual Disability, the issues that make up the intellectual disability content in the programmes, the angle of the programmes on Inclusive Education that are aired on television and the time allocation of the stories featured. The sub-county educational officers and KAHI provided qualitative information on learners with special needs and on inclusive education from the society's point of view.

Using a coding sheet, the researcher looked at the presence of correct terminologies for Inclusive Education, the prominence given to disability friendly language and the role of television in promoting Inclusive Education in the television programmes. Findings from the coding sheet were as summarised in Figure 4.5.

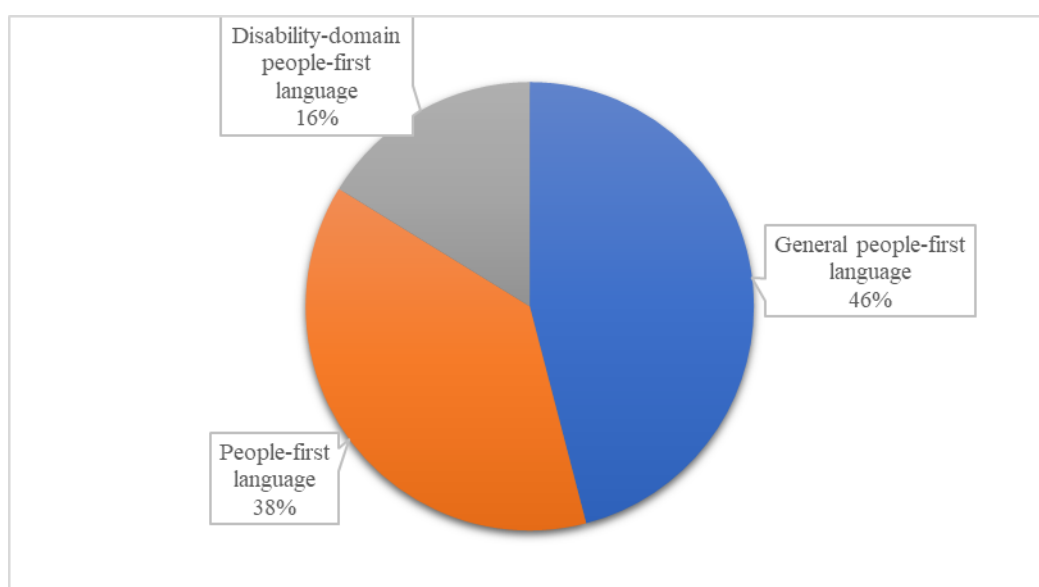


Figure 4.5: Intellectual Language Labels Used by Media Houses

Figure 4.5 shows the proportion of intellectual language labels based on the media houses surveyed where 46% of the stories used general people-first language while 36% of the stories used people-first language. A further 16% used disability-domain people-first language.

The teachers were asked to state their perceptions on various intellectual language labels in television programmes and the results were as summarised in Table 4.11.

Table 4.11: Disability language labels in television programmes

Disability language labels	Response	Frequency	Percent
Television programmes that adopt “people first language” encourage the participation of learners with intellectual disability in inclusive education i.e., person with disability, person with albinism	Strongly Disagree	0	0.0%
	Disagree	1	2.5%
	Neutral	1	2.5%
	Agree	16	40.0%
	Strongly Agree	19	47.5%
	Non-Response	3	7.5%
	Total	40	100.0%
Television programmes that adopt “general people - first language” encourage the participation learners with intellectual disability in inclusive education i.e., students with disabilities, People with Disabilities	Strongly Disagree	1	2.5%
	Disagree	5	12.5%
	Neutral	1	2.5%
	Agree	18	45.0%
	Strongly Agree	12	30.0%
	Non-Response	3	7.5%
	Total	40	100.0%
Television programmes that adopt “disability first language” encourage the participation of learners with intellectual disability in inclusive education i.e. disabled, albino, crippled	Strongly Disagree	11	27.5%
	Disagree	5	12.5%
	Neutral	3	7.5%
	Agree	9	22.5%
	Strongly Agree	9	22.5%
	Non-Response	3	7.5%
	Total	40	100.0%

Findings in Table 4.11 show that 40% of the teachers agreed and 47.5% strongly agreed that television programmes that adopt “people first language” encourage the participation of learners with intellectual disability in inclusive education. However, 2.5% of the teachers disagreed while 2.5% were neutral. The finding implied that the

adoption of “people first language” in TV programming had a positive impact on inclusive education.

Findings in Table 4.11 also show that 45% of the teachers agreed and 30% strongly agreed that television programmes that adopt “general people - first language” encourage the participation of learners with intellectual disability in inclusive education. However, 12.5% of the teachers disagreed and 2.5% strongly disagreed while 2.5% were neutral. The findings implied that the adoption of “general people - first language” in TV programming had a positive impact the participation of People with Disabilities inclusive education.

Table 4.11 also shows that 22.5% of the teachers agreed and 22.5% strongly agreed that television programmes that adopt “disability first language” encourage the participation of learners with intellectual disability in inclusive education. However, 12.5% of the teachers disagreed and 27.5% strongly disagreed while 7.5% were neutral. The finding implied that the adoption of “general people - first language” in TV programming had a positive impact on the participation of People with Disabilities inclusive education.

The stakeholders were asked to rate how important the disability language was important to them. Majority of the respondents noted that such language was very important. However, one stakeholder pointed out that there was no such thing as ‘disability language’ and that what is needed is the use of simple language that can be easily understood. She stated:

There is no disability language. What needs to be done is to just include friendly terms, and words that People with Disability can easily understand. Reasonable language is key. The point should be communication and not to show how good your English is. People should also try to slow down when speaking, check new words and do translations when necessary and the mode of communication should be looked into. – Stakeholder 2.

Another stakeholder pointed out that the use of derogatory language further worsens the situation by excluding others and creating discrimination. This makes the

disability language, which is understood as a friendly language, very important. The stakeholders noted:

Very important, derogatory language destroys people and perpetuate stereotypes which lead to exclusion, stigma and discrimination – Stakeholder 1.

The stakeholders were also asked whether television presents People with Disabilities issues using the right language. All the stakeholders said this was not the case. One of the stakeholders pointed out that the words used to refer to people with intellectual disability, especially, Kiswahili is usually derogatory:

No, it doesn't so for example in Kiswahili it will be 'watu wenye akili tahira' or 'akili pungwani' which is quite derogatory in English more than often is mental challenges or mental retardation. – Stakeholder 2.

Others pointed out that media houses use heavy vocabularies that most intellectually People with Disabilities find hard to understand:

Not quite. The anchors use a lot of big words which people with intellectual disability find hard to understand. They do not use disability friendly words. – Stakeholder 2.

The stakeholders were also asked to state how disability language labels influence involvement of learners in inclusive education in Kenya. The results show that all the stakeholders agree that the language as currently used pushes People with Disabilities away hence has negatively affected the involvement of learners in inclusive education. As some of the stakeholders noted:

In fact, it pushes them away further behind and lead to negative attitudes. No one wants to be involved with the education of retards. This is because they are seen as useless and waste of resources – stakeholder 1

Use of negative language causes negative effects. – Stakeholder 3.

4.9.1 Influence of Intellectual Disability Language Labels in Television Programme on Involvement of Learners in Inclusive Education

The study sought to determine the influence of intellectual disability language labels in television programme on involvement of learners in inclusive education. To achieve this, correlation techniques were employed as summarised in Table 4.12.

