EFFECTS OF LOCATILON ON ENROLMENT OF PHYSICALLY IMPAIRED LEARNERS IN REGULAR PRIMARY SCHOOLS IN RIANA ZONE, HOMABAY DISTRICT

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION IN SPECIAL NEEDS EDUCATION KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I Opondo Peter Ogendo Adm. No. BED/13392/61/DF, hereby declare that this dissertation is my own original work. It is not a duplication of similarly published work of any scholar for academic purpose nor has it been submitted to any University or other Institution of Higher learning for the award of a degree or diploma in Special Needs Education (SNE). I also declare that materials cited in this paper which are not my own have been duly acknowledged.

SIGNATURE:.....

OPONDO PETER OGENDO

DATE:

APPROVAL

This is to certify that this research paper has been submitted for examination with my approval as a Research supervisor

Signature. Laaki ……

MR. LAAKI SAMSON

SUPERVISOR

DATE... 15-09-08 ……

DEDICATION

This work is dedicated to my late father Damianus Opondo and my children who contributed greatly to my research work.

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TABLE OF CONTENTS

DECLARATION ii
APPROVAL iii
DEDICATION iv
ACKNOWLEDGEMENTS v
TABLE OF CONTENTS vi
LIST OF TABLES ix
ABSTRACT x

CHAPTER ONE 1
INTRODUCTION 1
1.0BACKGROUND OF THE STUDY 1
1.1STATEMENT OF THE PROBLEM 1
1.2 PURPOSE OF THE STUDY 2
1.3 RESEARCH QUETIIONS 2
1.4 OBJECTIVES OF THE STUDY 2
1.4.0GENERAL OBJECTIVE 2
1.4.1SPECIFIC OBJECTIVES 2
1.5SCOPE OF THE STUDY 3
1.6 SIGNIFICANCE OF THE STUDY 3
1.7 DEFINITION OF KEY CONCEPTS AND TERMS 4

CHAPTER TWO 5
LITERATURE REVIEW 5
2.0 INTRODUCTION 5
2.1 HISTORICAL PERSPECTIVE 5
2.2 THE STATE OF PHYSICAL IMPAIREMENT IN KENYA 7
2.3CATEGORIES OF THE PHYSICALLY IMAPIRED LEARNERS 8
2.3.1 NEUROLOGICAL IMPAIREMENT 9
2.3.2 MUSCULAR SKELETAL IMPAIREMENTS 9
2.3.3. OTHER HEALTH CONDITIONS 9

2.4 METHODS USED TO SUPPORT LEARNERS WITH PHYSICAL IMPAIRMENTS. 10
2.5 IMPACT OF LOCATION ON THE ENROLEMENT OF PHYSICALLY IMPAIRED LEARNERS. 11

CHAPTER THREE 13
METHODOLOGY 13
3.0 INTRODUCTION 13
3.1 RESEARCH DESIGN 13
3.2TARGET POPULATION 13
3.3SAMPLING PROCEDURE 13
3.4SAMPLE 14
3.5RESEARCH INSTRUMENTS 14
3.6VALIDITY AND RELIABILTY 14
3.7DATA COLLECTION PROCEDURE 14
3.8DATA ANALYSIS 14

CHAPTER FOUR 15
4.0 Introduction 15
4.1 Demographic characteristics of Respondents 15
4.1.1 Sex of respondents 15
4.2 Research question one 16
4.3 Research question two 16
4.4 Which methods are used to support learners with physical impairment? 17

CHAPTER FIVE 19
DISCUSSION, CONCLUSION AND RECOMMENDATIONS 19
5.0 INTRODUCTION 19
5.1 DISCUSSION 19
5.1.1 State of the physically impaired 19
5.1.2categories of physically impaired learners 19
5.1.3 Methods used to support learners with physical impairment 20
5.1.4 Effects of location on enrolment of the physically impaired. 20
5.2 CONCLUSION 21

5.3 RECOMMENDATION 21

REFERENCES 23

APPENDICES 25
APPENDIX A: RESEARCHER MADE QUESTIONNAIRE 25
APPENDIX B: INTRODUCTION LETTER 30

LIST OF TABLES

Table 1:Distribution of respondents by sex 15
Table 2:Qualification of the teacher respondents 15
Table 3:Trained teachers in Special Needs Education 16
Table 4:State of the physically impaired 16
:Table 5: Categories of physical impairment 17
Table 6:Methods used to support the physically impaired 17
Table 7:Effects of location on enrolment of the physically impaired 18

