

**CHALLENGES FACING INTEGRATION OF THE PHYSICALLY
HANDICAPED IN NORMAL SCHOOL SYSTEM
IN SELECTED SCHOOLS IN
KAJIADO DISTRICT
KENYA**

BY

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DECLARATION

I, do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed..... Darker

Student


Date..... 14TH APRIL 2010

DEDICATION

From the core of my being, I dedicate this work to my beloved Mum Pholine Tonken and
Dad Ambrose Tonken.

APPROVAL

I certify that Tonken Priscilla Katano carried out this research under my supervision.


.....

15th April 2020
.....

MR. TINDI SEJE

DATE

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In the first place, I highly acknowledge the almighty God, for all he has done in my life up to this level of academic epitome. I thank my my beloved John Prudul, Mary Kenton, Mr Wilson Ketere, my brothers and sisters for their love and support.

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May God richly bless you.

TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
ABSTRACT	viii
DEFINITION OF TERMS	ix
ACRONYMS.....	xi
CHAPTER ONE.....	1
INTRODUCTION	1
1.1Background to study	1
1.2statement of the problem	2
1.3purpose of the study.....	3
1.4 objectives of the study	3
1.5 research questions	3
1.6 scope of the study	4
1.7 limitation and delimitation.....	4
1.8 Significance of the study.	4
1.9 Theoretical Framework.....	5
1.10 Conceptual Framework.....	6
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introductions	9
2.1 concept of special education.....	9
2.2 integration or participation	11
2.2.1 Participation.....	13
2.3 Types of integration practices.....	14
2.4 Importance of integration	15
2.5 Role of inclusion.....	16
2.6 Aims of special needs education.....	18

2.7 General environmental requirements for children with special needs.....	19
2.8 Constraints of integration	19
2.9 Attitudes of parents and teachers towards SNE.....	20
CHAPTER THREE	21
RESEARCH METHODOLOGY	21
3.0 Introduction.....	21
3.1 Research Design.	21
3.2 Location of the study.	21
3.3 Study population.....	22
3.4 Sample and sampling techniques.....	23
3.5 Data Collection Instruments.	24
3.8Data Collection Procedures.	25
3.9 Methods of Data Analysis	26
CHAPTER FOUR	28
4.0 PRESENTATION, ANALYSIS AND INTERPRETATION	28
4.1 Introduction.....	28
4.46 Summary of the findings	48
CHAPTER FIVE	50
DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS	50
5.1 Discussions/ findings	50
5.2 recommendations	50
5.3Conclusions.....	51
REFERENCES	52
APPENDICES	55
APPENDIX A.....	55
A QUESTIONNAIRE FOR PARENTS WITH CHILDREN PHYSICALLY DISABILITY	55
APPENDIX B	59
A QUESTIONNAIRE FOR HEAD TEACHERS IN TEACHERS IN SCHOOL WITH SPECIAL UNITS.	59
APPENDIX C.....	62

A QUESTIONNAIRE FOR TEACHERS TEACHING CHILDREN WITH SPECIAL
NEEDS62
APPENDIX D.....65
MAP OF RESEARCH AREA.....65
APPENDIX E66
TRANSMITTAL LETTER66

ABSTRACT

In Kenya the initial trend was to place those individuals with disability in special schools where they were segregated. By introducing the inclusive system, it was hoped that those learners with special needs would get educational intervention measures. The special institutions isolated the disabled hence were considered inferior. The idea of inclusive was thought to break the bridge and reduce the social distance between the non-disabled and the disabled.

The main purpose of this study is therefore to investigate the problems faced by learners with physical disability in an inclusive setting in some specific selected schools in Kajiado District. The main objective of the study is to find out the problems they face and possibly find solutions to these problems.

The study would be conducted by use of descriptive survey research design. Study population would be schools in Kajiado Central. One school out of the schools would be used for piloting. Stratified and simple random sampling would be used to select 3 primary schools that have special units. Purpose sampling will be used to select the head teachers of the special units, teachers and parents of the students.

Data would be collected using research made questioners which is suitable because of its anonymity. Teachers would be free to give their real views on the issue. It would consist of both open and closed ended questions. Interviews would also be used for administrators because it allows for questioning about issues not well understood.

The variable tested here is attitude whether negative or positive so there would be use of semantic differential and likert scale for scoring. The research design would be descriptive and the questions arising fro the research questions would be analysed. They would be presented in simple tables and graphs.

DEFINITION OF TERMS

Special needs education: This is individually designed instructional service to meet the unique educational needs of disabled or handicapped persons.

Integration: This principle refers to the inclusion of handicapped persons is as many cultural activity as possible, which the non handicapped children participate while being educated in normal schools.

Disabled person: Those who deviate from what society terms as normal children, in sensory ability and / or physical characteristics, they require to an extends the modification of school practices or special education services in order to develop to their maximum capacities.

Physically handicapped: Those who are crippled deformed or other wise physically handicapped, they include those who have health problems which interfere with normal functioning in a regular classroom, Such people require a modification of school environment or special education services.

Regular school: A school for non-handicapped children.

Normal learners: There are without any identified handicapping condition which can limit their participation in any activity learning.

Exceptional children: Children who deviate from the average or normal child in mental retardation, visual problems, hearing problems.

Special needs: - this is rather a controversial term for children who need some of extra help and assistance.

Special unit / special classes: - an ordinary school may set aside a number of classrooms especially for children with special needs. These pupils may receive some or all their teaching in the unit

Special Teachers: - this refers to teachers who work in special schools in ordinary schools with particular responsibilities for children with special needs. These teachers usually have obtained some extra teaching.

Inclusion: - this is whereby children who are perceived 'different' because of their impairment fully and equally participate in and contribute to the life of the community and their culture.

Inclusive education: - this refers to schools / centre of learning and education systems that are open to all children.

ACRONYMS

EFA- Education For All

FPE-Free Primary Education

FLE- Free Learning Environment

GOK- Government OfKenya

IEP- Individualized Educational Program

KCPE- Kenya Certificate Of Primary Education

KTN_ Kenya Television Network

KISE- Kenya Institite Of Special Education

MOES& T_ Ministry Of Education Science And Technology

NGOs- Non Governmental Organisations

SNE- Special Needs Education

SPSS- Statistics Package For Social Sciences

UNESCO_ United Nations Educational Scientific And Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Background to study

Disabled children of which the physically handicapped include have excluded in all societies for along time without their problems being attended to. This was due to lack of concern from the society that felt that disabled people are of little or no economical importance they felt that they contribute nothing to the society.

United Nations Educational Scientific and cultural Organization (ENESCO, 1974) expressed the views that parents of the handicapped children tend to feel ashamed. Such children were therefore hidden away from the rest of the society. It is therefore evident that lack of concern started with the parent of such children.

Historically, societies have responded in various ways towards disabled persons. (Ndurumo, 1993) stated that the treatment of the disabled has been through five historical eras.

1st Phase—extermination

During this era the Greeks and Romans killed newly born infants who were found to have physical deformities and severe form of mental retardation.

2nd Phase—ridicule

The Physically Handicapped and the physical retardation were made court clowns and used to entertain the privileged class.

3rd Phase—a social conscience took over.

During the middle ages, instead of ridiculing them, the church decided to put the disabled in a system and accorded them humane and charitable care.

4th and 5th Phase—era of education and vocational adequacy

This period which stretches to the present, perceives the disabled as capable of benefiting from education, vocational training, self-reliance and other societal norms.

Nearly 40 years ago, some of the British citizen were deemed as in educable and never offered any formal education opportunity on stimulus, seeing out their childhood and adult lives in families (who received little help or advice), in hospitals or in occupation centers (often called training centers).

Treatment of the disabled in Africa and other developing countries is not well documented some communities regard exceptional individual as being cursed by gods, ancestral spirits or other animistic or magical forces. Retardation was thus seen within such content as a phenomena beyond the scope of ordinary mortals and therefore to reach atonement, sacrificial offerings to the gods, ancestral spirits, magical and related curative measures were more often than not resorted to. However, most African communities accepted the handicapped. They were not excluded from the virtual life of the community or from the education given by parents, older siblings and extended family. They were taken as equal parties

In the life of the community and the traditional education

1.2statement of the problem

According to the GOK development plan of 1984 – 1988 integration of the disabled children in the regular education system was major priority. In the provision of EFA plans of 2002, requests were made for additional special schools and special units. However, the existing special schools were to cater for children with severe disabilities while other children with moderate needs were to be accommodating in special unit, in the regular schools (report of the task force on implementation of FPE, February 2003). This would enable the physically handicapped children to get specialized instruction and also mix socially with other children in the main stream.

It has been observed and noted by educationist and laymen alike that integration or SNE into the regular schools have not been filly achieved. Similarly it has been observed that regular schools have not been provided with human and material resources to implement this integration. It is with this in mind that the research wants to find out the problems facing of learners with physical disabilities in a normal class.

1.3 purpose of the study

Based on the problems stated above, the purpose of the study will be to identify the needs of the learners with physical disability that is hindering their learning process for successive inclusive education in regular classes. The researcher will also find out what the government and the school community are doing in solving the problems and make recommendation which will enhance better performance.