Table 4.12: Correlation between Intellectual Disability Language Label and Involvement of Learners in Inclusive Education

	Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education.		
	N	Spearman's rho Coefficient	Sig. (1-tailed)
Television programmes that adopt “people first language” encourage the participation of learners with intellectual disability in inclusive education i.e., person with disability, person with albinism	37	.034	.870
Television programmes that adopt “general people - first language” encourage the participation learners with intellectual disability in inclusive education i.e., students with disabilities, People with Disabilities	37	.166	.417
Television programmes that adopt “disability first language” encourage the participation of learners with intellectual disability in inclusive education i.e. disabled, albino, crippled	37	.268	.186

Correlation Statistics in Table 4.12 show that there was a weak positive correlation ($r= 0.034$, $\text{Sig}>0.05$) between adoption of “people first language” in television

programmes that involve People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in adoption of “people first language” television programmes featuring People with Disabilities did not lead to an increase in the use of Television in inclusive education.

Table 4.12 also shows that there was a weak positive correlation ($r= 0.166$, $\text{Sig}>0.05$) between adoption of “general people - first language” in television programmes that involve People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in adoption of “general people - first language” in television programmes featuring People with Disabilities did not lead to an increase in the use of Television in inclusive education.

Statistics in Table 4.12 also show that there was a weak positive correlation ($r= 0.268$, $\text{Sig}>0.05$) between adoption of “disability first language” in television programmes that involve People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in adoption of “disability first language” television programmes featuring People with Disabilities did not lead to an increase in the use of Television in inclusive education.

In absence of significant relationships between the dependent variable and the independent variables, in the correlation analysis above, the conditions for employing regression modelling for further analysis are not fulfilled and therefore the model collapses.

The overall, findings in this section were that there was no influence of intellectual disability language labels in television programme on involvement of learners in inclusive education.

Among the studies which support these findings are those by Blaska (1993) , Froschl (1984) and Zola, (1985). A study by Hadley & Brodwin (1988) concluded that the language used to refer to People with Disabilities has historically kept them in their marginalized position by portraying them in a derogatory way. A study by Bandura

(1986) concluded that by defining individuals on the basis of disability, they may be reduced to their disability and thereby dehumanized.

The finding that people first language was used in television programmes is in tandem with findings from families of patients were used as sources of disability information are in tandem with a study by Back et al.(2016) who concluded that people first language was used to describe students with disabilities in the U.S.

Results demonstrate noteworthy variation in form and content and offer a values-based and contextual understanding of language. This nuanced way of understanding experiences of students with disabilities has implications for potentially improving language used to refer to People with Disabilities, as well as creating a more positive disability identity.

The finding that the use of language influences involvement of learners in education is in tandem with findings from a study by De Boer et al. (2013) which concluded that children with disabilities may occupy a secondary, excluded position in the classroom, and could face issues with peer acceptance, classroom attitudes, and teacher support. As the number of students with disabilities placed in least restrictive environments such as inclusive classrooms increase, language may be especially relevant to understanding the experiences of students with disabilities who are both attempting to engage with their peers and receive an appropriate education. This potential relationship between language and inclusive education prompts a need for further exploration of disability language among individuals in mainstream school settings.

The lenses through which one sees disability affects the way they write or report on disability issues. In the end, the language the media uses to write or report on disabilities will also affects how the world sees and understands People with Disabilities and disability rights and issues in general. The media can be a vital instrument in raising awareness, countering stigma and misinformation.

4.10 Disability Cultural Dynamics in Television Programmes

The fifth objective was to assess how cultural dynamics on intellectual disability influence the involvement of learners in inclusive education in Kenya. Television programmes aired by the sampled TV stations were analysed for disability cultural dynamics by the use of a coding sheet. Teachers in inclusive education were then asked about the application of language labels in TV programmes in the implementation of inclusive education in their respective schools. Thereafter, the respective media producers were then required to explain how they produced features on Intellectual Disability, the issues that make up the intellectual disability content in the programmes, the angle of the programmes on Inclusive Education that are aired on television and the time allocation of the stories featured. The sub-county educational officers and KAHI provided qualitative information on learners with special needs and on inclusive education from the society's point of view.

Using a coding sheet, the researcher examined the cultural values, norms and beliefs and the role of television in promoting Inclusive Education on all the programmes aired by sampled TV stations. The findings were as summarised in Figure 4.6.

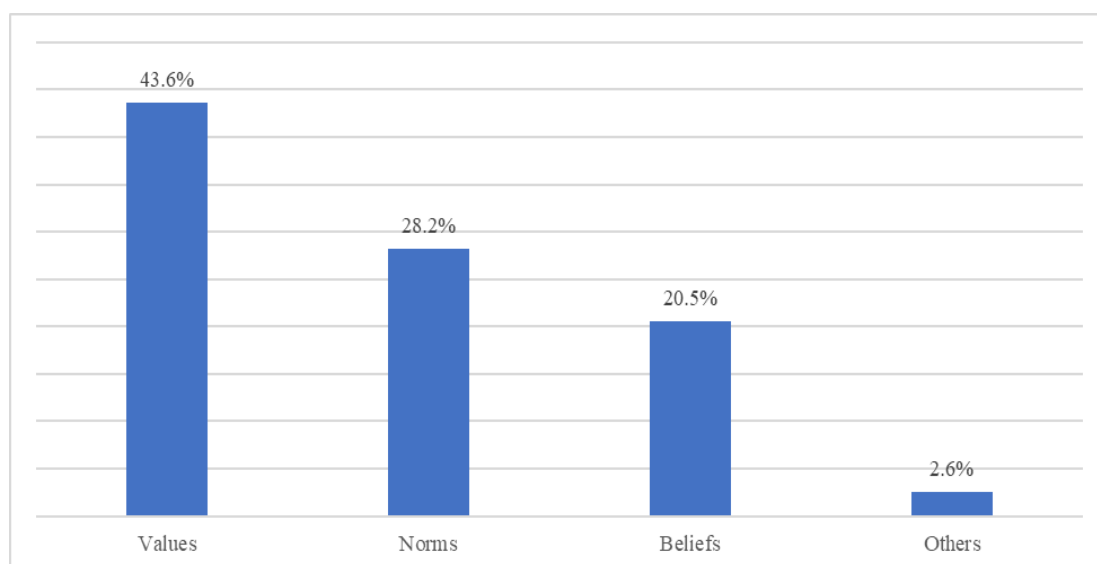


Figure 4.6: Cultural Dynamics and Media Stories

Figure 4.6 presents the results of the cultural dynamics as observed from the stories done by various media houses over the period of observation where 43.6% of the stories focused on values with 28.2% focusing on the norms. A further 20.5% of the stories focused on beliefs. The findings implied that cultural dynamics were present in the stories aired on TV regarding children with intellectual disabilities and therefore it was important to ascertain its influence on inclusive education.

Further, teachers were asked to state their perceptions on various intellectual language labels in television programmes and the results were as summarised in Table 4.13.