ABSTRACT

The study aims at investigating on how location (physical environment) affect the enrolment of the physically impaired learners in regular primary schools in Riana zone, Homabay district. The objectives of the study included among others the state of the physically impaired learners in regular primary schools, categories of learners with physical impairment, methods used to support learners with physical impairment and the effects of location on the enrolment of the physically impaired learners. The instrument s used to collect data were questionnaires. The findings indicated that there were many teachers who lack knowledge of special education. This has led to poor methods of teaching hence bad performance by the learners. Many students have dropped out of school which has made the physically impaired be labeled illiterate. The study recommended that teachers be trained in special education in order to handle the disabled appropriately. That child protection laws be enacted and put into force to help protect the physically impaired. Sensitization programmes to educate the public on disabilities especially the physically impaired.

CHAPTER ONE

INTRODUCTION

1.0BACKGROUND OF THE STUDY

Despite the fact that God created man in his own image and likeness and thatall men are equal before Him(Gen. 1:27), mankind has always regarded disabilities to be a result from God's punishment for some wrongs done to the ancestors or to some persons problems, or curse, or being possessed by the spirits (Waruguru M. 2002).

Other negative attitude by communities include stereotypic beliefs such as that a mother who gets a baby with albinism has been adulterous; if a pregnant woman looks at a crippled person, she will get a crippled baby. Such superstitious beliefs have led to many parents who give birth to children who deviate from the 'normal' to hide the child, hence deny them access to education (Waruguru M. 2002)

Randiki (2002) observed that the disabled were considered lesser beings, socially and physically when compared to those with "normal" abilities. Disabilities were also considered contagious and the needs of the disabled were not adequately met by families and communities. Even to the elites to date, this prejudice has persisted in some communities and we have witnessed children born with disabilities hidden from societies or even killed. They rarely accompany their peers when attending schools or in social places.

Nowadays, the Kenya government is laying emphasis on inclusive education where all children should learn in the same environment regardless of their nature.

This new turn of events was quite humane and that was why the study paper wanted to find out the effects of location on the enrolment of the physically impaired learners in regular primary schools in Riana zone, Homabay District Kenya.

1.1STATEMENT OF THE PROBLEM

The introduction of Free Primary Education in Kenya in January 2003 has made it possible for more children to join regular primary schools.

A report carried out in one of the Teachers' image magazine (2004 vol. 7) indicated that there was unprecedented influx of pupils in January 2003 when the government declare primary school education free. A point was made the quest for knowledge had been hampered by the monsters of levies. It also indicated that the country inflated enrolment from 5.9 million in 2000 to 7.2 million in 2003, an increment of 22%.

It was however regrettable to note that(the report said) the enrolment of physically impaired learners and even those with other impairment were still very minimal. This compelled the researcher to carry out a study to establish the effect of location on the enrolment of physically impaired learners in regular primary schools in Riana zone, Homabay District and there after recommended ways of alleviating the scourge.

1.2 PURPOSE OF THE STUDY

The purpose of the study was to investigate the effect of location on the enrolment of physically impaired learners in regular primary schools in Riana zone, Riana Division Homabay District, Kenya.

1.3 RESEARCH QUETIIONS

1. What is the state of physically impaired children in Kenya?
2. What are the categories of children with physically impairment?
3. Which methods are used to support learners with physical impairment in regular primary schools?
4. What are the impacts of location on the enrollment of learners with physical impairment in regular primary schools?

1.4 OBJECTIVES OF THE STUDY

1.4.0GENERAL OBJECTIVE

The researcher intended to establish the effect of location on the enrollment of learners with physical impairment in regular primary schools

1.4.1SPECIFIC OBJECTIVES

The researcher intended to:

1. Identify the state of physical impaired children in Riana zone, Homabay District.

2. Establish the categories of learners with physical impairments
3. State the method used to support learners with physical impairment in regular primary schools.
4. Investigate the effect of location on the enrollment of the physically impaired learners in regular primary schools, Riana zone, Homabay District Kenya.

1.5SCOPE OF THE STUDY

The study was conducted in Riana zone Homabay District Kenya. Riana zone is in Riana Division, Ndhiwa constituency. It borders Rongo District to the Eastern and the Uriri division to the south. It is found along the road from Kisii-Rongo- Homabay highway.

The zone has big rivers, valleys and hills and it is within a rain belt region.The study therefore was based on the effect of physical environment {location} on the enrollment of learners with physical impairments in regular primary schools in this zone.

