

**AN INVESTIGATION INTO PROBLEMS ENCOUNTERED BY  
TEACHERS TEACHING THE PHYSICALLY HANDICAPPED  
STUDENTS IN SECONDARY SCHOOLS IN  
JOY TOWN – THIKA,  
KENYA**

**BY**

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## APPROVAL

This project has been submitted for examination with my approval as the university supervisor.

Signed:.....

A handwritten signature in blue ink, appearing to read 'Misago Paul', written over a dotted line.

MISAGO PAUL

## DEDICATION

*This project is dedicated to my Children JOYCE and EMMANUEL without whose Love and Inspiration I would not have reached where I am.*

## ACRONYMS.

- K.I.E - Kenya Institute of Education.  
KISE - Kenya Institute of special Education.  
PH - Physically handicapped.

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## CHAPTER 1.0 INTRODUCTION

This chapter consists of the background of the study, statement of the problem, Research questions, Research objectives, purpose of the Study, Significance of the study, Scope of the Study and operational definition of terms.

### 1.1 Background to the study

The Declaration of 1981 as the international years for the disabled persons has to concentrate attention on the problems of these unfortunate persons in all countries.

In Kenya concern with the affairs of disabled persons is not new. The year of the child (1979) and the year of the disabled persons (1980) were both national and international events which helped to focus officials and private concern on the handicapped persons in our society.

The handicapped need education in their life. They need to go to formal institutions whereby they can receive education on equal terms with the normal persons. Such institutions have been established in Kenya, Joy town secondary for the physically handicapped being among them.

Handicapped persons include:-

- 1) Blind
- 2) Deaf and Mute
- 3) Mentally Retarded
- 4) Multiple Disability
- 5) Physically Handicapped ( PH)

This Study will be focus on the physically handicapped who happens to be admitted in Joy town Secondary School. Students in this Institution have the same Curriculum of

teachers and other personnel to work in the fields of special education and to cater for all kinds of Handicap. The fact that KISE doesn't train Secondary School teachers means that these teachers learn how to handle the physically handicapped through experience.

## **1.2 Statement of the problem.**

The physically handicapped have a difficult task of coping with both the pace and mode of learning. Teachers who are supposed to guide them and counsel them are not specially trained. They underwent the same training as those in regular schools. This means that they face difficulties in trying to adapt the students into this new situation. The problems the teachers encounter are many and diversified owing to the social, economic, and physical background of the students. The purpose of this study was to address these problems.

## **1.3 Purpose of the study.**

In regard to the above problems this study aimed at investigating the magnitude of these problems.

Specifically the study addressed:

- Problems teachers face when handling the P.H Students.
- Needs of the teachers in P.H Schools.
- Problems of the P.H Students while they are in School.

## **1.4 objectives of the study**

The study proposed to achieve the following objectives

- To identify difficulties encountered by teachers dealing with P.H Students.
- To summarize the special training needs of the teachers

- The teachers were experiencing some problems.

### **1.9 Limitations of the study**

- Since the sample is admittedly small the findings may not be generalized at the national level except with utmost caution. Nevertheless the researcher hopes that the Study will inspire others to conduct more exhaustive research.
- The short time together with financial problems made the researcher not to go for other schools of physically handicapped Students.

### **1.10 Definitions of operational terms.**

#### **Special education;**

This is the system of education designed to meet the needs of a child who is restricted in his/ her ability to follow the normal Curriculum Organized by the onset nature and severity of the particular handicap.

#### **Curriculum:**

It is all the selected organization evaluated and innovated learning experience provided to pupils consciously or unconsciously under the school authority in order to achieve educational goals.

#### **Disability**

Its lack of ability to perform activity in a manner or within the range considered normal for a human being.

#### **Handicap;**

The problem a person with disability encounter when interacting with the environment.

#### **Physically handicapped.**

These are individuals missing part of their limbs or with some irregularities or other deformation.

#### **Habilitation;**

The process of making the physically handicap fit in the school Curriculum.



## CHAPTER 2.0 LITERATURE REVIEW

### 2.1 Introduction.

This Chapter looks at some of the issues which lead to teachers problems when dealing with the P.H students. These includes the curriculum the P.H students under take. Physical nature of students, the equipment as well as the social issues.