Table 4.13: Disability Cultural Dynamics in Television Programmes

Disability language labels	Response	Frequency	Percent
Television programmes highlighting cultural norms about children with disabilities encourage the participation of learners with intellectual disability in inclusive education i.e., children with disabilities cannot learn in the same class with those without	Strongly Disagree	21	52.5%
	Disagree	12	30.0%
	Neutral	0	0.0%
	Agree	4	10.0%
	Strongly Agree		
	Agree	3	7.5%
	Total	40	100.0%
Television programmes highlighting cultural beliefs about children with disabilities encourage the participation of learners with intellectual disability in inclusive education i.e., a child with a disability is a curse.	Strongly Disagree	27	67.5%
	Disagree	6	15.0%
	Neutral	1	2.5%
	Agree	3	7.5%
	Strongly Agree		
	Agree	3	7.5%
	Total	40	100.0%
Television programmes highlighting cultural values about children with disabilities encourage the participation of learners with intellectual disability in inclusive education i.e., a child with a disability is a burden to the family	Strongly Disagree	24	60.0%
	Disagree	11	27.5%
	Neutral	1	2.5%
	Agree	3	7.5%
	Strongly Agree		
	Agree	1	2.5%
	Total	40	100.0%

Table 4.13 shows that 30% of the teachers disagreed and 52.5% strongly disagreed that television programmes highlighting cultural norms about children with disabilities encourage the participation of learners with intellectual disability in inclusive education. However, to the contrary, 10% of the teachers agreed and 7.5% strongly agreed. The finding implied that highlighting cultural norms about children with disabilities did not encourage the participation of learners with intellectual disability in inclusive education did not encourage the participation of People with Disabilities inclusive education.

Table 4.13 also shows that 15% of the teachers disagreed and 67.5% strongly disagreed that television programmes cultural beliefs about children with disabilities encourage the participation of learners with intellectual disability in inclusive education. However, to the contrary, 7.5% of the teachers agreed and another 7.5% strongly agreed while 2.5% were neutral. The finding implied that highlighting cultural beliefs about children with disabilities did not encourage the participation of People with Disabilities inclusive education.

Statistics in Table 4.13 also show that 27.5% of the teachers disagreed and 60% strongly disagreed that television programmes cultural values about children with disabilities encourage the participation of learners with intellectual disability in inclusive education. However, to the contrary, 7.5% of the teachers agreed and 2.5% strongly agreed while another 2.5% were neutral. The finding implied that highlighting cultural values about children with disabilities did not encourage the participation of learners with intellectual disability in inclusive education did not encourage the participation of People with Disabilities inclusive education.

The stakeholders were asked to state how the cultural beliefs influence involvement of learners in inclusive education in Kenya. From their responses, the cultural beliefs have a negative influence on the involvement of learners. As one of the stakeholders noted, people who have intellectual disabilities are seen as being possessed with evil spirits hence no need to invest further resources on them:

Most of our cultural beliefs are anchored on negative and damaging perceptions that persons with intellectual disabilities are possessed by demons, evil spirits and therefore it is a waste of resources and investments to educate them. – Stakeholder 1.

Others noted that the beliefs make the people with intellectual disability be excluded from the rest of the population. The beliefs create stigma and some parents or guardians would rather lock up such children than allow them to live a normal life:

Some parents think children with disability should not share classes with others. Some believe that disability is contagious. They think it will spread to their kids. There is stigma and discrimination. Kids with disability have been locked indoors, not given opportunities they deserve. – Stakeholder 2.

The stakeholders were also asked to state how stereotypes influence involvement of learners in inclusive education in Kenya. The major finding is that such stereotypes exacerbate exclusion. One of the stereotypes pointed out is that People with Disabilities are not smart enough and should be enrolled only for vocational training:

The major stereotype is that the majority are uneducable and the ones who are educable are better off in a special class or school and should be taught activities of daily living or vocational skills like beadwork, knitting, and not academics (literacy and numeracy) – Stakeholder 1.

Such stereotypes also make it hard for them to learn in normal schools as parents and guardians do not give them the chance in learn in school:

People think People with Disabilities are less human, less smart and that means that they are not given chances like other children. With parents concentrating on kids without disabilities. Some think that they are difficult to manage in class, denying them opportunities to learn. They not given chances to learn like other students. People think they don't have a complete brain thus discriminating them. – Stakeholder 2.

The stakeholders were further asked how stigma influences involvement of learners in inclusive education in Kenya. The key finding was that stigma has a negative influence on their involvement. As one stakeholder pointed out, because they are perceived as being a problem, violent, anti-social and harmful, this creates stigma among the rest of the population and make People with Disabilities face a lot of

challenges. Another stakeholder, pointing out the negative effect of stigma, noted thus:

Stigma affects them negatively because it discourages learners with disabilities from participation and inclusion. They encourage the learners with disabilities to stay segregated as they are more comfortable there. – Stakeholder 3.

Another stakeholder noted that stigma affects their performance on school as some drop out due to the discrimination or record poor performance:

Having them discriminated, forces to drop out of school. Some who are in school, their attendance is affected since they don't feel accepted and might drop out of school. Stigma leads to their poor performance, that only means they might drop out of school. Those who are in school and abandoned feel marginalized. – Stakeholder 2.

4.10.1 Influence of Intellectual Disability Cultural Dynamics in Television Programme on Involvement of Learners in Inclusive Education

The study sought to determine the influence of intellectual disability cultural dynamics in television programme on involvement of learners in inclusive education. To achieve this, correlation techniques were employed as summarised in Table 4.14.

Table 4.14: Correlation between Intellectual Disability Cultural Dynamics and Involvement of Learners in Inclusive Education

Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education.			
	N	Spearman's rho Coefficient	Sig. (1-tailed)
Television programmes highlighting cultural norms about children with disabilities encourage the participation of learners with intellectual disability in inclusive education i.e., children with disabilities cannot learn in the same class with those without	40	.031	.875
Television programmes highlighting cultural beliefs about children with disabilities encourage the participation of learners with intellectual disability in inclusive education i.e., a child with a disability is a curse.	40	.009	.964
Television programmes highlighting cultural values about children with disabilities encourage the participation of learners with intellectual disability in inclusive education i.e., a child with a disability is a burden to the family	40	.124	.531

Correlation Statistics in Table 4.14 show that there was a weak positive correlation ($r= 0.031$, $\text{Sig}>0.05$) between highlighting cultural norms about children with disabilities in television programmes that involve People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in highlighting of cultural norms about children with disabilities in television programmes featuring

People with Disabilities did not lead to an increase in the use of Television in inclusive education.

Statistics in Table 4.14 also show that there was a weak positive correlation ($r=0.009$, $\text{Sig}>0.05$) between highlighting cultural beliefs about children with disabilities in television programmes that involve People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in highlighting of cultural beliefs about children with disabilities in television programmes featuring People with Disabilities did not lead to an increase in the use of Television in inclusive education.

Table 4.14 also show that there was a weak positive correlation ($r=0.124$, $\text{Sig}>0.05$) between highlighting cultural values about children with disabilities in television programmes that involve People with Disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant, leading to the conclusion that an increase in highlighting of cultural values about children with disabilities in television programmes featuring People with Disabilities did not lead to an increase in the use of Television in inclusive education.

The overall, findings in this section were that there was no influence of intellectual disability cultural dynamics in television programme on involvement of learners in inclusive education.

The findings are supported by a study by Baker et al.(2010) which found that beliefs associated with disabilities result in prejudice and have also led to bodily and psychological harm and ritual attacks. Further, a study by Eskay et al.(2012) found that most African traditional beliefs about the cause of disability hold that disabilities are punishments for bad deeds or the result of witchcraft.