1.6 SIGNIFICANCE OF THE STUDY

Inspite of the Kenya's policies and legal frameworks on special needs education and international policies and conventions like Education For All {EFA} Universal Primary Education {UPE} in Uganda, very little impact has so far been achieved as far as special needs education is concerned.

There fore it was the researcher's hope that the research findings created positive change of attitude towards the education of learners with special needs particularly the physically impaired. This study paper created awareness to the public o the importance of enrolling the physically impaired learners in regular primary schools especially in this era where basic education is free and compulsory for all.

It was also hoped that other researchers might also use the research findings and recommendation as a basis for further research. The ministry of education could also use it for policy formulation and implementation

1.7 DEFINITION OF KEY CONCEPTS AND TERMS

C.B.R-Communication Based Rehabilitation:-Enabling people with disabilities to fulfill their potential with the help of appropriate aids and equipments, education and training, and understanding and support the community.

Impairment- Occurs when a part of the body if unable to work fully

Inclusive Education;- Is a process of addressing the learners needs within the regular primary school education using all available resources.

Least restrictive Environment:- The most typical and standard education al environment that reasonably meet a student's need.

Location:- Refers to the physical environment or the area in which the learner came from or live in.

Muscular:- Skeletal impairment :- It is the malfunctioning of bones and muscles framework of body due to impairment.

Neurological impairment: - This is the reduced functioning of the body's nervous system due to impairment

Physical Impairment: - The deformities of the body parts due to illness, disease or accidents

Regular primary schools:- Refer to the ordinary public schools which follow the curriculum that is spread for the average ability learners.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

From time immemorial, mankind has had negative attitude towards the physically handicapped. They have been hindered their advancement in all fields of life, education and infringement of their basic rights. Parents have negative attitudes towards these children though theirs and in some cases end up mistreating them, hiding them from society and even denying them their basic rights like food and education. Others have naïve and superstitious belief that handling a child with disabilities may make you also give birth to a child with same disabilities [Waruguru 2002].

For the purpose of this study therefore the researcher intends to look at the historical perspective towards the physical handicapped, their education and treatment upon the present times, the definition of the physical impaired and its associated terms, the state of physical impaired learners, recourses and methods used to support learners with physical impairments.

It is therefore the researcher's hope that the above will help shape if not change the attitude of the concerned persons more so after knowing the effect of the location on the enrolment of the physically impaired learners and help them compete favorably with their peers.

2.1 HISTORICAL PERSPECTIVE

In his perspective, Randiki (2002) analyses the neglect period in which the disabled people were socially and physically less capable all over the world. Many of them suffered neglect and rejection in communities because of the society.

In Greese, the people of Sparta used to kill babies with distinct disability features. Great philosophers like Plato and Socrates also argued that people with disabilities were not capable of reasoning and so were better of eliminated (Randiki 2002). This made many to discard and kill the disabled children.

Families with children who are handicapped were also discriminated upon and people could not marry from a family with a history of disability in their geneology (Waruguru 2002).

In America, before the revolutionary war, the most that was offered to exceptional children was protective care in asylums. The asylums made little efforts to help these children develop their physical, intellectual and social skills. A formidable obstacle was an educational system that had no room for children with disabilities. (Myra Pollack Sadker and David Miller Sadker, 1988). Parents on one occasion voiced a plea for the education of the handicapped and to their dismay a leading state official retorted, "it would be a waste of the state money. They'll never get jobs," noted Myra Pollack Sadker and David Miller Sadker, 1988.

They went further to note that for many years the legal system mirrored the society's judgment that the policy towards the disabled was that "out of sight out of mind". The court typically saw education as a privilege rather than a right, and they should be excluded from schools
The notion was that the majority of children needed to be protected from those with disabilities: from the disruption they might precipitate, from the demands they might make and from the discomfort their presence is classroom might cause.

Before the passage of Public Law(P.L) 94-142, Young people with handicaps languished at home all day (Daryl Siedentop, 1986). The burden was on schools to meet the exceptional student's needs rather than on the exceptional student to meet the school program as it is constructed for the totally able population, noted Daryl Siedentop, 1986.

Today, children with disabilities constitute approximately 12 percent of the school-age population. Twice as many males as female are identified as disabled. Most students with disabilities who attend public schools are learning disabled (46 percent), another 18 percent have speech and language impairments, and 10 percent are mentally retarded. Almost 90 percent of students receiving special education are considered "mildly handicapped".