#### 2.1 Special curriculum for the P.H students.

Every Curriculum offered to pupil's aims at preparing them to be better and fit in life. The P.H. Students should receive a Curriculum which will prepare them for the future life. The curriculum they currently undergo is just like the one for regular students and sometimes is not appropriate to all students. P.H students lack the fine motor control and have a poor handwriting which imposes a restriction in them.

Brennan (1982 ) says that no handicapped pupil should be sent to a specialist school who can satisfactory be sent to a special ordinary school. This is actually the case in Joy town. The less disabled students are taken to regular schools while those who are more disabled are never accepted in such schools. They end up in special schools where there is special attention and facilities for them.

Teachers in secondary schools for P.H are not trained in special education. They are trained just like other teachers in regular schools and this makes it difficult for them to use the same curriculum to apply to P.H students.

Martin D S (1986) says education for special persons has developed an educational subculture of techniques, Behavior, Language, and perceptions of students. It is therefore important to include / inculcate such things in the curriculum.

There is need to develop a curriculum which is special in a way. This will help the students to be habilitated in a better way.

come to learn the subcultures which Martin DS (1986) talks about through experience which could be trial and error method. Special education is an exposure to programmes and includes an acquisition of socially significant behaviors like developing curriculum and materials for at least half of the instructional activities. Evaluating students regularly and documenting changes in student's behavior

Ryan (1979) says that regular teachers serve a more diverse group of children and assume functions for which they may not have received special training. By realizing the limits of their training teachers value first hand experience with special students. They report stress as a result of their new responsibilities placed on them for their diagnosis and assessment, Interaction with the parents and the demand made on their time after work hours.

“There is stress and Job dissatisfaction in teaching. Once seen in this light their behavior and progress is seen to deteriorate. The conclusion in itself legitimate may then be that they have special needs. Yet the problems they present may be the product of their teachers needs.” Calloway (1987 :)

Once trained the teachers will be able to habilitate the students well. In their training for primary teachers KISE looks at psychology of habilitation and rehabilitation physical and neurological impairment among others. All this equips the primary teacher with the necessary knowledge of the tasks in front of them. Secondary school teachers are not, well equipped.

#### **2.4 Health problems of the P.H students.**

While in school the P.H students undergo a number of operations to rectify their problems. Others keep on going for physiotherapy in order to keep fit. This makes them miss classes' oftenly unlike regular students. There are many causes of physical disability which include brittle bones, hereditary diseases causing severe deformity, cerebral palsy, which is a nerve and muscle dysfunction caused by damage of the brain which co- ordinates and control muscular action and can affect speech.

activities but also from employment and opportunities that are available. This creates a feeling of self depreciation, isolation, segregation and failure. Mobility barriers are segregating instruments that can make the P.H students not reach their goals.

## **2.6 Social cultural barriers.**

It is quite difficult to make the P.H fit in the society. For the community to receive him it is more difficult. The P.H. Student need to be socially integrated. Social integration is when both the P.H and non P.H student come into regular contact to the extent that the P.H children behaves and feels like the normal children. Regular contact could be in school activities such as music festivals, dinning together and participating in school clubs.

“These regular day to day activities of normal living would bring about psychological integration. But such a large group will hinder individual ability attainment of the P.H and hence there will be no automatic psychological integration.” Munyi ( 1983: ) Waititu ( 1981 : 41) says that rejection of handicapped children in public or in schools is a deeply rooted prejudice and tradition which segregates the handicapped .Some parents give a lot of parental attention and as a result of this too much parental attention, or emotional rejection by the society in general, the P.H student may come to feel inferior and inadequate. The resulting behavior may be Maladaptive.

Telford (1981) reports that a number of investigations have indicated significant difference in the psychological adjustment of crippled versus non crippled children taken on different proportion than those of non – crippled children.

Pupils with special needs frequently have a low self concept. This can be related to the feeling that their efforts and achievements are not valued. It can also be related to a feeling that they are not acquired new skills related to their immediate interests, and the future needs. If these people see academically more able pupils deriving personal satisfaction from school activities or receiving approval from teachers and parents, they will find ways to protect themselves from their sense of failure.