Depending on how a culture views disability it highly influences how an individual with disability is viewed within that culture. Cultures, which view disability as a curse, may tend to be more geared towards ostracizing such individuals from the

communities or viewing them as outcasts and hence denying them access to education.

Majority of content on disability Issues in the media is disempowering, derogative and discriminatory. Use of negative terms that reinforces stereotyping of People with Disabilities as people who are unhappy with their lives and viewed as objects of pity. Furthermore, People with Disabilities constitute one of the most disenfranchised minorities. That means that their participation in culture producing institutions like media is rare; therefore, their say in the construction of their images is negligible at best.

4.11 Television Framing of Intellectual Disability and Involvement of Learners in Inclusive Education

Findings in this chapter were that: there was no influence of intellectual disability story angle in television on involvement of learners in inclusive education. There was no influence of intellectual disability thematic frames on involvement of learners in inclusive education. There was no influence of intellectual disability language labels in television programme on involvement of learners in inclusive education and there was no influence of intellectual disability cultural dynamics in television programme on involvement of learners in inclusive education. None of the independent variables correlated to the dependent variable.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of results, the conclusions of the study, and the recommendations based on the study findings. This was done in line with the objectives of the study. The chapter begins with a summary of the results from the analysis provided in the previous chapter. This is followed by the conclusions based on a juxtaposition of the present findings with prior research. Finally, the chapter presents the recommendations for the study.

5.2 Summary of Findings

This section summarizes the findings obtained in chapter four in line with the study objectives which include the intellectual disability story angle, intellectual disability thematic frames, intellectual disability information source, intellectual disability language labels and cultural dynamics. A summary of major findings under each variable is given.

5.2.1 Incorporation of TV Programmes in Inclusive Learning

The study established that TV programmes were a potential medium for the adoption and implementation of inclusive education. The programmes identified by the teachers were *Akili channel*, *Education channel*, *Neurodiaries*, *Kid World*, *Abled Differently* and *Akili Kids*. The programmes were aired by 6 television stations namely Church TV, DG. TV, KBC, KTN, Citizen TV, DSTV and NTV. As such only a handful of programmes are available that were beneficial to SNE learners in as much as there were more than 80 TV stations airing 24 hours of programming daily in Kenya.

Teachers were indifferent to the adoption of TV programmes for inclusive education. to some, the content aired was entertaining and favourable to learners with intellectual disability. To others, the content was complex and unfriendly to the SNE

learners. As such, only a handful of schools used TV programmes because inclusive education wasn't mainstreamed in the TV programming across the media houses. As such only a few of the TV programmes were beneficial to SNE learners. The programmes included *Akili kids, Digital learning alliance deals, dance, Music, cartoons, games, traditional songs, counting and alphabets*

5.2.2 Disability Story Angles in Television Programmes

The first objective was to determine how intellectual disability story angle in television influences the involvement of learners in inclusive education in Kenya. It was established that there was a divergence between TV programming and inclusive education. more than 75% of the programmes aired themes that did not support the mainstreaming of intellectual disability in education. The content aired seemed to portray People with Disabilities as objects of pity, curiosity, evil, laughable and burdensome. These qualities were repugnant to inclusion of learners with disabilities in education and were therefore counterproductive to inclusive education. There was no influence of intellectual disability story angle in television on involvement of learners in inclusive education.

5.2.3 Disability Thematic Frames in Television Programmes

The second objective was to investigate how intellectual disability thematic frames in television influences the involvement of learners in inclusive education in Kenya. It was established that most of the TV programmes aired disability thematic frames that did not support the mainstreaming of intellectual disability in education. Whereas active participation was an enabler to inclusive education, marginalisation and stereotyping were used by the teachers both positively and negatively in inclusive education. The overall, findings in this section were that there was no influence of intellectual disability thematic frames on involvement of learners in inclusive education.

5.2.4 Disability Information Source of Television Programmes

The third objective was to find out how television information source of intellectual disability influences the involvement of learners in inclusive education in Kenya. The major source of information on intellectual disability stories aired by the television stations were OPDs, parents and disability experts care givers of People with Disabilities, People with Disabilities themselves, schools, and news sources and social media. Involvement of People with Disabilities, their guardians, parents, teachers and disability experts in TV programming had a positive correlation on inclusive education. However, their correlation was not statistically significant. As such, there was no influence of intellectual disability information source of television programme on involvement of learners in inclusive education.

5.2.5 Disability Language Labels in Television Programmes

The fourth objective was to establish how intellectual disability language labels in television influence the involvement of learners in inclusive education in Kenya. The intellectual language labels based on the media houses surveyed half of the stories used general people-first language while a third of the stories used people-first language. Only a few used disability-domain people-first language. Whereas the adoption of the three language labels in TV programming had a positive impact on inclusive education, the correlation was not statistically significant. As such, there was no influence of intellectual disability language labels on involvement of learners in inclusive education.

5.2.6 Disability Cultural Dynamics in Television Programmes

The fifth objective was to assess how cultural dynamics on intellectual disability influence the involvement of learners in inclusive education in Kenya. cultural dynamics were present in the stories aired on TV regarding children with intellectual disabilities and therefore it was important to ascertain its influence on inclusive education. Half of the stories focused on disability values while a quarter focused on disability norms. The remainder of the stories focused on beliefs. Highlighting cultural norms, values, and beliefs about children with disabilities did not encourage

the participation of People with Disabilities inclusive education. there was a positive correlation between highlighting cultural norms, values and beliefs about children with disabilities and the use of Television programmes in inclusive education. However, the correlation was not statistically significant concluding that there was no influence of intellectual disability cultural dynamics in television programme on involvement of learners in inclusive education.

5.3 Conclusion

5.3.1 Disability Story Angles in Television Programmes

The study sought to determine the influence of intellectual disability story angle in television on involvement of learners in inclusive education in Kenya. The study concludes that while the television stations have aired stories about inclusive education, the content aired seemed to portray People with Disabilities as objects of pity, curiosity, evil, laughable and burdensome. These qualities were repugnant to inclusion of learners with disabilities in education and were therefore counterproductive to inclusive education. However, the correlation between intellectual disability story angle in television and the involvement of learners in inclusive education was not statistically significant. The overall findings were that there was no influence of intellectual disability story angle in television on involvement of learners in inclusive education.

5.3.2 Disability Thematic Frames in Television Programmes

The study also sought to investigate the influence of intellectual disability thematic frames in television on involvement of learners in inclusive education in Kenya. It was established that most of the TV programmes aired disability thematic frames that did not support the mainstreaming of intellectual disability in education. However, the correlation between intellectual disability thematic frames in television and the involvement of learners in inclusive education was not statistically significant. The overall findings in this section were that there was no influence of intellectual disability thematic frames on involvement of learners in inclusive education.

5.3.3 Disability Information Source of Television Programmes

The study further sought to find out the influence of television information source of intellectual disability information on involvement of learners in inclusive education in Kenya. The study found that the major sources of information were OPDs, parents and disability experts care givers of People with Disabilities, People with Disabilities themselves, schools, and news sources and social media. Involvement of People with Disabilities, their guardians, parents, teachers and disability experts in TV programming had a positive correlation on inclusive education. However, their correlation was not statistically significant. As such, there was no influence of intellectual disability information source of television programme on involvement of learners in inclusive education.