2.2 THE STATE OF PHYSICAL IMPAIREMENT IN KENYA

In Kenya, it was not until the world war two in 1945 that it was felt necessary to rehabilitate Army officers who returned to the country with visual, physical and brain damage. It later included people with other handicaps. The sole aim was to pray, counsel and rehabilitate the war victims. This was done by churches such as Salvation Army and Lutheran church. These were later boosted by voluntary and non-governmental organizations which played a leading role in Special education.

They provided medical care, food and recreation in the rehabilitation homes. Out of this mixture of the disabled people, categories of learners evolved namely the physically impaired, mentally impaired, the hearing impaired, the emotionally impaired among other impairments. This brought light to the people and clearly showed that contrary to what people believed, disabled persons had the right to all basic needs. They too observed secondary wants like education, employment and recreation to make life more meaningful. They needed education however minimal in order to be self-reliant.

According to the convention on the Right of the child (20th Nov. 1989), "A disabled child has the right to special care, education and training to help them have a full and decent life and achieve the greatest degree of self reliance and social integration possible."

In Kenya, according to persons with disability's bill (1997) it was clearly stated that persons with disabilities shall be entitled to acquire quality education and that it will be unlawful for any institution to deny admission to a child with disability to any course of study by any reason of his/her disability.

The above, combined with other education commission set up after independence like Ngala Mwendwa commission (1964) on care and rehabilitation, Gachathi report (1977) on persons with disabilities bill, showed that there was commitment by the government to change the attitude towards people with disabilities in the country (Randiki 2002).

Prior to this, education of the disabled had not gained momentum even for those started after the second world war (1945). The churches and the voluntary organizations has started such schools like Dagoreti Children;s Home, Joytown school started by the Salvation Army (1962) and Joyland special school still by the Salvation Army (1964).

Although the rate at which perception on this by the society was slow, currently the attitude are not as they were. As we can see that through sensitization and creating of awareness, various schools and units have increased throughout the country. Some parents of the disabled have the courage to go for guidance and counseling to Education Assessment Resource center (EARCS). The children are assessed and given appropriate placement.

According to a research carried out by Kenya National Union of Teachers (KNUT)- May 2008 Newsletter on orphans and disabilities situation in Kenya, in its preliminary findings it was observed that orphans and disabled children live in very deplorable conditions they have no proper meals, clothes, beddings and that some are being overworked by those they stay with thus dropping out of schools.

2.3CATEGORIES OF THE PHYSICALLY IMAPIRED LEARNERS

The definition of children with physical and health impairments has for a long time been an imprecise affair with different terms such as the crippled, the orthopaedically impaired and neurologically impaired being used (Ndurumo Michael,1993).

The Public Law 94-142 refers to physically handicapped children as those with orthopedic and health problems and defines them as:
:Orthopedic impaired means a severe orthopedic impairment which adversely affect a child's educational performance. Other health impaired means limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes which adversely affect a child's educational performance (20 USC 140, (1), (15)).

Kennedy (1990, p. 4) of Kenya institute of Education (KIE) defines physically handicapped children as those with physical, neurological and chronic health impairments. They have problems performing one or more activities due to muscular skeletal disorders, neurological and or chronile health impairements.

In the views of Mwaura and Wanyera 2002, they have conquered with Kennedy's definition and have also grouped the physically impaired learners into three categories namely:

- Neurological impairment
- Muscular-skeletal impairment
- Other health problems

2.3.1 NEUROLOGICAL IMPAIREMENT

These are children whose motor problems are associated with the nervous system, that is the brain, the spinal cord and the nerves that connect them to the sensory organs, muscles and the internal organs. Should anything go wrong with these parts, then various handicapped conditions develop for example cerebral palsy, epilepsy, poliomyelitis, spina bifida, and spinal cord injury among others.

The above problems incapacitate the child. The parents feel demoralized and so deny these children their rights. The culprits are expensive to maintain mainly because of medical care required and so the parents opts to keep them out of school and concentrate on the "normal" children. (Mwaura and Wanyera, 2002).

2.3.2 MUSCULAR SKELETAL IMPAIREMENTS

In the words of Mwaura and Wanyera (2002), this is another category of the physically handicapped. They are children with motor-impairment resulting from problems related to the bones and muscular systems. This is because there is no movement of the body without the involvement of some type of muscle contraction for example those who have:

i) Muscular dystrophy- a condition whereby muscles of the body becomes progressively weak.

ii) Brittle bone disease- here the bones are very weak and very susceptible to fractures.

iii) Amputation- the loss of one part of the body through accidents and others.