1.4 objectives of the study

This study will be guided by the following specific objectives.

- i. To find out if there is integration of physically handicapped children in the regular school system in Kenya.
- ii. To investigate if the regular are prepared to handle physically handicapped children.
- iii. To find out the preparedness of the teachers to handle physically handicapped learners in Kenya.
- iv. To determine facilities challenges facing the physically handicapped in a regular class.
- v. To investigate the challenge of parental altitude towards integration of the physically handicapped in the mainstream.
- vi. To recommend on the basis of the study possible solution to the problems.

1.5 research questions

- i. Is there integration of physically disabled children in regular school system?
- ii. Are the regular schools prepared to handle children who are physically handicapped?
- iii. Are teachers in the regular school well prepared to handle the physically handicapped children?

- iv. Are there any facility challenges facing special need education in regular school?
- v. Does parental attitude affect integration of children with physical disabilities in regular school?
- vi. What are the possible recommendations and solution to challenges facing the integration?

1.6 scope of the study

The study limits it self to special units in kajiado central dealing with the physically disabled (challenges). This will leave out other areas of SNE e.g. visual, mental, hearing and multiple challenged as well as the gifted talented and autism.

1.7 limitation and delimitation

Even within Kajiado central (District), the study will cover only a few selected public primary schools. These schools include single sex and mixed schools. The investigation will deal with the head teachers, teachers and parents of the special units. For more conclusive results both rural and urban District should be studied. However, this is not possible due to financial and other logistic constraints such as time and accessibility to the research it will also not be possible to cover the opinions of special children because this will require considerable time and resources.

The research however, will make every effort to ensure that the schools are good representation of others.

1.8 Significance of the study.

The result of the study will help the society to appreciate people with physical disability. It will help solve the puzzle of the ignorance and misunderstanding that keeps handicapped people and non-handicapped people apart. The study will also help the society is know the challenge faced by people with physical disability and how to solve or ease some of them. The information will be utilized by the District Education Office to perform an evaluation

of the integration so that it can be a successful program. Finally the finding of there study will yield information for use by policy makers and educationists in developing policy curriculum, teachers preparation and establishment of appropriate facilities, that are necessary for the implementation of the integration program.

1.9 Theoretical Framework

The study will be guided by the classical liberal theory of equal opportunity and social Darwinism. It asserts that each person is born with a given amount of capacity. Education system should be designed so as to remove the barriers of any nature that prevents students from taking advantage of inborn talents which accelerate them to economic and social promotions.

Liberal progressiveness like Horance Mann termed the theory as “the Great equalizer” which would enhance life chances of people (Orodho, 2004) social Darwinism emphasize that every citizen should be given, through education, the social status to which he or she entitled him to inherit aptitude (organization for Economic cooperation and development, 1975) the social Darwinism theory observes that provision of formal equality of access to education by putting everybody on the “scratch” guarantees that the rule of education is just one.

The roots of the classical liberal theory can be traced to writers such as Rousean, 1712—1778 who claimed that people are born equal and personal qualities should not jeopardize social equity so long as society towards people according to their status (Orodho, 2004).

The writers of American declaration of independence claimed that all people are created equal, born with same moral and political rights hence institution such as education should treat people equally. There are many people who are economically, physically and socially handicapped but who have taken advantage of education opportunities and proceeded is obtained a better job and high income that would have otherwise done. If the government does not provide education to all the handicapped, it will then derive the opportunity for advancement.

In the past a great deal of weight has been attached to education as a vehicle for equalization and it has generally been assumed that increased public spending in education would help the disadvantaged children OECD 1975 as in (Orodho, 2004)

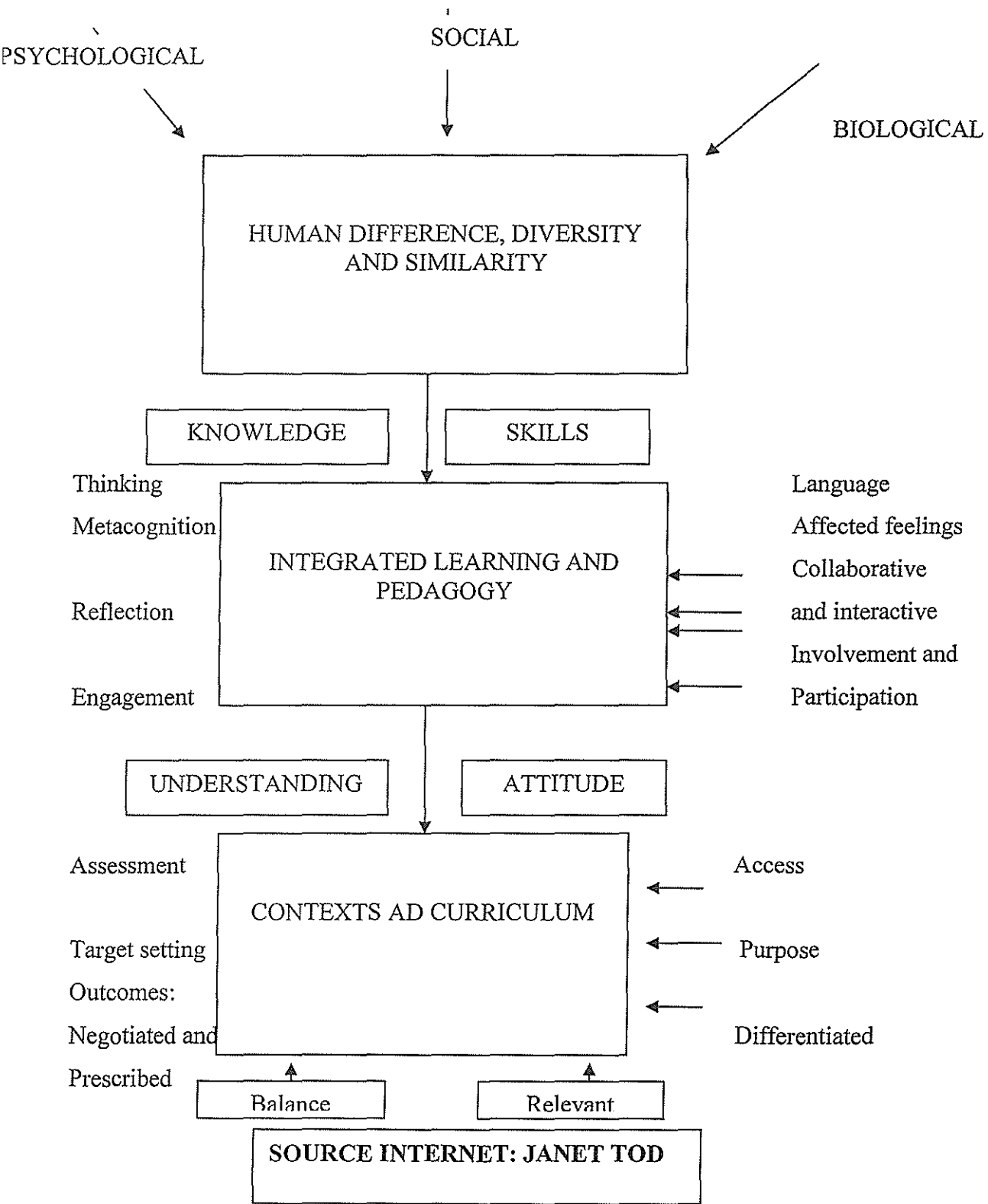
Under FPE, additional capitation grants are provided to each special unit attached is regular physical schools to facilitate procurement of the necessary teaching / aiding materials for the disabled.

1.10 Conceptual Framework

A conceptual framework is a model of presentation where a researcher represents the relationship between variable in the study and shows the relationship graphically on diagrammatically, (Orodho, 2004). Conceptual Framework assists the reader to quickly see the proposed relationship between variables.

As medical models have given way to sociological models has been a change in selection of differences considered important for educated planning. In an attempt to link

Diagram to illustrate a conceptual framework for integrated educational practice



Human diversity and curricular objectives SNE relies on inclusive pedagogies that seek to foster the development of personal and social behavior considered necessary for learning within integrated contexts.

Within this framework individual differences are recognized. Differences that can be attributed to psychological, social, biological experiences are highlighted for attention with a view to valuating such difference and reducing the barriers to learning.

The curriculum should retain a broad balanced, relevant and differentiated focus with “understanding” and “attitude” given as much important as “knowledge” and “skills” integration learning and pedagogy should be characterized by notions of engagement (.e.g. thinking, metacognition, reflection etc), participation (.e.g. Interactive collaboration, involvement etc) and the development of personal responsibility for social and academic learning

CHAPTER TWO

LITERATURE REVIEW

2.0 Introductions

In reviewing literature relevant to successful integration of children or learners with physical disability into a regular classroom, it is important we understand the meaning of the terms segregation, integration and inclusive learning

Segregation means that children with special needs to be educated away from peers in special schools. Integration means that children who need special support system are receiving high quality special education while they enjoy the personal and social education of life in regular school classes with all the other neighborhood youngster of their age. Inclusive prescribe the needs for practices that will additionally facilitate engagement and participation segregated and integration of SNE is currently vulnerable for relegation in the light of concern about the societal in equalities and education outcomes for individual with special educational needs. The dominant trend at the start of this 21st century is for educationalists to enthusiastically enforce the ideological of inclusive education.