5.3.4 Disability Language Labels in Television Programmes

The study sought to establish the influence of intellectual disability language labels used by television on involvement of learners in inclusive education in Kenya. The intellectual language labels based on the media houses surveyed half of the stories used general people-first language while a third of the stories used people-first language. Only a few used disability-domain people-first language. Whereas the adoption of the three language labels in TV programming had a positive impact on inclusive education, the correlation was not statistically significant. As such, there was no influence of intellectual disability language labels on involvement of learners in inclusive education.

5.3.5 Disability Cultural Dynamics in Television Programmes

The study sought to assess the moderating influence of televised cultural dynamics information on intellectual disability and involvement of learners in inclusive education in Kenya. The study concludes that highlighting cultural norms, values and beliefs about children with disabilities did not encourage the participation of People with Disabilities inclusive education. There was a positive correlation between cultural norms, values and beliefs about children with disabilities and the use of Television programmes in inclusive education. However, the correlation was not

statistically significant concluding that there was no influence of intellectual disability cultural dynamics in television programme on involvement of learners in inclusive education.

5.4 Recommendations

Based on the findings of this research study, the following recommendations which cover media practice, communication theory, Organisations of Persons with Disabilities (OPDs), and policy are presented below.

5.4.1 Recommendations for Media Practice

There should be a deliberate media strategy to change negative societal attitudes towards disability. The media should avoid viewing disability from purely traditional frames that stigmatize and marginalize People with Disabilities. TV producers need orientation for the production of disability friendly content for inclusion in TV. There is a need of expanding journalists' capacity to report on disabilities by training to produce in-depth news stories and reports that raise public awareness about People with Disabilities and amplify their voices and perspectives. Accurate and balanced portrayals of disability can potentially dispel negative stereotypes, and counter stigma and misinformation.

Media producers lack support and relevant training so that they can increase and improve their coverage of disability issues, presenting disability issues in a way that promotes the dignity of People with Disabilities as well as amplifies their voices and perspectives. Journalists should be trained on reporting on disabilities in tertiary institutions teaching journalism and mass communication studies. Media reports and news coverage of disability issues is not only essential to ensure accurate and balanced portrayals of disability, but also to raise awareness, dispel negative stereotypes, and counter stigma and misinformation.

5.4.2 Recommendations on Theory

These results indicate that disability in the Kenyan media is viewed mainly from slightly traditional frames as opposed to the progressive frames. This finding

resonates with Kaplan's model on disability that explains causes of disability leaning more on the three traditional perspectives as opposed to the more progressive model. Kaplan's model explains the causes on disability from these angles: Moral Model, Medical Model, Rehabilitation Model and the Disability Model. Although Haller, (2010) noted that use of the traditional model in framing disability is somehow outdated and may not be used to capture the existing representations of disability. However, this can be argued that use of traditional frames is still relevant in developing countries where we have weak laws or non-existent laws to protect People with Disabilities.

5.4.3 Recommendations for Organisations of Persons with Disabilities (OPDs)

Organisations of Persons with Disabilities (OPDs) should deliberately amplify their voices and perspectives through the media. They should participate as news sources and resource persons in order to ensure accurate and balanced portrayals of disability in the media. In addition, their involvement in media would help to raise awareness about disability issues, dispel negative stereotypes, and counter stigma and misinformation. OPDs should facilitate People with Disabilities to tell their own stories through the media. In addition, OPDs can support People with Disabilities and encouraged them to join the media profession in order to increase the diversity of the newsroom.

5.4.4 Recommendations for Policy

There exist gaps in the legislation that exist to protect People with Disabilities. The study suggests that present and future media coverage of disability should address fundamental matters that concern People with Disabilities such portrayal of disability in the media. There should be a push for amendments of the legislations and a call for the Kenyan government to implement the ratified CPRD protocol, so that grievances by People with Disabilities can better be addressed. Further still, existing regulations should be enforced so that the representation People with Disabilities in the media reflects societal realities.

The way the media frames disability matters is of great importance. Frames are usually explained as tools used by political actors, policymakers, activists and members of the press to impact policy outcomes by directly influencing the decision maker's information agenda (Jones, 1994; Baumgartner, De Boeuf & Boydston, 2008). The framing theory postulates that by framing media messages in certain ways can help impact the public's opinion and push for certain policies to be enacted. The results of this study show that frames such as cultural pluralism, minority/civil rights and educative frame, which call for policy change were not highly used. The media by framing issues under these progressive frames can have positive outcomes that may lead to better policies for People with Disabilities.

In general, there is need for the media and key stakeholders, when talking about disability to use frames that are more progressive, to help change policies and opinions on matters to do with disability. For instance, instead of the media focusing on the certain angles that may have negative outcomes such as the social pathology frame that portrays People with Disabilities as being pitiable, objects of curiosity, evil, laughable and a burden. They can instead reframe such as a story showing that People with Disabilities can be involved in inclusive education. Such a frame would show People with Disabilities as independent, and they can easily engage in political, social or economic activities like any other individual.

The Legislative Reform Broadcasting Services Act should be reinforced by the Communications Authority of Kenya. Media houses which do not comply with the disability inclusiveness standards should be given heavy penalties. The media regulatory bodies like the Communications Authority of Kenya and the Media Council of Kenya can make quarterly evaluations and enforce the policies related to disability mainstreaming in the media.

5.5 Suggestions for Further Research

Based on the limitations and findings of this study, the following suggestions are made for further research:

When looking at all the evidence discussed in this study, it is clear that the issue of inclusion for children with intellectual disabilities is of huge importance. However, there is a relatively small body of research focused on the inclusion of children with intellectual disability in secondary schools and tertiary institutions. It is therefore important that children in secondary school and tertiary institutions are researched separately to those in primary schools, as the issues affecting them can be vastly different.

In the literature review, we looked at how mostly media from the West frame disability. Future research can do a comparative analysis on how economically developed countries cover disabilities in comparison to less economically advanced countries. This would be guideline that can help media in the different countries to look at disability from different viewpoints.

This study looked at television programmes sourced within a period of six months. The time frame for similar future studies can be increased in order to increase representativeness and to capture the broader picture of disability in the society. This study only looked at articles sourced within two consecutive years as this would be beneficial to any other future study.

This study confirmed that there is an influence between media framing of intellectual disabilities and involvement of learners in inclusive education. However, the study was not experimental. Therefore, the findings of this study would be strengthened if this study were to be replicated based on the experimental research design.

This study focused on examining the participation of learners with intellectual disabilities in inclusive education. However, various other types of disabilities exist. Therefore, future research should extend its scope to encompass these unexplored disability types, given that the current study specifically concentrated on intellectual disabilities.

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APPENDICES

Appendix I: Research Letter


Dear Respondent,

My name is Jackline Lidubwi. I am a PhD student at Jomo Kenyatta University of Agriculture and Technology, school of communication and development studies, undertaking a Doctor of Philosophy degree in Mass Communication. Currently, I'm doing a project in partial fulfilment of the course as required by the university.

My research topic is: "Television Framing of Intellectual Disability and Involvement of Learners in Inclusive Education in Kenya."

I humbly request for your cooperation in completing this interview. The information generated from these interviews will be treated with utmost confidentiality, and for academic purposes only.