2.3.3. OTHER HEALTH CONDITIONS

Mwaura and Wanyera (2002), noted that thee are conditions that lead to decrease in motor fitness. They include burns, sickle cell anemia, hemophilia, asthma, guinea worms, tuberculosis, juvenile diabetes mellitus, schistosomiasis, heart diseases and juvenile

rheumatoid arthritis. Once attacked by any of the above, the child experiences diversity of problems including mobility of various parts.

All in all, whatever kind of physical and neurological impairments, the effects on child's achievement, are diverse they include social and personal adjustments coping behaviors, cognition abilities and cognition achievements.

According to CBR Newsletter (Jan-Apr. 1999), every person with disability has at least one skill. This skill may be so much part of their lives that they cannot recognize it themselves. Helping them to identify their "inborn skills" is an important part of social support. It is therefore wrong to assume that these people are inadequate. Given the encouragement, time and opportunity to do things for themselves like others, the physically handicapped children can become very independent. Thus for such a child to lead a well adjusted productive life, he/she needs the acceptance and respect of his/her peers, teachers and community at large.

However it is worth noting that if disabled children are treated with affection and respect and are given the same rights as other children, they will grow up to be useful and respected adults supporting and training natural skills is more productive than trying to build areas where skills do not come so naturally. Building skills also help build confidence and self-esteem, reports CBR Newsletter (Jan-Apr 1998).

It is therefore not wise to devalue a person due to his/her disability, rather intervention measures should be supreme to make such a person fit in the society.

2.4 METHODS USED TO SUPPORT LEARNERS WITH PHYSICAL IMPAIRMENTS.

According to Bradley (1997)children with physical impairments can be helped through co operative learning and multiage grouping. He states that these approaches are sound educational practice and will probably enhance the learning outcome of these learners.

He further explains cooperative learning as a learning climate of cooperation rather than competition which encourages collaboration, negotiation, sharing and appreciation of others.

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On the other hand, Bradley (1997) explains multiage grouping /multiage classes as learning that is based on a student centered philosophy of learning that allows students to progress at their own pace. It is organizational structure which groups students across more than one year level.

Some students will have an individual educational plan (IEP) where some will have individual goals in addition to the school curriculum, still others will have special needs which are addressed but may not be formally documented (Bradley 1997)

The key point to remember here is that students with physical impairment are more like their peers than different from them. While some students with physical impairments may also have additional disabilities or learning difficulties, in the main they expect to be participative learners of the same curriculum as their peers.

2.5 IMPACT OF LOCATION ON THE ENROLEMENT OF PHYSICALLY IMPAIRED LEARNERS.

According to Ndurumo (1993), mobility is a major difficulty encountered by children who are physically handicapped. Most of these children are in wheelchairs. School with architectural barriers such as stair cases, narrow doors and paths cause psychological and emotional problems to children who are physically handicapped and so they record low enrolment.

On the other hand, a school which is barrier free that is to say where buildings are accessible to the physically handicapped are likely to attract large enrolment.

Therefore care must be taken that programme accessibility and building accessibility go hand in hand.

Brandley (1997) states that physically impaired learners will attend their local primary school, or the designated cluster school in their community. However school with accessible classrooms, transport assistance and appropriate facilities will in most cases record higher enrolments.

Regular schools with inclusive orientations are the most effective means of combating discriminatory attitudes, creating welcoming opportunities, building an inclusive society and achieving education for all goals. Moreover, they offer effective education to the majority of children and improve the efficiency

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter outlined the methods and procedures to be used in carrying out a study to obtain data pertaining to the effect of location on the enrolment of the physical impaired learners in regular primary school in Riana zone, Homabay District Kenya.

3.1 RESEARCH DESIGN

The researcher intended to use a survey design in this study. The method was appropriate because it enabled the researcher to secure evidence concerning the outstanding situations and conditions on the problem under investigation. It was also convenient as the researcher collected information in a standardized form from groups of people.

3.2TARGET POPULATION

The study targeted teachers teaching in regular primary schools in Riana zone Homabay Distirict. The teachers in these schools interact with the learners and parents within the school environment/location and were in better position to handle the instruments to be used. Some of them had knowledge on special needs education.

The study targeted a lot of 16 regular schools, with a total number of 82 teachers. Out of these schools, 9 were selected for the study.