## **CHAPTER 3.0 METHODOLOGY.**

### **3.1 Introduction.**

This chapter deals with the samples of the research project and the methods of collecting data.

### **3.2 Choice of sample and its selection.**

Since this research concentrates on the P.H schools which undertakes the Kenya school curriculum. Joy town being the oldest mixed secondary school for the P.H was chosen.

The other school for the P.H is in Mombasa and Kisumu. The one in Mombasa is a boys one while Joy land in Kisumu is quite young. Due to Limitations of time and finances as these schools are separated greatly geographically, this research narrowed itself to Joy town school.

### **3.3 Data collection methods / instruments.**

Since this is a small school with about 100 Students and 20 teachers, all the teachers were given questionnaires. Interviews were also carried out and observation used to gather information.

### **3.4 Procedure of collecting data.**

The researcher gave a questionnaire to all the 20 teachers in the school .She then used purposive sampling to interview the headmistress and the heads of departments. This was done to maximize the credibility of the respondents and consequently the information obtained.

## CHAPTER 4.0 DATA ANALYSIS. AND INTERPRETATION

### 4.1 Introduction.

This chapter deals with the findings of the study and their interpretation and implications. All the questionnaires were returned by the twenty teachers in Joy town secondary school.

### 4.2 Personal information of teachers.

The researcher found that there were twenty teachers among these six (30 %) were male teachers while 14 fourteen (70%) were female teachers. The facts that the school is mixed school with a population of more boys than girls then this is a poor representation and accounts for the problems faced by female teachers in handling the PH students. There should be a balance of gender for teachers to be able to analyze problems of both sexes well.

Many teachers had an experience of less than ten teaching years.

Table 4.1

Teachers experience in years in joy town secondary.

YEARS	NO. OF TEACHERS	%
0-3	3	15
4-6	9	45
7-9	5	25
10-12	1	5
Over 12	2	10
TOTAL	20	100

**Table 4. 3 Academic related problems**

NATURE OF PROBLEM	FREQUENCY	%
TEX BOOKS	20	100
SYLABUS	18	90
COMPETITION	20	100
ADAPTED EQUIPMENTS	20	100
TEACHING AIDS	12	60
EXAMINATIONS	15	75

The study found that the major academic problems faced by teachers are text books, syllabus, Competition and adapted equipment.

Text books are few or not there at all. Initially the school used to buy text books but with time these books have been worn out and others lost. The other problem with text books is that most of these books don't depict the P.H as achiever. This doesn't motivates the students to work hard as they can't relate themselves with what they read in books.

Most teachers find that the syllabus is too wide to complete in four years given the fact that most of the P.H is slow learners and face other problems, like absentism because of fees and clinical problems. If the syllabus is not well covered it means that the students are not well prepared for exams.

Also some aspects of the syllabus are not well covered. These include debate and reading for those with speech problems especially in languages, areas which need motor co-ordination like cooking, washing or farming in the technical subjects and demonstration in the laboratory for the science subjects are all not well covered due to their physical disabilities.

The school population is very small about 100 students. The school being a national school it should perform very well, but this isn't the case because the few students are not able to compete well. Their entry behavior that is the points they are admitted with in form one is low hence there is no morale and the spirit of competition can also be attributed to lack of support from the parents and even the society as a whole.

All these factors contribute to the problems teachers encounter as they teach the P.H. students.

### 4.3.2 Discipline

Students in school need to have self control and be obedient. Each student has a role of obeying the laid down rules which are set by all schools to govern them in terms of conduct and behavior of the students. From the study it was found that teachers in Joy town encounter discipline problems when dealing with the P.H. students.

**Table 4. 4 Discipline problems**

Problem	Frequency	%
Rudeness	18	90
Stubbornness	16	80
Boy Girl relations	19	95
Absenteeism	12	60

Other discipline problems included;

1. Noise making
2. Lateness
3. Drug abuse

18 teachers (90%) ranked rudeness as the first discipline problem. Most students don't show respect. They are impolite to the teachers, and as such teachers have rough time. Close to rudeness is stubbornness which is ranked second discipline problem by 16 teachers (80%). These two discipline problems are accelerated by the fact that the P.H. students know they cannot be given some punishments. For example a person on a wheel chair can't be told to wash the class or cut grass.