Yours faithfully,



Jackline Lidubwi

Appendix II: Questionnaire for Teachers

My name is Jackline Lidubwi, a postgraduate student at Jomo Kenyatta University of Agriculture and Technology. I'm carrying out this research in partial fulfilment of the course as required by the university. I have identified you as a stakeholder in the Inclusive education sector in Kenya. Therefore, I humbly request for your cooperation in completing this questionnaire. The information generated from these questionnaires will be treated with utmost confidentiality, and for academic purposes only.

A. Personal Information

1. Please tick off your gender Male Female

2. Please tick off your age bracket?

21-25 years 26 -30years 31-35 years 36-40
years 41-45years 46-50years 51- 55years 56
years and above

3. Tick your highest level of Education?

Secondary Certificate Post-Secondary Certificate Diploma
Degree Post Graduate Diploma Masters
Doctorate

4. How many years have you been teacher?

Less than 5years 6 -10years 11-15 years 16-20
years 21-25years 26-30years 31years and above

5. How many years have you been a special needs education teacher?

Less than 5years 6 -10years 11-15 years 16-20
years 21-25years 26-30years 31years and above.

6. How many years have you been a teacher in the current school?

Less than 5years 6 -10years 11-15 years 16-20
years 21-25years 26-30years 31years and above.

7. Do you have special education training? Yes No

a. If yes indicate the area of specialization _____

B. Inclusive education practice

8. Is there enrolment of pupils with special needs in your class? Yes No

a. If yes, please provide the following statistics

Total no of learners in your school	
No of special needs learners in your school	
No of special needs education teachers in your school	

9. Please state the type of inclusion adopted at your school.

The school has special units with minimal interaction with other learners in classes.

The school has special units with some interaction with other learners in classes.

Learners with special needs learn together with other learners in regular classes.

10. Indicate the category of disability of learners registered in your school.

Visual disability

Hearing disability

Intellectual disability

Physical disability

Psycho-social disability

Multiple disability

Others (Please list) _____

11. Does your school give support services for learners with learning difficulties?

Yes No

a. If yes, please state the support services provided for learners with learning difficulties in your school _____

C. TV programmes on Inclusive Education

12. Are there any TV programmes you would recommend for use in schools for the involvement of learners with intellectual disability in inclusive education?

Yes No

a. If yes please state the TV Stations and names of the programmes

13. Are TV programmes used at your school in the involvement of learners with intellectual disability in inclusive education.

Yes No

a. If yes please state the TV stations adopted

b. If yes, please state the names of the TV programmes adopted

14. Are there TV programmes used by parents in the involvement of learners with intellectual disability while at home

Yes No

b. If yes please state the TV Stations and names of the programmes

D. Television and involvement of children with intellectual disabilities in inclusive education

15. Television programmes in Kenya encourage the involvement of children with intellectual disabilities in inclusive education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Explain

E. Disability story angles in television programmes

16. The following are statements on intellectual disability story angle in television programmes and how they influence involvement of learners in inclusive education. Please rate the extent to which you agree or disagree with the statements.

Disability story angles in Television Programmes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Television programmes that portray themes on pity for children with intellectual disabilities encourage their involvement in inclusive education.					
b. Television programmes that portray children with intellectual disabilities as objects of curiosity encourage their participation in inclusive education.					
c. Television programmes that portray children with intellectual disabilities as evil encourage their participation in inclusive education.					
d. Television programmes that portray children with intellectual disabilities as laughable encourage their participation in inclusive education.					
e. Television programmes that portray children with intellectual disabilities as burdensome encourage their participation in inclusive education.					

F. Disability thematic frames in television programmes

17. The following are statements on intellectual disability thematic frames in television programmes and how they influence involvement of learners in inclusive education. Please rate the extent to which you agree or disagree with the statements.

Statements on disability thematic frames in Television Programmes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Television programmes that portray active participation of children with intellectual disability encourage their participation in inclusive education.					
b. Television programmes that portray marginalization of children with intellectual disability encourage their					

participation in inclusive education.					
c. Television programmes that stereotype children with intellectual disability encourage their participation in inclusive education.					

G. Disability information source of Television Programmes

18. The following are statements on intellectual disability information source in television programmes and how they influence involvement of learners in inclusive education.

Please rate the extent to which you agree or disagree with the statements

Statements on disability information source of Television Programmes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Television programmes that involve organizations of persons with disabilities encourage the participation of learners with intellectual disability in inclusive education					
b. Television programmes that involve parents with children living with disabilities encourage the participation of learners with intellectual disability in inclusive education					
c. Television programmes that involve teachers to special needs children encourage the participation of learners with intellectual disability in inclusive education					
d. Television programmes that involve disability experts encourage the participation of children with intellectual disability in inclusive education					

H. Disability language labels in television programmes

19. The following are statements on intellectual disability language labels in television programmes and how they influence involvement of learners in inclusive education.

Please rate the extent to which you agree or disagree with the statements

Disability language labels in Television Programmes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Television programmes that adopt “people first language” encourage the participation of learners					

with intellectual disability in inclusive education i.e., person with disability, person with albinism					
b. Television programmes that adopt “general people - first language” encourage the participation learners with intellectual disability in inclusive education i.e., students with disabilities, People with Disabilities					
c. Television programmes that adopt “disability first language” encourage the participation of learners with intellectual disability in inclusive education i.e., disabled, albino, crippled					

I. Disability cultural dynamics in television programmes

20. The following are statements on intellectual disability cultural dynamics in television programmes and how they influence involvement of learners in inclusive education.

Please rate the extent to which you agree or disagree with the statements

Statements on disability cultural dynamics in Television Programmes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Children with disabilities cannot learn in the same class with those without disability.					
b. A child with a disability is a curse.					
c. A child with a disability is a burden to the family.					

Thank you for your time.

Appendix III: Interview for County Education Officers

The purpose of this interview is to collect data purely for academic purposes. All information will be treated with strict confidence. I'm carrying out this research in partial fulfilment of the course as required by the university. I have identified you as a stakeholder in the Inclusive education sector in Kenya. Therefore, I humbly request for your cooperation in completing this interview. The information generated from these interviews will be treated with utmost confidentiality, and for academic purposes only.

1. what are the staffing needs of teachers with inclusive education in your county?
2. Comment on the type of inclusion adopted by schools in your county.
3. What categories of disability of learners are catered for in your county?
4. What support does the education department provide to support inclusive education services in your county?
5. Are there any TV programmes you would recommend for use in schools for the involvement of learners with intellectual disability in inclusive education?
6. Do television programmes in Kenya encourage the involvement of children with intellectual disability in inclusive education.

Intellectual disability story angle

1. In your opinion are television stations effective in advocating for Inclusive Education?
2. To what extent have television stations raised awareness on inclusive education?

Intellectual disability thematic frames

1. Do television stories act as barriers to participation of learners with intellectual disabilities.
2. Do television stories on disability assist in raising awareness about inclusive Education?

Intellectual disability information source

1. Are there media advocacy strategies employed by MOE to promote inclusive education?
2. Have you ever been engaged in a television station in creating awareness on Inclusive Education?

Intellectual disability language labels

1. In your opinion do television stations present People with Disabilities issues using the correct language?

Cultural dynamics

1. In your opinion, do cultural beliefs influence involvement of learners with disability in education in Kenya?
2. Are there stereotypes, stigma or marginalization that influence involvement of Children with Disabilities in education in Kenya?