3.3SAMPLING PROCEDURE

The study employed random sampling as well as stratified random sampling. The names of the 16 schools in the zone were listed down in small pieces of papers and put into a container. 7 schools were picked at random for pretesting.

From each school, names of teachers were stratifiedly divided as males and females. The researcher then used random sampling to pick the names form each group.

3.4SAMPLE

The researcher sampled out 27 respondents representing the 9 schools out of the 16 schools in the zone.

3.5RESEARCH INSTRUMENTS.

The research tools for the study were questionnaires for the teachers. The questionnaires had demographic information and also the items that sought to generate information on the problem that was investigated. The items were both structured and unstructured.

3.6VALIDITY AND RELIABILTY

The researcher pre-tested the questionnaires with a few respondents from the 7 schools to ascertain the validity and reliability before getting to the field to collect data.

3.7DATA COLLECTION PROCEDURE

After designing the questionnaires, the researcher sent emissaries to the chosen schools with a number of questionnaires. Those were issued to the teachers stratefiedly sampled. The researcher used the same emissaries to collect the questionnaires for analysis.

3.8DATA ANALYSIS

The study generated both qualitative and quantitative data. The researcher used descriptive statistical method such as frequencies, tables and graphs to analyze the data. The open ended questions were analyzed thematically.

CHAPTER FOUR

4.0 Introduction

The results in this chapter are presented according to the research questions. It includes the background information, state of the physically impaired, categories of the physically impaired, methods o f supporting the physically impaired and the impact of location on the enrolment of the physically impaired learners.

4.1 Demographic characteristics of Respondents

4.1.1 Sex of respondents

During the survey 18 female respondents (66.7%) were given the instruments while 9 male respondents (33.3%) were given the instruments. Because of the close links of the researcher with these teachers, all of them helped him answer the questions asked in the questionnaires, which is 100% response. This is illustrated in the table below.

Table 1:Distribution of respondents by sex

Sex	Respondents	Percentage
Female	18	66.7
Male	9	33.3
total	27	100

Table 1 above shows that the highest number of respondents were females 66.7% while the least number were males 33.3%

The teacher respondents had the following qualifications as show in table 2 below

Table 2:Qualification of the teacher respondents

Qualification	F	%
Graduate	4	14.8
Grade v	16	59.3
Grade III	7	25.9
total	27	100

Table 2 above shows that the largest number of respondents were grade v teachers (59.3%) while the least number were graduates (14.8%)

The teacher respondents also had training in Special Needs Education

Table 3:Trained teachers in Special Needs Education

Trained	Respondents	%
Yes	3	11.1
No	24	88.9
total	27	100

Table 3 above shows that 88.9% of the teacher respondents had no training in special education while 11.1% of the teacher respondents trained in special education.

4.2 Research question one

What is the state of the physically impaired learners in regular school?

This research question was set to identify the various states of the physically impaired learners in regular school. It was directed to teacher respondents.

Table 4:State of the physically impaired

State	F	%
Enrolment of school	6	13.3
Comfort in learning	16	35.6
Number of the impaired	10	22.2
Comfort of teachers	13	28.9
total	45	100

Table 4 above shows that the highest state of the physically impaired is comfort in learning (35.6%). The least state of the physically impaired is enrolment in schools (13.3%).

4.3 Research question two

Which categories of learners with physical impairment are found in your school?

:Table 5: Categories of physical impairment

Category	F	%
Amputees	3	6.7
Cerebral palsy	5	11.1
Poliomylites	1	2.2
Spina Bifina	8	17.8
Epileptic	2	4.4
Brittle Bone Disease	4	8.9
Muscular Dystrophy	7	15.6
Health problem	15	33.3
Total	45	100

In table 5 above, it shows that the most common category of the physically impairment is Health problem (33.33%) while the least common category is Poliomylites (2.2%)

Research question 3

4.4 Which methods are used to support learners with physical impairment?

This research question wanted to find out the methods used to support learners with physical impairment. The results are shown in the table below.

Table 6:Methods used to support the physically impaired

Methods	F	%
Guide and counseling	10	11.1
Put them in regular schools	8	8.9
Put them in special schools	7	7.8
Task analysis	13	14.4
Give financial support	11	12.2
Provinsion of device Aids	15	16.7
Medical treatment	14	15.6
Suitable environment	12	13.3
Total	90	100

Table 6 shows that provision of device aids the best method of support for the physically impaired. The least methods of support is putting them in special schools.