In this chapter the researcher will discuss the concept of special educational needs, discuss the general environmental requirements of special need education (SNE) and mention the aim of SNE. The researcher will also discuss the type of integration practices constraints of integration, attitude of teachers and parents towards integration and the role of inclusive education.

2.1 concept of special education

Disabled person quality of life in terms of their being in charge of their lives, this has risen as a result of ideas of integration of the disabled in schools and society. They should have full participation depending on the potential of the disabled person. Concerned people have

voiced that no matter how severe their impairment, no children should be regarded as in “uneducable” (UNESCO, 2003) this argument gathered considerable support in 1970’s. Legislation was introduced whereby special education was provided for all types of disability (Brenna, 1987). Special education needs can be long-lasting or short-term, specific or particular aspects of learning. (Beveridge, 1993)

The principle those children’s special educational needs cannot be viewed in isolation from the learning contexts in which they arise to emphasized by the three aspects of needs that are identified in the Warnock report Des 1978 (Gull ford and Upton, 1992).

- The provision of special means of access to the curriculum
- The provision of special or modified curriculum
- Particular attention to the social structure and emotional climate in which education takes place

The first of this provision is not controversial. Where children have difficulties which prevent them from gaining access to the curriculum in the usual way, then clearly need whatever helps is necessary to allow them participate as fully possible in the learning experiences that are provided. For example children with physical impairment may need special equipment or attention to positioning and may benefit from the use of adopted materials. The second and third provision has given rise to more debate, however, though not denying that the curriculum and the social and emotional climate are important influences on the children’s learning, some (e.g. Gallory, 1985) have suggested that children may too readily be transferred to different curricular activities and social groupings and that there is no guarantee that this will help them overcome their difficulties (Lewis, 1995), they point out that ordinary curriculum and climate for learning in schools may add to as well as alleviate children’s difficulties and argue the better these or marched to the needs of all pupils then the less likelihood there will be that substantial numbers of children who will be regarded as having needs which require special education provision. (Beveridge, 1993)

Students with physical disabilities are not a homogenous group, they are as different from and similar to the other (UNESCO, 1999 b), therefore the fact that there is considerable variation between schools in the proportion of their pupils who experience education difficulties is not doubt. Indeed an acceptance of the interactive nature of acknowledgement

of their relativity, (Ibid, 1999, b). Thus a child identified as having learning difficulties in one school would not automatically be judged in the same way in another. Given this relativity, it is not surprising to find that estimate of the prevalence of special educational needs are problematic.

Most teachers would accept, at least in principle that the educational difficulties which children experience can only be fully understood by reference to the contexts in which they arise (Lewis, 1995).

2.2 integration or participation

Many schools have children with physical disabilities, some wish they didn't have them and may seek to dispatch them to special schools. Some accept them happily enough but do not take them seriously for teaching purposes; some do try to teach them but are hampered by inadequate resources and unsuitable curriculum, and some-a few regard them as integral part of the schools clientele who have the same entitlement to appropriate individual as any other pupil in the school and accordingly. What most schools share is a growing realization that they have been failing these pupils and should be doing better than this, (Hegarty, 1987).

This concern is often couched in term of integration or separation.

Anything adding to the learning difficulties of the pupils. Special schools have to justify themselves because to many people they have failed in their task.

There has been a growing realization that some groups of children previously seen to need special schooling have little need to it when their individual situation is looked at .e.g. physically handicapped. Many do well in regular schools with little special support. Some special schools have created links with nearby ordinary schools whereby the physically disabled can divide his time between two schools. Flexible arrangements are made enable each pupil to have the program judged most appropriate for him or her at any given time. The pressure to make provision for pupils with difficulties has led paradoxically to greater segregation in some cases as special classes and units are set up on self contained basis.

Pupils in such units can end up being so isolated from mainstream peers as if they attend a special school. Larger units in particular run the danger of becoming mini special schools, suffering all the disadvantages of being located in an ordinary school yet having none of the advantages-autonomy, concentration of expertise, links with external services e.t.c and of being a free- standing special school.

Full participation and equality should be encouraged for the special child. This is because children's learning does not only take place in schools. They learn from their families, through contact with peers and friends, through participation in all diverse activities that occur in communities. But attending school helps promote these other forms of learning as well (UNESCO, 2001). Through EFA, it should be possible to enable all human beings-including the disabled to develop the full potential to contribute to society, and above all, to be able to be enriched by their difference and not be devalued. In our world Hampered by inadequate resources and unsuitable curriculum and some-a few-regard them as an integral part of the schools clientele who have the same entitlement to appropriate individual attention as any other pupil in the school and have restructured the entire school accordingly. What most schools share is a growing realization that they have been failing these pupils and should be doing better than this (Hegan 1987)

This concern is often couched in terms of integration or separation. In recent years the issue of integration has come to the fore. This focus has arisen out of the special school context: certain children are educated away from their peers in segregated special schools and debate has centered on returning them to ordinary schools, integrating them. Integration is a shorthand way of referring to a complex and dynamic process and like many pieces of shorthand, is open to simplistic and even erroneous uses. What pupils who have learning difficulties need is education not integration. Placing them in ordinary schools is not an end in itself but a means toward the end of securing the man appropriate education.

Integration as a concept is that, it is concerned with the pupil rather than the school. It directs attention to the pupil as someone who needs to be integrated rather than to the school which may have to change its practice before an appropriate education can be offered to the pupil. It implies a process where something is done to pupils who have

difficulties. Integration is their problem, and success is measured in terms of how to mainstream has adapted itself in order to accommodate them. (Ibid 1987)

2.2.1 Participation

If there is need of a single concept to sum upto the targeted to which schools reform should be directed, it would be better to speak of participation. The central concern is the extent to which pupils who have difficulties participate in, or are excluded from, education provision made for the peers. The goal of participation allows pupils with difficulties in the ordinary schooling available to all pupils. Booth (1992) in (Hegarty 1987) defines integration in terms of participation in the education and social life of ordinary schools. Governments of the world have agreed that the same rights apply to all children irrespective of their impairments or environments.

There are numerous charges that have been levied at the school. It offers narrow curriculum, too much stress on the basic literacy and innumeracy and too little specialist from subject areas such as History or Science. the presume expertise in dealing with and teaching pupils with P.H is frequently not present. Notwithstanding the best intensions of education for special needs, tooften the result has been exclusion. They get second rate education opportunities that do not guarantee the possibility to continue studies(UNESCO, 1999a). As for the pupils, special schools impose a damaging isolation. They are deprived of the opportunities to associate with normal age peers,. Special schools do not prepare young people adequately for the life after (UNESCO,1999b)

However, these are special schools that give young people with physical disabilities excellent star in life and ordinary school would be stressed to the limit in order to do as well in an integrated setting. Equally there are some very bad special schools that, if

Constituted of differences of all kinds. It is not the disabled but society at large that need special education in order to become a genuine society for all.

2.3 Types of integration practices

(Gulliford and Upton 1992) identified four types of intergrations

(i) Physical integration

This form of integration tries to reduce the physical distance between the handicapped and non handicapped persons. It involves a geographical approach where a special education unit is physically attached to a regular school. Physical integration barriers in buildings and roads have to be removed. Toilets, classrooms, doors, payments, playgrounds should be barrier free.

(ii) Social integration

This tries to reduce social distance. It encourages spontaneous contact between handicapped and non handicapped. It is intended to make the handicapped person feel part of the group

(iii) Financial/Pedagogical integration

It is the fullest form of integration. It is achieved when location/social integration in leads to joint participation of educational activities. This is when children with special needs join part time or full time the regular classes of the school and make a full contribution to the activities of the school. This integration tries to reduce the functional distance between the handicapped and non handicapped. It also involves sharing of resources in planned activities like drama, sports and music.

(iv) Societal integration

It is the ultimate goal. They argue that the above three lead to this one. It is related to social integration. It discourages the isolation of the handicapped in institutions, homes, hostels, villages etc. it tries to formalize or institutionalize social integration at societal level and community.

2.4 Importance of integration

(i) Advantages of integration

- a) It increases the chance that both disabled and non disabled individuals will learn to interact with and respond to each other as peers. Integration lessens the negative labels which accompany separate classes and creates positive social adjustments. (Galory and Goodwin, 1979)
- b) Integration frees more special education teachers to work with more severely handicapped. It is observed that the education of the handicapped is ultimately to help them get on in the society and to segregate them from the society cannot be the best way to prepare them for life in this same society(Ibid 1979)
- c) Integration encourages children with special needs to show greater originality and flexibility in their thinking. A student from Kilifi Physical Special Unit scored over two hundred marks out of a possible 500 in KCPE in 2004(Teachers image Volume 8. 2005). Some students in the same school have excelled in co curriculum activities. For example two children from this special unit won awards during national sports competition.
- d) Integration of the disabled into regular schools is generally less expensive than running segregated institutions. With proper planning and with all the resources provided, it would enhance equity and quality learning for the disabled.
- e) Integration contributes to positive behavioral change and thus reduces the degree of social retardation and isolation.(UNESCO 1999b)
- f) Integration permits the regular educational teacher to interact proportionally with all students in the classroom and hasten acceptance social relations between non handicapped and handicapped students(Ibid 1999b)

(ii) Disadvantages of integration

- a) Special provisions are too costly, for regular schools to make them available for just a few students. Money(per capita) spent on education of the special children is a lot.