Appendix IV: Interview Guide for Media Producers

Introduction

1. What is the reach of your television station?
2. What is the target audience of your television station?
3. Does your television station air stories on Inclusive Education?

Intellectual disability story angle

4. How do you conduct features on Intellectual Disability?
5. What issues make up the intellectual disability content in your programmes?
6. What is the angle of the programmes on Inclusive Education aired on your television station?
7. What determines the allocation of time per story that is featured?

Intellectual disability thematic frames

8. Do you effectively present PERSONS WITH DISABILITIES issues and specifically Inclusive Education?
9. What are the common disability themes that you feature in the stories you air (barriers to participation, disability awareness and inclusion)?

Intellectual disability information source

10. What is your source of stories on intellectual disability?
11. Is there a partnership between your television station and stakeholders working on Inclusive Education?
12. Do you receive press statements and releases from OPDs dealing with intellectual disabilities?
13. What kind of feedback do you receive on your shows on Inclusive Education?

Intellectual disability language labels

14. Do you effectively present Inclusive Education using the right language?
15. How important is disability friendly language to you?
16. Do you effectively present intellectual disability issues using the right language?
17. As a television Producer/ Presenter, would you say television plays an important role in promoting Inclusive Education?

Appendix V: Interview Guide for Stakeholders in Disability

Intellectual disability story angle

1. Do you watch Television?
2. What are the messages that should be emphasized on inclusive education?
3. In your opinion are television stations effective in advocating for Inclusive Education?
4. To what extent have television stations raised awareness on inclusive education?

Intellectual disability thematic frames

5. How do television stories on barriers to participation influence involvement of learners with intellectual disability in Inclusive Education?
6. How do television stories on disability awareness influence involvement of learners with intellectual disability in Inclusive Education?
7. How do television stories on inclusion influence involvement of learners with intellectual disability in Inclusive Education?

Intellectual disability information source

8. What media advocacy strategies have you employed to promote inclusive education?
9. Have you engaged any television station in creating awareness on Inclusive Education?

Intellectual disability language labels

10. How important is Disability language to you?
11. In your opinion does television present Persons with Disabilities issues using the right language?
12. How do disability language labels influence involvement of learners in inclusive education in Kenya?

Cultural dynamics

13. How do cultural beliefs influence involvement of learners in inclusive education in Kenya?
14. How do stereotypes influence involvement of learners in inclusive education in Kenya?
15. How does stigma influence involvement of learners in inclusive education in Kenya?
16. Do you have any additional information or comment?

Appendix VI: Code Sheet

CODING MANUAL

Each member of the team will have the Coding manual printed and should also have it by his/her side on the duration of the coding. It is the point of reference for the whole coding process.

Team Members will enter this information once for each programme they monitor. A separate Coding Sheet for every programme monitored will be used and information will be included every time.

PART 1 – BASIC INFORMATION

1. CODER

Indicate the coders individual code

2. NAME OF THE STATION

Indicate the full title of the program

3. DATE CODE

Indicate the code of the monitoring day.

1. 4th July 2020
2. 5th July 2020
3. 11th July 2020
4. 12th July 2020
5. 18th July 2020
6. 19th July 2020
7. 25th July 2020
8. 26th July 2020
9. 1st August 2020
10. 2nd August 2020
11. 8th August 2020
12. 9th August 2020
13. 15th August 2020

14. 16th August 2020
15. 22rd August 2020
16. 23rd August 2020
17. 29rd August 2020
18. 30th August 2020
19. 5th September 2020
20. 6th September 2020
21. 12th September 2020
22. 13th September 2020
23. 19th September 2020
24. 20th September 2020
25. 26th September 2020
26. 3rd October 2020
27. 4th October 2020
28. 10th October 2020
29. 11th October 2020
30. 24th October 2020
31. 25th October 2020
32. 31st October 2020
33. 1st November 2020
34. 7th November 2020
35. 8th November 2020
36. 14th November 2020
37. 15th November 2020
38. 21st November 2020
39. 22nd November 2020
40. 28th November 2020
41. 29th November 2020
42. 5th December 2020
43. 6th December 2020
44. 12th December 2020
45. 13th December 2020

46. 19th December 2020
47. 20th December 2020
48. 26th December 2020
49. 27th December 2020

4. PROGRAMME START AND END TIME

Indicate the time the programme begun and when it ended. Use the 24-hour clock.

PART 2 – OBJECTIVES OF THE STUDY

1. INTELLECTUAL DISABILITY STORY ANGLE

Indicate the way that the angle, not to be confused with the subject of the story, choose ONE code number (1-3)

1. Pitiable
2. Object of curiosity
3. Evil
4. Laughable
5. Burden

3. INTELLECTUAL DISABILITY THEMATIC FRAMES

Choose ONE code number (1-4), identifying thematic stories utilized in television programmes.

1. participation
2. Marginalization
3. Stereotypes

1. INTELLECTUAL DISABILITY INFORMATION SOURCE

Indicate if any sources were used in writing the programme episodes (1) OPDs (2) Parents (3) Teachers (4) Disability experts (5) Others

1. OPDs
2. Parents
3. Teachers
4. Disability experts

4. INTELLECTUAL DISABILITY LANGUAGE LABELS

Decide which language label the programme stories fall into. If you are not sure if you should code the program, please do CODE and let us know by mentioning it on the Coding Sheet (in the comments section). You will have to choose ONE code number (1-12) for the language labels of the program.

1. People-first language
2. General people-first language
3. Disability-domain people-first language

5. CULTURAL DYNAMICS

Indicate cultural dynamics that were depicted in the programme episodes (1) Norms (2) Beliefs (3) Values (4) Others

1. Norms
2. Beliefs
3. Values

CODE SHEET

PART 1 – BASIC INFORMATION

1. Coder (write your individual code): _____

2. Name of TV Station (write the full title): _____

3. Date Code (circle the day of the broadcasting): _____

1	2	3	4	5	6	7	8	9	10	11	12

13	14	15	16	17	18	19	20	21	22	23	24

25	26	27	28	29	30	31	32	33	34	35	36

37	38	39	40	41	42	43	44	45	46	47	48

4. Programme start and end time: _____

PART 2 – INTELLECTUAL DISABILITY STORY ANGLE

1. Pitiable: (select the code number from the Coding System)

2. Object of curiosity: (select the code number from the Coding System)

3. Evil: (select the code number from the Coding System) _____

4. Laughable: (select the code number from the Coding System)

5. Burden: (select the code number from the Coding System)

PART 4 – INTELLECTUAL DISABILITY THEMATIC FRAMES

1. Participation: (select the code number from the Coding System) _____

2. Marginalization: (select the code number from the Coding System)

3. Stereotypes: (select the code number from the Coding System)

PART 5 – INTELLECTUAL DISABILITY INFORMATION SOURCE

1. OPDs: (select the code number from the Coding System)

2. Parents: (select the code number from the Coding System)

3. Teachers: (select the code number from the Coding System)

4. Disability experts: (select the code number from the Coding System)

PART 6 – INTELLECTUAL DISABILITY LANGUAGE LABELS

1. People-first language: (select the code number from the Coding System)

2. General people-first language: (select the code number from the Coding System)

3. Disability-domain people-first language: (select the code number from the Coding System) _____

PART 7 – CULTURAL DYNAMICS

1. Norms: (select the code number from the Coding System)

2. Beliefs: (select the code number from the Coding System)

3. Values: (select the code number from the Coding System)

Appendix VII: List of Television Stations in Kenya

1. KISSTV
2. EDU TV
3. TV COSMOPOLITAN
4. MWARIAMA TV
5. ENTERTAINMENT CHANNEL
6. HOPE CHANNEL KENYA
7. AKILI NETWORK TV
8. THE WORD MUSIC TV
9. NAMBA ONE TV
10. STAR TV
11. BAITE TV
12. KASS TV
13. KINGDOM TV
14. GBS
15. PENDO TV
16. TIMES TV
17. MOUNT KENYA TV
18. MIRACLES TV
19. LOLWE TELEVISION NETWORK
20. REVIVAL TIME TV
21. WANANCHI TV
22. PWANI TV
23. HEALTH TV
24. SAUTI TV
25. HOPE TV
26. UTUGI TV
27. CABLE ONE
28. CTN MOMBASA
29. KTN HOME
30. KTN NEWS