**Table 4. Reasons for poor participation in co-curricular activities**

Reasons	Frequency	%
Lack of interest	20	100
Lack of funds	20	100
Lack of support	17	85
Lack of role models	8	40
Lack of facilities	14	70
Mobility problems	20	100

The study revealed that the P.H. students usually participate in co-curricular activities but their participation is not very good. The reason given for this includes lack of interest on the part of the students. This could be due to some kind of frustration in life such that they don't see the need to do anything.

Funds are also a problem in that they are not available hence making some activities not to be done. Trips can not be made without funds. Such trips motivate the students and as such have more interest in their activities.

Mobility problems are also a barrier to good participation. Since the students are P.H. they cannot go to some places or even participate in such activities. The few who are not so much disabled cant compete well for the fact that they are few.

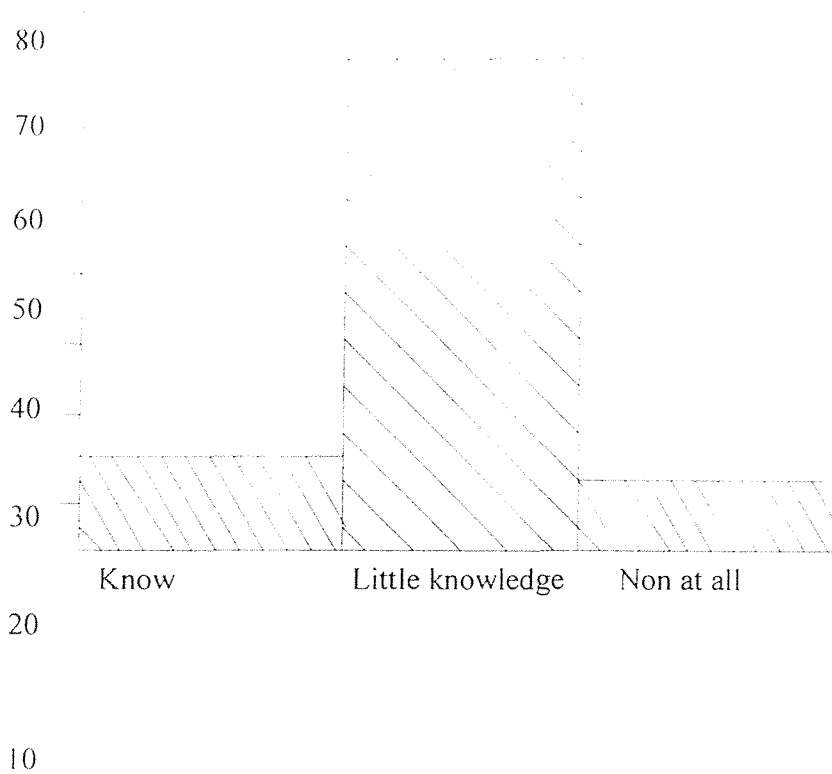
Students lack the support especially from the society since they are seen as people who can't achieve however few people encourage them. Actually most people pity them and this kills their morale.

There are few role models if any in the field of physically handicapped. When students don't aspire to be like somebody, they lack the interest. The few who have achieved in life are not heard.



Figure 4. 1

KNOWLEDGE ON NATURE OF DISABILITY



From this chart we can see that the largest percentage of teachers (80%) or 16 teachers don't have enough knowledge on the nature of disabilities of the students 5% of teachers doesn't know or is not interested in their problems. Those who seemed to know a lot about the students' disabilities are the headmistress, the guidance and counseling master and one other disabled teacher. For one to be able to help the students it's important to have such knowledge.

Religion and other social cultural practices was not seen as a problem by many teachers (35%) but it poses a problem in that there are students who practice their cultural beliefs in the school which are not in accordance with the school regulations.

The school being sponsored by the Salvation Army doesn't advocate witchcraft yet some students with other background don't believe that they were bewitched to explain the way they are. This poses a big problem to the teachers who have to change people's attitude. They have to rehabilitate the students so that they feel their conditions are normal and not due to unseen powers like witchcraft.