- b) They could openly be rejected by their no-disabled peers and parents of the children in regular school.
- c) They could disrupt the learning of other students e.g. writing devices for the blind could make noise for other students.
- d) The special children may be exposed to a curriculum that is unsound to them and untrained or poorly trained and incompetent teachers are unable to handle and teach the students properly. (Lewis 1995)
- e) Enough research has not been done on the program. Most schools have not built the physical facilities necessary for the special child.

2.5 Role of inclusion

Where as integration was concerned with access to mainstream curriculum, policies for inclusion prescribe the need for practices that will additionally facilitate ‘engagement and participation’.the move towards increasing inclusion has been prompted by concern that selection for educational provision based on normatively assessed “difference” has resulted in some individuals being excluded from the curricula, cultures and community afforded by local provision (Booth 2000)

Unnecessary segregation from the community represents derogation from full humanity and citizenship. Separate socialization breeds attitude of prejudice, intolerance and social segregation. Integration especially at the formative stage of development can do much to sweep away the barriers of ignorance and misunderstanding that keeps handicapped people and non handicapped people apart. This misunderstanding leads to discrimination, dependency and inability to cope. Inclusive Education seeks to address the learning needs of all children youth and adults with s specific focus on those who are vulnerable to marginalization.

Inclusion calls for a respect of difference. It does not mean that we said cease to identify and refer the disabilities of learners or to provide particular kinds of support where and when needed. Inclusion helps to breakdown barriers attitudes (UNESCO 1999b), the idea

of inclusive schooling is gaining ground in many parts of the world including Kenya. It aims at making education outcomes for all students. Inclusion schooling is on going, never ending process (ibid 1999b) inclusive schools look different from country to country and from school to school within the same country. These differences emerge from:

- i) Cultural understanding and interpretations of difference
- ii) Religious beliefs and values
- iii) Legislative and policy practices supported by education systems
- iv) Resources available

If we are serious about education in our country we must adopt a critical stance in order that we might anticipate and address problems in such way that inclusive education will have a respond and effective life span. There are some questions that we need to ask ourselves in relation to planning for individuals within inclusive setting for example:

1. If ideology of inclusion centres on human rights and agenda, does an individual right to an appropriate education override an ideological commitment to inclusion?
2. can inclusion and choice coexist? Do parents and individuals have choice of school within the ideology of inclusion? Is segregation from main stream provision ever justifiable? For example for those individuals who:
 - Need combined education and care placement
 - 24 hour curriculum
 - Opt not to be included
 - Some individuals with sensory difficulties (eg deafness) choose schooling which offer sign language as the predominant form of communication (Corker 1998)
 - Individuals who are for some period of their lives might not be able to respond to inclusive classroom practices such as interactive teaching, collaborative learning and problem solving e.g those who experience significant emotional difficulties or mental health problems.
 - Exhibit behavior which interferes with inclusion for others.

3. Is social model disability sufficient to enable educational inclusion or is a bio-psycho-social model appropriate for the learner's complex learning needs?
4. Are there outcomes based research evidence to support the ideology of educational inclusion? Diverse learners will respond differently to inclusive practices and it is unlikely that 'one size will fit all'(Horby 1999)
5. Does inclusion offer an appropriate balance between individual and group contexts for learning? Some areas of learning require close individual monitoring (e.g. initial language and communication learning)
6. Will short or long term outcomes be prioritized? Is the aim of inclusion to increase access to mainstream community settings or should the long term outcomes of increased chance and choice of being included in the community and world of work take priority as the anticipated outcomes of inclusion?
7. Does specialist provision and individual Education Plans (IEPs) present a barrier or bridge to inclusion? How can parents/caretakers be assured that their child is achieving appropriate monitored provision within inclusive settings?
8. Will increased equality of opportunity be achieved by valuing diversity or through normalization? Although there is no easy answer to these questions it is important that they are debated.inclusion has mainly been discussed at the ideological level in relation to group education contexts and societal outcomes. It is important that the aims and planned educational outcomes for individual learners within inclusive settings are given due attention- if not, the might of inclusion may include the rights of individuals to an appropriate education.

2.6 Aims of special needs education

Aims of special education should include the following:

- a) Overall development of the individual spiritually, mentally, socially and physically to the highest possible degree(UNESCO,2003)
- b) The development of the potential productive and creative abilities of the individual so that he may be an asset to his / her society.
- c) The attainment by the individual to a full degree of independence in his life.

- d) Development of an inclusive education system i.e. 'permanent' and 'temporary' special education needs to be integrated into regular school system(UNESCO 1999b)
- e) Allow every child to develop their abilities, play an active role in the process of learning accept themselves and their peers and be able to cooperate each other.(Ibid 1996)

2.7 General environmental requirements for children with special needs

- a. Barrier free environment within compounds used by the children (Report of the task force on implementation of FLE 2003)
- b. Adopted toilets, bathrooms: they should add bars to assist the children to hold on to while showering, toileting etc
- c. Avoid doorsteps instead have ramps with recommended gradients to entries and exits of all facilities like classrooms, dormitories and playground(UNESCO 1996b)
- d. All classrooms should be spacious well lit and ventilated.
- e. For physically handicapped all buildings in use should be large enough to allow use of wheel chairs.
- f. For the hearing impaired, the school should provide inbuilt group hearing mechanisms and feedback mirrors.
- g. For mentally handicapped there should be a water point especially a sink within the class for training activities of daily living like washing hands and face.

2.8 Constraints of integration

- I. Adequate physical facilities in appropriate infrastructure and lack of equipments which make it difficult to integrate SNE in regular school programmes
- II. Many teacher are trained to handle children with special needs. For those who are trained, some have undergone very short voluntary training of about three months at the Kenya institute of special education (KISE Brennan 1987)

- III. Some head teachers do not want and do not support the special units in their schools.
- IV. Parents are ignorant and want to keep their special children at home .
- V. Parents of the regular students feel that their children may not perform properly if put together with special children.
- VI. Teacher student ratio is high especially because of the free primary education. The special child therefore cannot receive individualized instructions. Sometimes teachers in charge are required to go beyond classroom teaching to visiting the children at home to monitor their development and to encourage parents which is not easy because of the large No. of students per class(Teachers image volume 8 2005)
- VII. A pervasive theme in all of EFA 2000 assessment report is the inadequacy of resources available to meet the basic needs of education. Services to children who are perceived as having special needs is about two or four times higher than the cost of education of children who do not need these services. However the eventual social and economic costs of exclusion if these children are not to be educated exceed the cost of the education (UNESCO 2003)
- VIII. Teachers and parents see no need of education for the handicapped child because they reason that they can never be independent in life.
- IX. Lack of clear guidelines and support to the implementation of all inclusive education policy, lack of data on children with special needs, inadequate tools and skills in identification and assessment of a policy framework for education training and research, session paper of 2004 . There is lack of coordination among service providers, in appropriate placement of children with disabilities. Inadequate supervision and monitoring of SNE progress further complicates the situation.

2.9 Attitudes of parents and teachers towards SNE

Parents are sometimes convinced that something is wrong with their child despite reassurance from professionals. They are over anxious and sometimes refuse to accept the educational programmes or placements suggested for their child and are adamant about what they want (Hornby 1995) sometimes parents refuse to accept that they have a special child.(KTN News Saturday 28th Jan 2006)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction.

This chapter will deal with methods and procedures that will be used in collecting data pertaining the study. The population will be identified, the sample will be described and subjects will be identified. The sampling procedure, research instruments, data gathering procedures and data analysis techniques will be described.

3.1 Research Design.

The study will adopt descriptive survey design approach to investigate the prospects of improving education for the physically disabled in the regular school system. Descriptive survey research attempts to collect data from members of a population in order to determine the current status. The researcher infers information about a population of interest based on the responses of a sample drawn from the population (Gay, 1992). Survey design is concerned with gathering of facts or obtaining pertinent and precise information concerning the current status of phenomena and whenever possible conclusion from the facts discovered. Descriptive survey research (Borgand and Gall, 1989) in (Orodho, 2002) is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.2 Location of the study.

The location of the study will be Kajiado District. It is one of the Districts of Rift Valley Province of Kenya. The District has four Divisions. The area has been chosen because of availability of variables that the researcher is interested in (special units) and also because of the proximity and accessibility of the area to the researcher.