Research question 4

4.5 What are the effects of location on the enrolment of the physically impaired learners in regular primary schools?

Table 7:Effects of location on enrolment of the physically impaired

Effect	F	%
Drop out of school	36	34.3
Drop in performance	27	25.7
Withdrawal	15	14.3
Poor health	11	10.5
Difficulty in movement	16	15.2
Total	105	100

Table 7 shows that the greatest effect of location on enrolment of the physically handicapped is dropping out of school (34.3%) and the least effect is poor health (10.5%)

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter focuses on the discussions of the research results from the researcher's perspective and that of other researchers. It is organized into sub areas of discussion, conclusion and recommendation.

5.1 DISCUSSION

The discussion in this part is organized into sub headings which include state of the physically impaired, categories of learners with physical impairment, methods used to support learners with physical impairment and effects of location on the enrolment of the physically impaired learners.

5.1.1 State of the physically impaired

The common states of the physically impaired as identified by the teachers include low enrolment, comfort in learning, number of the impaired and comfort of teachers (table 4). The teachers still have negative attitude towards the physically impaired while the learners exhibit much interest in learning. This has led to low enrolment. Nduhwa (1996) noted that the teachers attitude towards the learners contributes a lot towards learning. And as such very few parents and their children have developed no interest of going to school. Hence teachers should be trained in order to work as professionals.

5.1.2categories of physically impaired learners

Health problems are the leading categories of physically impaired learners (see table 5). The current situation reveals that most of the learners have health problems which include HIV/AIDS, Athma, cancer, sickle cell which have caused school dropouts in most part of Kenya and Africa at large.

Many orphans are as a result of the above health problems.

Table 5 shows that the categories of Spina Bifida are also common. It causes difficulty in movements and posture as far as the affected learners are concerned. It is noted that

muscular dystrophy is a common category (15.6%). This is the wasting away of muscles of the body. It can be treated by massaging and any other form prescribed treatment.

The monitor Newspaper (August 7th 1998) reported that epilepsy a category in question has been tackled because of the new innovations that have been put in place.

5.1.3 Methods used to support learners with physical impairment

The physically impaired need support in order for them to learn well. Table 6 reveals that such people should be provided with device aids in order to access proper and comfortable movement (16.7%). They should also be treated especially those who have health problems.

Task is another method as the table reveals that it is important for the teacher to break the given task. This can ease the challenged learner to understand better. Kikonyogo (1992) noted that task analysis for the physically impaired is one of the right methods as you teach. For example when teaching physical education suitable environment as revealed in table 6(13.3%). Environment should be leveled in order for them to move. Example is that instead of steps, the ramps be constructed.

5.1.4 Effects of location on enrolment of the physically impaired.

There are various effects of location on enrolment as revealed by table 7. Many physically impaired learners have dropped out of school(34.3%). This is because teachers have not played their part. They have not guided and counseled the learners. It may be so because teachers have not responded positively towards them. Teachers seem to have not used appropriate methods as they teach for the learners to get interested in the academics. Once learners drop in performance, it leads to dropping out of school. This has led to having very many physically impaired learners. They have not succeeded in any way neither vocational skills to help them be job creators. It is also revealed that such learners have had problems and difficulties in movement. Some crawl, others have three limbs that is to say two hands and one leg. Those who are lucky to have two legs, have one hand and find difficulty in manipulating objects like pens to write. Some cant keep personal hygiene because they cant bathe neither to cut off their nails which are the major cause of diseases. This is so because nails habber germs which cause diseases.

5.2 CONCLUSION

The study has identified that many teachers have not been trained in special education. This has led to the learners not being assisted appropriately.

It has been revealed that the state of the physically impaired learners is very poor. This is so because as much as the learners have interest in learning, the teachers have negative attitudes towards the physically impaired.

Most of the learners have health problems which has affected the learning of the physically impaired. Many learners have been affected by Spina Bifida which has affected the movement of the learners.

The methods used to support the physically challenged should be the provision of the device aids. This is probably to help them in movement. Teachers should use task analysis to help the learners understand the set task to be learnt.

The effects of location on enrolment include majorly dropping out of school which is as a result of dropping in performance.

5.3 RECOMMENDATION

The research carried out identified some important issues that the researcher hopes that the following recommendations would help to address:
Child protection laws need to be enacted and put into force to help protect the physically impaired.

The various child agencies and schools need to start vigorous sensitization programmes to educate the public on disabilities especially the physically impaired.