31. HEALTH TELEVISION
32. BRANBPLUS TV
33. FARMERS TV
34. MWANYAGETINGE TV
35. DESTINY TV
36. GETU TV
37. TOURISM AND WILDLIFE TV (SAFARI CHANNEL)
38. TEM TV
39. NYUMBA YA MUMBI TV
40. ARIMUS TV
41. ISLAMIYA TV
42. TAMA TV
43. JOY TV
44. TALENT TV
45. MAAJABU TV
46. HIRANI TV
47. FOCUS TV
48. ZUKU TV
49. CORPORATE MEDIA TV
50. ACE TV
51. UBORO TV
52. SKY BROADBAND TV
53. KATHUS TV
54. HOMELAND TELEVISION NETWORK
55. TANDAO TV
56. BHB TV
57. DSTV
58. MAISHA MAGIC EAST
59. HERITAGE TV
60. WTV
61. MASHARIKI TV
62. TBN FAMILY TV

63. KU TV
64. 3 STONES TV
65. VICTORY TV
66. HORIZON TV
67. MBUGI TV
68. BUNGE TV
69. KBC TV
70. NTV KENYA
71. K24 TV
72. CITIZEN TV
73. INOORO TV
74. BURUDANI TV
75. SAYARE TV
76. KAMEME TV
77. Y254 TV
78. SWITCH TV
79. TV47
80. SIGNS TV

Appendix VIII: Special Needs Education Primary Schools in Kenya in 2020

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

NO	NAME OF SCHOOL	COUNTY	SUB-COUNTY	DISABILITY
1	Aga Khan Pr Special School	Nairobi	West Lands	HI
2	Bidii Pri Seu	Nairobi	Makadara	MH
3	Buruburu 1 Pri	Nairobi	Kamukunji	AU
4	City Primary	Nairobi	Starehe	AUT/MH
5	Dagoretti Special School Inc	Nairobi	Dagoretti	INCL
6	Daniel Comboni pr SEU	Nairobi	Kasarani	MH/HI
7	Dr. Ribeiro Parklands Pri	Nairobi	Starehe	CP
8	Gatina Pri SEU	Nairobi	Dagoretti	MULTIPLE
9	Githurai	Nairobi	Kasarani	MH
10	Highridge Sp.	Nairobi	West Lands	MH
11	Jacaranda Special School	Nairobi	West Lands	MH
12	Joseph Kang'ethe	Nairobi	Dagoretti	MH
13	Kabete Vet Lab Pr. School	Nairobi	West Lands	MH
14	Kahawa Garrison Sp. Unit	Nairobi	Kasarani	INCL
15	Kangemi Pr. Seu	Nairobi	West Lands	MH
16	Karen Technical	Nairobi	Langata	Deaf
17	Kasarani Pri SEU	Nairobi	Kasarani	AUTISM
18	Kilimani Pr. Integrated Seu	Nairobi	West Lands	MULTIPLE
19	Kiwanja Pri. School Unit	Nairobi	Kasarani	MH/AUT
20	Kwa Njenga	Nairobi	Embakasi	MH
21	Langata Road Pri	Nairobi	Langata	Multiple
22	Martin Luther Pri	Nairobi	Makadara	MH
23	Marurui Pri SEU	Nairobi	Kasarani	MH
24	Mathare Sp Tech.	Nairobi	Starehe	MH
25	Mbagathi Rd.	Nairobi	Dagoretti	MH
26	Mihango/Vision Pr	Nairobi	Njiru	MH
27	Murema Primary School	Nairobi	Kasarani	CP

28	Muslim Pr. Sch. & Cerebral Palsy Unit	Nairobi	Starehe	CP
29	Muthaiga Pri	Nairobi	Kasarani	VI
30	Mwangaza Pr. School	Nairobi	Embakasi	MH
31	New Eastleigh Pri	Nairobi	Kamukunji	MH
32	Nile Road Sp	Nairobi	Makadara	MULTIPLE
33	Njathaini Pr. Seu	Nairobi	Kasarani	MH/HI
34	Our Lady of Mercy Shauri	Nairobi	Kamukunji	VI
35	Racecourse Pri	Nairobi	Starehe	HI
36	Riruta H.G.M Pr Seu	Nairobi	Dagoretti	MH
37	Salama Pr. Unit	Nairobi	Starehe	MH
38	Star of Hope Pr. Unit	Nairobi	Makadara	INCL
39	Thawabu Pri	Nairobi	Embakasi	HI
40	Toi	Nairobi	Dagoretti	MH
41	Tree Side Sp. Unit	Nairobi	Kasarani	MH
42	Unity Pri	Nairobi	Embakasi	MH
43	Waithaka Sp	Nairobi	Dagoretti	MH

Appendix IX: Approval of Research Proposal



**JOMO KENYATTA UNIVERSITY
OF
AGRICULTURE AND TECHNOLOGY
OFFICE OF THE DIRECTOR (BPS)**

P.O. BOX 62000
NAIROBI – 00200
KENYA
Email: director@ps.jkuat.ac.ke

TEL: 254-67-5870000/1-5

REF: JKU/2/11/HDC411-0855/2018

13TH MAY, 2021

JACKLINE UNDISA LIDUBWI
C/o SCDS
JKUAT

Dear Ms. Undisa,

RE: APPROVAL OF RESEARCH PROPOSAL AND APPOINTMENT OF SUPERVISORS

Kindly note that your PhD. research proposal entitled: "TELEVISION FARMING OF INTELLECTUAL DISABILITY AND INVOLVEMENT OF LEARNERS IN INCLUSIVE EDUCATION IN KENYA" has been approved. The following are your approved supervisors:-

1. Dr. Joan Mutua
2. Dr. Julius Ombui Bosire

Yours sincerely,

PROF. LOSENGE TUROOP
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Copy to: Dean, SCDS

/cm



JKUAT is ISO 9001:2015 and ISO 14001:2015 Certified
Setting Trends in Higher Education, Research, Innovation and Entrepreneurship



Appendix X: Approval of Research



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 467417

RESEARCH LICENSE



This is to Certify that Ms. Jackline Undisa Lidubwi of Jomo Kenyatta University of Agriculture and Technology, has been licensed to conduct research in Nairobi on the topic: TELEVISION FRAMING OF INTELLECTUAL DISABILITY AND INVOLVEMENT OF LEARNERS IN INCLUSIVE EDUCATION for the period ending : 18/May/2022.

License No: NACOSTI/P/21/10663

467417
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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