There is tendency for teachers to view parents as adversaries. Teachers may have different goals and priorities from parents for the educational programs of the children that they reach. This can bring conflict and sometimes competition between parents and teachers. For example children may behave more appropriately for their teachers than they will for their parents. In this case it is easy for either teachers or parents to feel doubtful or resentful about others success in getting the child to perform well. Teachers need to communicate to parents the attitude of genuine respect and sympathy (Ibid-1995).

Teachers sometimes regard parents of special children as being too vulnerable to be trusted as equal partners. This occur most often when teachers are reluctant to tell parents the whole truth about their child's difficulties incase they become upset. So some of the child's weakness may be glossed over or parents may be given an overly optimistic view of the child's likely future progress. Teachers should realize that parents have a right to be involved in their children's education (Ibid, 1995).

There's the tendency for parents to be viewed as less observant, less perceptive and less intelligent than the professionals (teacher). Parents' opinions and ideas therefore are not given credence which they deserve. This is wrong because most parents have an abundance of information about their children, which can be valuable to the teachers. Teachers should consider that while they are experts on education, parents are the experts on their children.

3.3 Study population

This study targets 4 public primary schools of the central Division which has units for children with Physical disabilities. The study also targets head teachers of school with special units, the teachers in charge of the units in the schools and parents of the special children.

School	NO. of teachers	No. of students
Athunda muslim	1	10
AIC Girls	1	25
P.Bs	1	27
KTS	1	15
TOTAL	4	77

3.4 Sample and sampling techniques

The sample size will comprise of 3 schools in the Division which has units for physical disabled. Slavin (1984), observed that due to limitation in time, funds and energy, a study can be carried out from a carefully selected sample to represented to represent the entire population. For a small population a sample size of at least twenty percent is a good representation. (Gay, 1992)

Stratified sampling is used if the population from which a sample is to e drawn does not constitute a homogenous group (Orodho, 2004). The researcher will classify the schools in the division. The researcher will then select three schools from the division to be included in the study using simple random sampling. The researcher will get papers each representing a school. The researcher will fold the papers and then mix them properly before picking three that will represent the schools.

Sample schools	Sample of teachers	Sample of students
AIC Girls	1	25
Athunda	1	15
PBs	1	27
TOTAL	3	67

3.5 Data Collection Instruments.

The data of this study will be collected by use of questionnaires. Questionnaires are widely recommended in education studies to obtain information about current conditions and practices and to make enquiries concerning attitudes and opinion quickly and in a precise form. (Lawson, 1971) Walker (1985) notes that questionnaires offers considerable advantages in administration as they present an even stimulus potentially to a large number of people simultaneously and provide the researcher with an easy accumulation of data.

The researcher will prepare three questionnaires which will be used to collect information from the respondents. (Refer to appendix B, C and D).

One questionnaire will be administered to the head teacher of schools with physical disabilities, the other teacher in charge of special unit and the other to the parents of the special pupils. The questionnaire will help obtain information about the challenges met also help give information on the success of integration program.

Possible factors that threaten the research validity, Validity of the study will be sought through the help of the supervisor.

3.6 Reliability of measurement.

Reliability of measurements concern the degree of which a measuring procedure gives similar results over a number of repeated trials (Fraenked and wallen 1993) it is used to focus on the degree to which empirical indicators or measures of a theoretical concept is unstable or consistent across two or more attempts to measure the theoretical concept.

(Orodho 2004)

The researcher will use a test to –retest technic in order to test the reliability of the instrument in the study by following the following procedures. The developed questionnaire will be given to the six identical subjects for the study but not those that will be used in the final study. The answerd questions will be scored manually. The same questionnaire will be administered to same group of subjects after a period of two weeks. The response will be scored manually. A comparison between the answers obtained in two

tests will be made using spearman correlation coefficient formula. If the correlation is 0.7 and above, the researcher will know that the instruments are good for use.

3.7 content validity.

Validity is the degree which the empirical measure or several measures of the concept accurately measure the concept (Ordho J.A 2004). Validity is concerned with establishing the questionnaire content is measuring what it is supposed to measure. To validate the questionnaire the researcher intends to administer the instruments to the teachers and parents who are not within the sample under the study and ask them to identify the ambiguities in the items. Further the researcher will also seek the help of colleagues and professional in the area for example the supervisor will assist in identifying irrelevant and ambiguous. A good researcher should be able to control all According to Ary (1992 pg 94) the use descriptive statistic is fundamental in organizing research data as it serves to summarize the information collected. Mugenda 1999 also asserts the descriptive statistic enable the researcher to meaningfully describe a distribution of scores using a few indices.

The open ended items in the questionnaire will constitute qualitative data. They will be recognized through coding and tabulation in order to draw statistic inferences.

The analyzed data will be used in discussion within relevant themes, reaching conclusions, thus providing answers for the research questions in the study.

3.8 Data Collection Procedures.

Upon authorization from the MOES & T and conduct research, the researcher will seek permission from the Municipal Education office and the various schools in person. She will go to the various schools to go schools in person. She will go to the various schools to administer the questionnaire to the head teacher. Teachers and parents of the children of the special units. The questionnaire will be used to correct information on the challenges facing the integration of the physically disabled system, and to find out whether the

curriculum offered in the special unit help the children to cope with after school and to look for possible solution to the problems.

The researcher will establish good rapport with the teachers and the parents. The researcher will talk to and explain clearly to the respondents what is required of them and why the information is required from them. The respondents will be requested to be trustful and give their personal opinions individually (Appendix A). After all the questionnaires are fully filled, the researcher will collect them for analysis.

3.9 Methods of Data Analysis

Data obtained from the field in raw form will be analyzed using descriptive statistics that is frequencies and percentage on the close ended items in the questionnaire. According to Ary (1992) Tabulation method will also be used. The statistics package for social sciences (SPSS) version 11.5 for windows will aid data analysis

The instrument will have 45 items. Some of the items will be in form of dichotomous questions. There will be also open-ended and closed ended questions. These will be also items designed in forms of statements that are rated on a 5-point scale e.g strongly agree, agree, uncertain, disagree and strongly disagree.

The first items for the questionnaire for teachers will be asking the subjects to provide general information about the teacher e.g. Age, experience, training, professional qualifications. The items will also seek information on teaching experience and further the items will seek the attitudes of teachers towards integration of the special units in the regular schools. In the questionnaire there will be items seeking the problems the teacher face in teaching and will ask for the possible solutions.

For the questionnaire of the parents, it will ask the subjects to provide general information about themselves e.g. age, sex, education level of the parent. The items will also ask questions about the special child e.g. sex, age, type of disability.

Finally the items will ask the attitudes of parents towards integration of special education in normal schools, the problems the child faces and the possible solution. Items designed in forms of statements that are rated on a 5-point scale e.g strongly agree, agree, uncertain, disagree and strongly disagree.

The first items for the questionnaire for teachers will be asking the subjects to provide general information about the teacher e.g. Age, experience, training, professional qualifications. The items will also seek information on teaching experience and further the items will seek the attitudes of teachers towards integration of the special units in the regular schools. In the questionnaire there will be items seeking the problems the teacher face in teaching and will ask for the possible solutions.

For the questionnaire of the parents, it will ask the subjects to provide general information about themselves e.g. age, sex, education level of the parent. The items will also ask questions about the special child e.g. sex, age, type of disability.

Finally the items will ask the attitudes of parents towards integration of special education in normal schools, the problems the child faces and the possible solutions.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the result of the study are presented analyzed and interpreted in the contest of the purpose, objectives and research questions and were formulated at the beginning of the study. The study was intended to investigate the challenges facing the integration of the physically handicapped in the normal school system of Central division, Kajiado district in Kenya. The findings presented were from two schools. Five parents from the schools, two head teachers from the two schools and seven teachers from each school.

The data in this chapter is presented and analyzed quantitatively and qualitatively using descriptive methods with the help of tables.

table 4.1 gender- headteachers

Response	Frequency	Percentage
Male	2	66.67%
Female	1	33.33%
Total	3	100%

Most of the respondents are male forming 66.67% while the remaining 33.33% are female. This shows that most of the special units are headed by male teachers.

Table 4.2 age- headteachers

31-40	2	66.67%
41-50	1	33.33%
51-60	0	0
TOTAL	3	100%

The majority of the respondents are age between 31years and 40 forming 66.67% while the remaining 33.33% are between 41years and 50years.

Table 4.3 level of education.

Response	Frequency	Percentage
Below stdard 8		
Form 2		
Form 4	2	66.67%
Form 6		
Graduate		
Others- Diploma	1	33.67%
Total	3	100%

Majority of the respondents are have reaches fourth form interms of education level forming 66.67% while the remaining 33.33% are diploma holders.

Table 4.4 professional training

Response	Frequency	Percentage
P3		
P2		
P1	2	66.67% ^{s1}
S1		
Diploma	1	33.33%
B.ED		
Total	3	100%

Majority of the respondents attained p1 professional course forming the 66.67% while the remaining 33.33% were Diploma holders. It would be better if the respondents were taker for farther training to equip them with the necessary knowledge.

Table 4.5 were trained

Response	Frequency	Percentage
Regular teacher training	2	66.67%
Special education	1	33.33%
Total	3	100%

Most of the respondents attained their training in regular teachers training colleges. While the remaining 33.33% training in special education colleges. It seems that the majority did not attain the skills of handling learners with physical disabilities.