#### **4.3.6 Financial problems.**

For any school to grow and function, money is necessary. Students pay money in terms of fees and other activities while the school gets money from its own income generating projects, or donors and the government. However the money is never enough because students pay fees in installments and not in time. Some students end up not paying fees at all. The government at times delays or doesn't send its grants to the school. The projects also fail and donors give what they can afford but not as per the school requirements. Financial problems lead to other problems like students missing classes, when they are sent to get school fees, stagnant projects, as there is no money to purchase the necessary requirements like laboratory chemicals, books, home science practical materials, walking aids, which include crutches, boots, wheel chairs and calipers among others.

The overseas donors are currently withdrawing their support in most Kenyan institutions Joy town included. The Kindertreff of Germany which has been responsible for a large part of development in Joy town may shift to the less fortunate countries in Africa. They say that Kenya is in a better position so they need to support other countries.

The parents of the pupils are not co-operative enough. Some bring their children and forget everything else about them. To them it's a relief from the burden of taking care of their disabled children. It's then not a wonder that some students don't like going home during the vacation while others who are supposed to be collected by their parents

## **CHAPTER 5.0 CONCLUSION AND RECOMMENDATIONS**

This chapter will address the researchers questions raised in chapter one and conclusion from the findings of the study.

### **5.1 Special training**

The P.H. students have their special needs which teachers need to know before encountering them for better teaching and learning. Since most teachers are not specially trained in order to be equipped with such information, they get to know the students by experience. This makes them encounter many problems before they learn to handle and cope with the P.H. The fact that few have an experience of over 10 years means that many find it difficult to handle the P.H. Therefore there is need to train teachers in subjects methodology for the P.H. as well as train them in general knowledge of physical disability. This can be done through in servicing or any orientation course before or while in Joy town.

### **5.2 Special curriculum**

KIE offers the same curriculum to the P.H. students as that in other regular schools. They do not put into consideration the nature of disability of the students hence sometimes teachers find it hard to cope with. A special curriculum which would cater for the objectives of specific syllabuses, different equipment like those in the laboratory. textbooks, exam and co-curriculum activities. can be more helpful to the teachers and the students as it would consider their special needs.

### **5.3 Guidance and counseling**

The P.H. students need more guidance and counseling so that they accept themselves and take life positively. Guidance and counseling will help curb indiscipline cases like rudeness, stubbornness or even boy – girl relationships among others. The students will

improvement in quality of education, the necessary professional guidance should be locally available.

### **5.8 Increases in specialization**

These are necessary for they know the P.H. well and can therefore help them. Such specialization includes educational psychologist, child guidance, remedial teaching, psychotherapist, psychiatric and social workers. Speech and language therapist or a teacher with specialization skills in assisting children with aphasia or other specific language difficulties is necessary.

### **5.9 Boost for teachers**

Teachers in P.H. schools undergo a lot of stress and need to be motivated by increasing the special allowance. Salary recognition for recognized special educational courses should be looked into.

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## APPENDIX B Questionnaire for teachers

### INSTRUCTIONS

1. Do not write your name anywhere on this papers.
2. Your response will be treated with strict confidence..
3. Please attempt all the questions by either circling the appropriate word or filling in the information where there are gaps.

### PERSONAL DATA

1. Indicate your sex (a) Male  
(b) Female
2. What is your experience in years of teaching Joy town Secondary.  
(a) 0-3  
(b) 4-6  
(c) 7-9  
(d) 10-12  
(e) Over 12
3. What is your professional qualification?  
(a) SI  
(b) Diploma in Education  
(c) Bachelor of Education  
(d) Post Graduate Diploma in Education.  
(e) Bachelor of arts.  
(f) Any other (Please specify).

(c)

(d)

Any other if more than four (please specify).

5. Do the students participate well in co-curricular activities.

(a) Yes

(b) No.

6. If No why?

(a)

(b)

(c)

(d)

7. Do you have any knowledge of the nature of disability of the students.

(a) Yes

(b) No

(c) A little

8. Which are the major social relation problems you face?

(a)

(b)

(c)

(d)

9. What reasons can you give for the above problems?

(a)

(b)

(c)

(d)

Thank you for your co-operation.

6. Which problems do you face in co-curricular activities?

(a)

(b)

(c)

(d)

7. Are the parents and the community at large supportive enough?

(a) Yes                      (b) A few                      (c) No

8. Please give a reason for your answer

Thank you very much for your co-operation.