More teachers in schools need to be trained in guidance and counseling to help bring the counseling services nearer to the children which will help them to go over their conditions and live happier lives. Not only that but also to be trained in special education so as to manage the impaired. Children need to be taught life skills that will help them avoid situations that lead to get disabilities such as the physical ones. There is need to

inject more funds in special education institutions to equip the affected and the teachers with more knowledge and skills.

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APPENDICES

APPENDIX A: RESEARCHER MADE QUESTIONNAIRE

INTRODUCTION

This questionnaire is intended to gather information on how location (physical environment) affects the enrolment of the physically impaired learners in regular primary schools in Riana zone, Homabay district. The information obtained from the respondents shall be treated with high level of confidentiality; and will be used for the purpose of research only. In giving the responses uses ticks or statement where appropriate.

PRELIMINARIES (BACKGROUND INFORMATION)

Information on the respondent

1) Gender: Male ☐ Female ☐

2) Level of Education

Certificate ☐ Diploma ☐ Degree ☐

3) Do you have training in SNE Yes ☐ No ☐

4) Give any other information you see appropriate which is not covered in the questions above:

_____

_____

_____

QUESTIONNAIRE

1.0 STATEMENT OF THE PHYSICALLY IMPAIRED LERANERS IN REGULAR PRIMARY SCHOOLS

1.1 How many learners are enrolled in your school?

Male _____ Female_____

1.2 How many of these learners are physically impaired?

Male _____ Female

1.3 Are your staff members comfortable in handling lerners with physical impairment? Give reasons for your answer.

☐

Yes Reason_____

No ☐ Reason_____

1.4 Are these learners comfortable in learning in your school

Yes ☐ No ☐

2.0 CATEGORIES OF LEARNERS WITH PHYSICAL IMPAIREMENT

2.1 Which categories of learners with physical impairment are found in your school?

A. Amputees ☐

B. Cerebral palsy ☐

C. Poliomylites ☐

D. Spina Bifida ☐

E. Epileptic ☐

F. Brittle Bone diseases ☐

G. Health problems ☐

2.2 Which of the above categories is the most prevalent in your school community?

_____

_____

_____

2.3 What is teachers' perception on teaching children with physical impairment in your school?

Negative ☐ Positive ☐ Neutral ☐

Others ☐

Specify_____

_____

_____

3.0 METHODS USED TO SUPPORT LEARNERS WITH PHYSICAL IMPAIREMENT

3.1 Do you think the handicapped learners should be educated in regular school or special school? Give answer and reason for each

1. Regular ☐ Reason_____

2. Special school ☐ Reason_____

3.2 How many teachers in your school have been trained in SNE?

Male ☐ Female ☐

3.3 What do you think should be done to make physically handicapped learners in your school more comfortable in their learning?

_____

_____

_____

3.4 What are the support services given to learners with physical impairement in your school?

i) iii)

ii) iv)

3.5 What teaching methods are employed to help these learners in regular primary school?

i)_____

_____

ii)

_____

_____

iii)_____

_____

iv)

_____

_____

4.0 EFFECTS OF LOCATION ON THE ENROLMENT OF THE PHYSICALLY IMPAIRED LEARNERS IN REGULAR PRIMARY SCHOOLS.

4.1 Is the physical environment in your school suitable for learners with physical impairments?

Yes ☐ No ☐

4.2 Give reasons for your answer above

_____

_____

_____

4.3 Which type of modification can be done in your school to suit these learners?

Adapted toilets ☐

Sloppy ramps ☐

Wide doors ☐

Level playing grounds ☐

Others ☐

Specify

_____

_____

_____

4.4 What is the effect of environmental modification on enrolment of learners with physical impairment?

_____

_____

_____

4.5 As a teacher what recommendation would you make to improve the enrolment of the physically impaired learners in your school?

a)_____

_____

b)_____

_____

c)_____

_____

d)_____

_____



APPENDIX B: INTRODUCTION LETTER

Kampala International University
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256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ~~MS/MRS~~/MR. OPONDO PETER OGENDO

REG. #. BED/13392/61/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

EFFECT OF LOCATION ON THE ENROLMENT OF PHYSICALLY IMPAIRED LEARNERS IN REGULAR PRIMARY SCHOOLS IN RIANA ZONE HOMA BAY DISTRICT - KENYA

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

KAMPALA INTERNATIONAL UNIVERSITY
DIRECTOR
05 SEP 2008

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