It would be more convenient if special units were run by professionals with the necessary skills.

Table 4.6 whether the head teachers consider the school programs integrated

Response	Frequency	Percentage
Yes	3	100%
No		
Total	3	100%

All the respondents consider the their school programs to be intergrated. This that they are positive about the programs.

Table 4.7 farther training recommended

Response	Frequency	Percentage
Take for refresher course	1	33.33%
Need more specialized training	2	66.67%
Total	3	100%

Some of the respondents said that they should be taker for refresher course so as to renew their skills in heading the learner with physical disabilities. While majority

of them which forms 66.67% said that they need more specialized training so as to cater for the need of the learners.

Table 4.8 Evaluation by personnel from the ministry.

Ministry		
Termly		
Yearly	2	66.67%
Irregularly	1	33.33%
Total	3	100%

Majority of the respondents which forms 66.67% which said that personnel from the ministry do evaluate them on yearly basis while the remaining respondents which forms 33.3% said that they evaluated irregularly. This shows that the quality of educating the learner with physical disabilities is at stake. Therefore the personnel need to be more committed to enhance quality assurance.

Table 4.9 attitude of teachers towards intergrated of the physical handicapped in normal school.

Response	Frequency	Percentage
Positive	3	100%
Negative	-	
Total	3	100%

All respondents said that the teachers welcome the inergration of learners with physical disabilities in to the normal school. That means that they are positive and do acknowledge the idea.

Table 4.10 whether the normal children welcome the children with physical disabilities.

Response	Frequency	Percentage
Yes	3	100%
No		
Total	3	100%

All the respondents said that the normal children do welcome the learners with physical disabilities because they do sit together, play together and on well share textbooks. This shows that they are positive about their colleagues.

Table 4.11 challenges encountered by having special unit in the school.

Response	Frequency	Percentage
Lack of finance and adequate learning materials	2	66.67%
In adequate physical facilities.	1	33.33%

Most of the respondents said that they lack finance and adequate learning materials . While the remaining 33.33% said that the physical structures are in adequate. this means that with the provision of aid to the schools the learners with physical disabilities could attain a quality education.

Table 4.12 possible solutions to the challenges encountered by having unit in the school.

Response	Frequency	Percentage
Government to provide funds learning materials and assistive aid	3	100%
Total	3	100%

All the respondents said that the government should fund school with special units, provide them with learning materials and assistive aid. This means that the government should allocate enough funds just like other institutions of learning so as to enhance quality education to the learners with physical disabilities.

Table 4.13 Efficient method that can improve the current status of special needs education in the District.

Response	Frequency	Percentage
Increase funding, provide adequate facilities, train more teachers, flexible curriculum	3	100%
Total	3	100%

All the respondents said that the government should disburse enough funds for special needs education units so as to construct adequate structures and provide learning materials. Refreshers courses should be given to those teachers already trained in special education and train the others in the field. The ministry should as well revise them.

Table 4.14 gender- teachers.

Response	Frequency	Percentage
Male	2	66.67%
Female	1	33.33%
Total	3	100%

Most of the respondents are male that is 66.67% while 33.33% are female . this shows that the teachers in charge of the special unit for the physical hand capped are male.

Table 4.15 age of teachers

Response	Frequency	Percentage
31-40	2	66.67%
41-50	1	33.33%
51-60	0	0%
Total	3	100%

Most of the respondents that in 66.67% are aged between 31-40years while the remaining are aged between 41-50years of age.

Table 4.16 level of education

Response	Frequency	Percentage
Below standard 8		
From two		
From four	3	100%
From six		
Graduate		
Others		
Total	3	100%

All the respondents have an education level up to fourth form. Hence making 100%.

Table 4.17 professional qualification

Response	Frequency	Percentage
P3		
P2		
P1	2	66.67%
S1		
Diploma	1	33.33%
B.ED		
Total	3	100%

Majority of the respondents are the pl holders forming 66.67% while the remaining 33.33% are Diploma holders.

Table 4.18 Type of training.

Response	frequency	percentage
Regular teachers training	2	66.67%
Special education	1	33.33%
Total	3	100%

Most of the respondents trained in regular teacher training college making them more knowledgeable to handle the physically hand capped.

Table 4.19 Opinion on adequacy of training for teachers

Response	Frequency	Percentage
Adequate		
In adequate	3	100%
Total	3	100%

All the respondents said that their training is in adequate therefore they require more training in order to handle learners with physical disabilities.

Table 4.20 Further training that could be useful

Response	Frequency	Percentage
Degree	2	66.67%
Diploma	1	33.33%
TOTAL	3	100%

66.67% of the respondents said that training of teachers upto degree level could be useful in teaching the physically handicapped while 33.33% said that a training upto diploma level could be useful.

Table 4.21 Opinion on quality of special curriculum offered for special need education

Response	Frequency	Percentage
V.Good		
Good		
Fair	3	100%
Poor		
V.Poor		
TOTAL	3	100%

All respondents said that the quality of special curriculum for the special needs education is fair meaning that it is not standard. The response was 100%, therefore it means that it should be standardized to provide good quality, education to the learners with physical disabilities.

Table 4.22 Availability of special Education equipment in terms of adequacy, suitability and cost effectiveness.

Response	Frequency	percentage
Good	3	100%
Fair		
Uncertain		
Disagree		
Strongly disagree		
TOTAL	3	100%

All the respondents which form 100% said that the equipments for special education are just fair in terms of adequacy, suitability and cost effectiveness, therefore they recommend more provision of equipments to the physically handicapped

Table 4.23 Evaluation by Educational Personnel

Response	Frequency	Percentage
Monthly		
Termly	1	33.33%
Yearly	2	66.67%
TOTAL	3	100%

Majority of the respondents said that the educational personnel do carry out evaluation yearly while the rest said that they carry it on termly basis. This shows that there is reluctance from the education office in terms of teachers monitoring and maintaining quality assurance.

Table 4.24 Opinion on whether teacher considers school integration program

Response	Frequency	Percentage
Yes	3	100%
No	0	
TOTAL	3	100%

All the respondents say that they consider their school to be having integrated program.

Table 4.25 Opinion on whether the physically disabled should be educated in a regular school.

Response	Frequency	Percentage
Strongly agree	1	33.33
Agree	1	33.33
Uncertain		
Disagree		
Strongly disagree	1	33.33
TOTAL	3	100%

A third of the respondents said that they strongly agree that learners with physical disabilities should be educated in a regular school. A third also said that they agree while

the remaining which is also a third said that learners with physical disabilities should not be educated in regular schools.

Table 4.26 Problems encountered in teaching the physically handicapped

Responses	Frequency	Percentage
Inadequate spacing in classrooms especially those who use wheelchairs	1	33.33%
The physically handicapped become aggressive when associating with other children	1	33.33%
Lack of enough trained teachers to handle the physically handicapped	1	33.33%
TOTAL	3	100%

A third of the respondents said that there is inadequate space in the classroom for the physically handicapped hence having mobility problem. A third also said that the physically handicapped become emotional when interacting with other normal children hence having a poor rapport with them. The remaining respondents said that there is lack of enough trained teachers to handle the physically handicapped learners.

Table 4.27 Possible solutions to problems encountered to teaching the physically handicapped

Response	Frequency	Percentage
The physically handicapped should be taken to the right learning institutions	1	33.33%
Assistive devices and physical structures should be installed	1	33.33%
Train special education teachers to undertake integrated school curriculum implementation	1	33.33%
TOTAL	3	100%

33.33% which represents a third of the respondents said that the physically handicapped learners should be taken to the right learning institution which means special schools. A third also said that assistive devices and physical structures should be installed in leaning environment. The remaining 33.33% said that more teachers should be taken for training in the field of special education so that they can easily handle learners with physical disabilities.

Table 4.28 Age-Parents

Response	Frequency	Percentage
21-30	2	33.34%
31-40	3	50.01%
41-50	0	
51-60	1	16.67%
Above 60	0	
TOTAL	6	100%

Majority of the respondents are aged between 31years and 40years forming 50.01%. 33.34% are aged between 21years and 30years. And the remaining 16.67% are aged between 51 years and 60years. No respondent was above 60years.

Table 4.29 Gender-parents

Response	Frequency	Percentage
Male	2	33.34%
Female	4	66.68%
TOTAL	6	100%

Majority of the respondents were female forming 66.68% while the remaining 33.34% were men. This shows that the majority of the people who take care of children with physical disabilities are women.

Table 4.30 Marital status

Response	Frequency	Percentage
Married	3	50.01%
Widowed		
Divorced	1	16.67%
Un married lady;	2	33.34%
Unmarried man		
TOTAL	6	100%

Majority of the respondents were not married forming 50.01%. 33.34% of the respondents are unmarried ladies while the remaining 16.67% are divorced. This means that majority of the physically handicapped children are of single parent.

Table 4.31 Level of Education

Response	Frequency	Percentage
Illiterate		
Primary		
Secondary	4	66.68%
College	2	33.34%
TOTAL	6	100%

Majority of the respondents have attained the secondary level of education forming 66.68% while the remaining 33.34% attained education up to college level. From the response, it is important that all the respondents are literate hence know importance of education.

Table 4.32 Occupation-parents

Response	Frequency	Percentage
Working	1	16.67%
Unemployed	3	50.01%
Housewives	2	33.34%
TOTAL	6	100%

Most of the respondents are unemployed forming 50.01%. 33.34% are housewives while the remaining 16.67% are working. This indicates that majority of the parents of children with physical disabilities have either no income or if any megar

Table 4.33 Age-Child

Response	Frequency	Percentage
7years	1	16.67%
9years	1	16.67%
10years	3	50.01%
16years	1	16.67%

Most of the respondents have children of age 10 while the remaining have children aged 7, 9 and 16 years respectively. This means that all the respondents have school going children who are physically disabled

Table 4.34Sex-child

Response	Frequency	Percentage
Male	4	66.68%
Female	2	33.34%
TOTAL	6	100%

Majority of the respondents said their children are male forming 66.68% while the remaining 33.34% are girls. This shows that the highest numbers of the physically handicapped children are boys.

Table 4.35 Cause of disability

Response	Frequency	Percentage
Unknown	4	66.68%
Others	2	33.34%
TOTAL	6	100%

The highest number of the respondents said that they do not know the cause of their children disabilities while the remaining said that severe malaria and polio respectively. This shows that most of the parents are ignorant about vulnerability of their children.

Table 4.36 How the disability was known

Response	Frequency	Percentage
Through the doctor	2	33.34%
Observation	4	66.68%
TOTAL	6	100%

Majority of the respondents said that they came to know about the disabilities of their children through observation while the remaining 33.34% said they came to know after they took their children for medical check-up

Table 4.37 Assistance in placement of child

Response	Frequency	Percentage
Education office	3	50.01
Chief	1	16.67
Relatives	2	33.34
TOTAL	6	100

According to the response, majority of them were assisted by the education office to get a placement in schools while the remaining were assisted by relatives and chiefs of the area respectively.

Table 4.38 Attendance of aware workshop

Response	Frequency	Percentage
Yes	3	50%
No	3	50%
TOTAL	6	100%

According to the respondents half of them attended workshops organized by the ministry of social service on how to care for their children while the other half did not attend any seminar so far.

Table 4.39 Who sponsors child education

Response	Frequency	Percentage
Self	4	66.68%
Organizational	2	33.34%
Total	6	100%

Most of the respondents sponsor their children education forming 66.68% the remaining 33.34% said that their children are sponsored by organizations for the disabled mainly. African Inland Church (AIC) this shows that there is little assistance given to parents of children with disabilities.

Table 4.40 Importance of integration program to the child with physical disability

Response	Frequency	Percentage
Very helpful	5	83.35%
Moderately helpful	1	16.67%

The highest number of respondents said that the integration program is very helpful which means that they are happy about it while the remaining 16.67% said that it is only moderately helpful which means that it is not of great importance.

Table 4.41 Intended level of child's education

Response	Frequency	Percentage
Standard 8	0	
Form 4	0	
University	6	100%
TOTAL	6	100%

All these respondents said that they would like their children to reach university level of education. This shows that they are optimistic and so well positive about their children with disabilities.

Table 4.42 Opinion on construction of more schools for the physically handicapped

Response	Frequency	Percentage
Strongly agree	6	100%
Agree	0	
Uncertain	0	
Disagree	0	
TOTAL	6	100%

All the respondents said that more schools should be constructed for learners with physical disabilities. From the response it shows that there are very few schools which are meant for the physically handicapped and therefore they should be given more consideration in terms of their education

Table 4.43 Parents going to school to see how their physically handicapped children are fairing on

Response	Frequency	Percentage
Yes	6	100%
No	0	0%
TOTAL	6	100%

All the respondents said that they do visit their physically handicapped children at school to see how they are fairing. This shows that the parents have a positive attitude towards the education of their children

Table 4.44 Parents going to school to see how their normal child is fairing

Response	Frequency	Percentage
Yes	6	100%
No	0	
TOTAL	6	100%

All the respondents said that they visit their normal children to see how they are fairing. This shows that parents do not segregate their children in terms of education

Table 4.45(a) Problems encountered by children with physical disability in schools

Response	Frequency	Percentage
Encounter problems in school	5	83.33%
Encounter no problems in school	1	16.67%
TOTAL	6	100%

Most of the respondents feel that learners with physical disability encounter problems at school. Some of the problems they mentioned included lack of enough resources within school, always feels embarrassed due to their colleague and not being able to participate fully in games and other physical activities, they are isolated hence leading to boredom. This will in the end result in the child suffering from low esteem. Only one respondent felt that there are no problems at school, the mentioned problems might become a stumbling block in the learning of their children. Learners with physical disability require counseling and encouragement to motivate them so as to enhance their learning. As well the normal children need to be counseled and make them feel the physically handicapped are like them so as to create a good report between them

Table 4.45(b) Possible solutions to problem encountered by learners with physical disabilities in school

Response	Frequency	Percentage
Expensive in maintaining and repairing assistive device and financial	6	100%
TOTAL	6	100%

All the respondents said that it is expensive to maintain and repair assistive device for the physically handicapped

Table 4.45(C) Possible solutions to the problems encountered by parents in educating learners with physical disabilities in schools

Response	Frequency	Percentage
More money to be allocated by the government to cater for the physically handicapped	3	50.01%
Government to introduce cost sharing	2	33.34%
Government and NGO's to give hand in paying their school fees	1	16.67%
TOTAL	6	100%

Most of the respondents said feel that the government should allocate more money to cater for the needs of the physically handicapped children. 33.34% feel that the government should introduce cost sharing in integrated schools so that both the government and the stake holders cater for the needs of the physically disabled children. While 16.67% of the respondents say that the government and Non Governmental Organizations (NGOs) pay for the school fees of learners with physical disabilities.

Table 4.45(d) Changes necessary in the education of the physically handicapped children

Responses	Frequency	Percentage
Should be given room for play like other children	2	33.34%
Improvement of learning environment and curriculum	2	33.34%
Government to give medical and intervention assistance as well as financial	1	16.67%
Construct suitable learning environment for the physically handicapped	1	16.67%
TOTAL	6	100%

33.34% of the respondents say that learners with physical disabilities should be given more room for play like other normal children, while 33.34% say that the learning environment should be improved to suit the learners with physical disabilities. 16.67% said that the government should give medical, financial and interventional assistance to the physically handicapped children. The remaining 16.67% said that learning environment suitable for learners for the physically handicapped should be constructed.

4.46 Summary of the findings

Most of the teachers who are running the special units within the central Division are males who are professionally trained teachers though they feel that they need training in the field of special education. The teachers feel that the curriculum for the learners with physical disabilities is not standard. The teachers also feel that supportive equipments for the learners are inadequate. They say that the major problems encountered is due to lack of financial support. It is also noted that most of the parents of the physically handicapped children are women forming 66.68% of the respondents and they are not employed hence

they do not have regular income. Most of the parents feel that the integration program is quite helpful to their children. The parents feel that the government should come in and give them support in educating their children since they feel that the provision given by the government is just but below their expectation.

CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Discussions/ findings

The main research objective was to establish the challenges facing integration of the physically handicapped in the normal school system in Central division of Kajiado District. The findings have clearly shown that the physically handicapped are less catered for in terms of their education. This is due to lack of enough teaching and learning aids. It is also noted that the current curriculum does not cater for the needs of these learners.

The findings show that there is integration of learners with physical disabilities in the regular schools though they are not prepared to handle learners with physical disabilities due to lack of flexible curriculum, modified environment and inadequate teaching staff that is well versed with the needs of the learners.

The physically handicapped are facing challenges in coping with learning in the regular schools as compared to the normal child. The parents of their children in regular schools and are ready to give them full support. They are also happy that the physically handicapped children interact with their siblings and other family members.

5.2 recommendations

The researcher recommends that the physical structures available to be moderated to suit the learners with physical disability and as well more schools or units should be constructed. The government should set aside funds/aid that would be used in the provision of the necessary facilities and equipments that would enhance the effective learning of these children. The researcher further recommends that more awareness should be created through religious and political rallies and functions so that the education of learners with physical disabilities is focused on.

The government needs to put more money aside putting into consideration the financial requirement of the integration program. It should post more special education teachers who

would cater for the needs of these children. It should provide medical assistance and support services that can facilitate corrective measures.

5.3 Conclusions

The government and stakeholders are not taking the education of the physically handicapped children seriously hence putting their future life at stake. Most of the special units lack facilities including a conducive environment for learning therefore retarding their gaining of knowledge. The personnel who should have checked on quality assurance do rarely visit or even do not visit schools to see how teachers are going on in schools that are special units. They should visit the schools regularly and give the necessary advice so that the teachers equip the children who are physically handicapped with the right knowledge. The government also needs to train more teachers in the field of special education so as to carry out their work efficiently.

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APPENDICES

APPENDIX A

A QUESTIONNAIRE FOR PARENTS WITH CHILDREN PHYSICALLY DISABILITY

Aim is to study the challenge facing integration of the physically hand capped in normal schools.

Curriculum

Please use a tick to mark your responses.

Information about parents

1. What is your age group?

21-30

31-40

41-50

51-60

Over 60 years.

2. Gender

Male

Female

3. Marital status

Married

Widowed

Divorced

Unmarried lady

Unmarried man

4. Level of Education

Illiterate

Primary

Secondary

College

5 .Occupation mother

Occupation father

Back ground information about the special child.

6. Age of the child

7. Sex

Male

Female

8. Causes of disability if known.

9. How did you learn about the child s problem?

Other questions.

10. Who helped you to get a place for your child in this school /institution/unit?

11 Have you ever attended any parents seminar on how to take care of your

I. Child? Yes

No

II. If yes who organized the seminar.

.....
12. Who finances your child s education?

.....
13 How helpful is this education programmed to your child?

a. Very helpful

Moderately helpful

Fair

Slightly helpful

Not helpful

b. Give reasons for your answer

.....
.....
14. How far do you hope your child to go in education?

Std 8 Form 4

University

15. Use:

Strong Agree (SA)

Agree (A)

Uncertain (U)

Disagree (D)

Strongly Disagree (SD) .to answer the following questions.

i. More schools should be build for the physically hand capped children so that the can all be sent to school

SA A U D SD

ii. Physically hand capped children should attend schools with normal children

SA A U D SD

iii. Physically hand capped should learn a skill than depend on the family latter.

SA A U D SD

iv. It is a waste of money and time to educate physically hand capped who might not learn anything.

SA A U D SD

16. a) Do you go to school to find out how your physically hand capped child is doing in school

Yes No

b) If no , why ?
.....
.....

17. Do you go to school to find out other children in normal schools are doing?

Yes No

a)If no why?
.....
.....

18. (a) What problems do you think your child encounters in the school?

.....
.....
.....

19. What problems do you encounter as you try to educate your child?

.....
.....

20. What are possible solutions to the problems mentioned in 17

(a) And (b) Above?

.....
.....
.....

21. What changes would like to see in the education of physically hand capped children.

.....
.....

APPENDIX B

A QUESTIONNAIRE FOR HEAD TEACHERS IN TEACHERS IN SCHOOL WITH SPECIAL UNITS.

Aim of the study is to find the challenges facing integration of education for physically disabled in the normal school curriculum.

(Please use a tick to mark your responses)

1. Name of institution

2. Gender Male

Female

3. What is your age group?

Under 21 years

21-30

31-40

41-50

51-60

Over 60 years

4. Level of education

Bellow

Form 2

Form 4

Form 6

Graduate

Other specify

5. Profession training

P3

P2

PI

SI

Diploma

B.ED

Other (specify)

6. Where trained

Regular teacher training

Special Education

7. Do you consider the kind of special needs education offered in your school to be integrated? Yes No

- Give reasons for your answer?

8(a) Are you trained in special needs education?

(b) Do you consider the current level of training of your special needs education adequate?

(c) If no what further training of will you recommend for the teacher (s)

9 How often is special need education work evaluated by the following?

Education officers

Education inspectors

curriculum

Monthly

Termly

Yearly

	Monthly	Termly	Yearly	
Education officers				
Education inspectors				
curriculum				

10 (a) Do the other teachers who are not trained in special needs education welcome the physically disabled in the regular schools?

Yes No

Give reasons

.....
.....

(b) Do the normal children welcome the children with physical disability? Give reasons.

.....

11. (a) what challenge do you encounter by having a special unit in your schools?

.....

.....

(b) What are the possible solution to the problems mentioned in 9 (a) above?

.....

.....

12 (a) suggest the most efficient method that should be adopted to improve the current status of special needs education in kajiado district.

- a. Increase
- b. Provide
- c. Train more teachers in special needs education
- d. Any other (specify)

(b) Explain your answer?

APPENDIX C

A QUESTIONNAIRE FOR TEACHERS TEACHING CHILDREN WITH SPECIAL NEEDS

Aim of the study is to find the challenges facing integration of education for physically disabled in the normal schools curriculum.

Teachers: Please use a tick to mark your responses

1. Name of the institution

2. Gender Male Female

3 What is your age group?

Under 21 Years

21-30

31-40

41-50

51-60

Over 60 years

4. Level of education

Below STD 8

Form 2

Form 4

Form 6

Graduate

Other specify

5. Profession training

P3

P2

PI

SI

Diploma

BE.D

Other (specify)

6Where trained

Regular teacher training

Special Education

7. Do you consider your current level of training adequate?

Yes

No

8. What further training could be used?

.....

9. How do you rate the quality of special curriculum offered for special need education?

V. Good Good Fair Poor V. Poor

--	--	--	--	--

10. Use V. Good (V), Good(G), Fair(F), poor(P) and V Poor(VP)
How would you rate the available special education equipment?

(i) Availability

V G F P

(ii) Adaquecy

V G F P VP

(iii) Suitability

V

G

F

P

VP

(iv) Cost effective

V

G

F

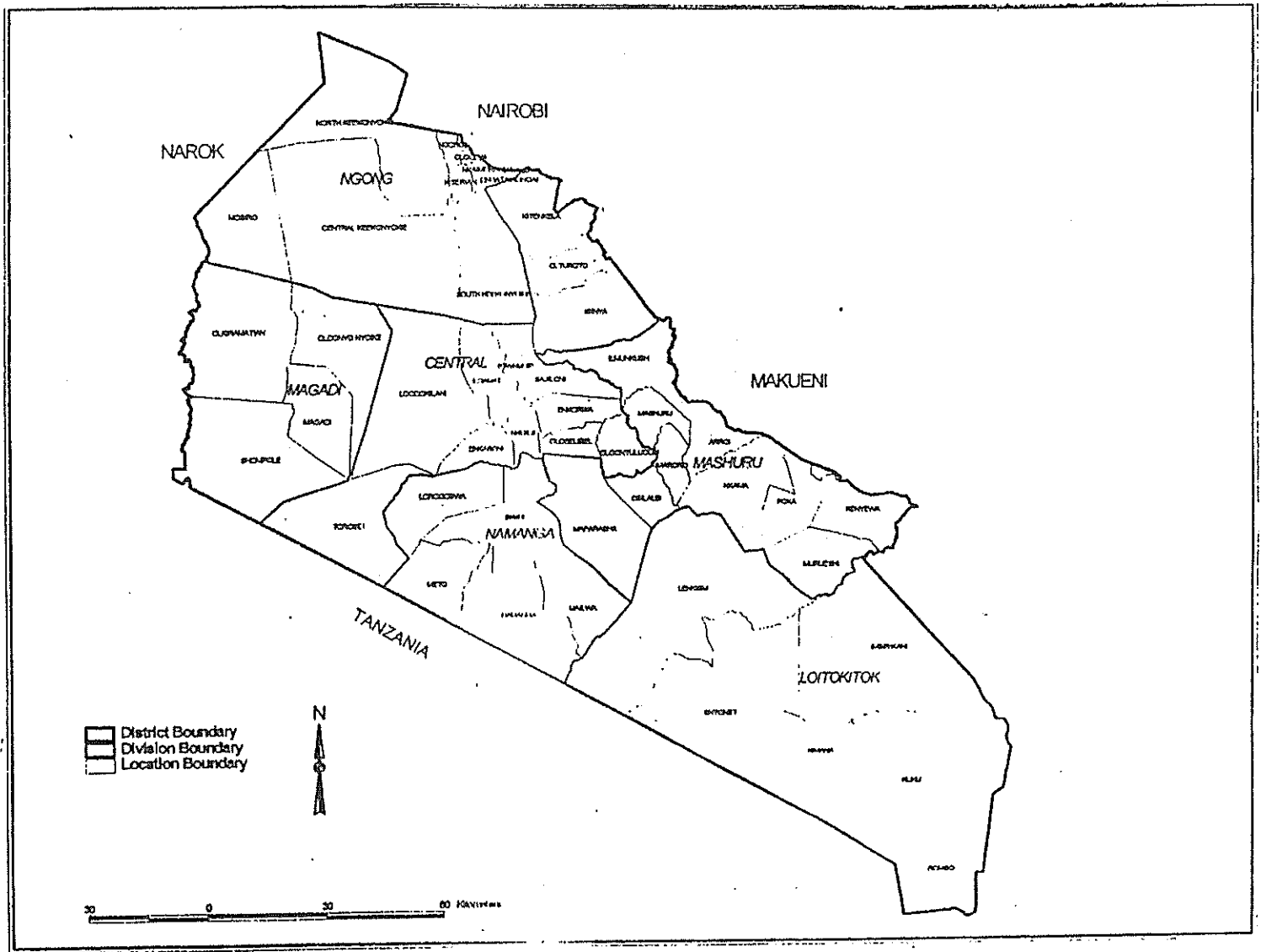
P

VP

APPENDIX D
MAP OF RESEARCH AREA

KAJIADO DISTRICT: administrative boundaries

53



Prepared by central bureau of statistics, 1999 population census