

**CHALLENGES FACING REGULAR TEACHERS' TEACHING LEARNERS  
WITH PHYSICAL HANDICAP IN REGULAR SCHOOLS IN KAMUKUNJI  
DIVISION, NAIROBI KENYA**

**BY**

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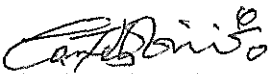
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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN  
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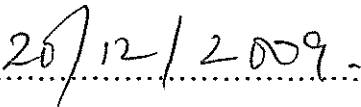
**DECEMBER , 2009**

## DECLARATION

I, Kabii Thiongo 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.....

Student

Date.....

## DEDICATION

From the core of my being, I dedicate this work to my beloved wife Regina Muthoni and my elderly and caring mom. Lucia waithira

**APPROVAL**

I certify that Kabii Thiongo carried out this research under my supervision.

 .....

20<sup>TH</sup> DEC. 2009 .....

MR. TINDI SEJE

DATE

## ACKNOWLEDGEMENT

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 am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my Supervisor Mr. Tindi seje who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

May God richly bless in you.

## ABSTRACT

The study is based on the challenges that the regular teachers face while teaching learners with physical handicaps. Physical handicap is a condition which makes it difficult for a person to move or manipulate the physical environments.

These conditions covers a wide range from the mild degree of clumsiness to severe degree where a person is in a wheel chair and needs a lot of help.

The researcher used the quantitative approach whereby the standardized tools and numerical data were used to explore the traits and situations. The data collected was analyzed using statistical methods whereby the results were interpreted to give the correct meaning of the study.

There were ten participants who were involved and the main target were the regular primary school teachers. The findings showed that most of the respondents have these learners with special needs in their regular classes but they are faced with problems in handling them.

Therefore, to improve and maintain the educational standards of learners with special needs in education the government should train more teachers on Special Needs Education so as to be equipped with the knowledge on how to handle learners with special needs.

## **Acronyms**

F.P.E	Free Primary Education
S.N.E	Special Needs Education
K.I.S.E	Kenya Institute of Special Education
U.N.I.S.E	Uganda National Institute Of Special Education
U.P.E	Universal Primary Education
M.O.E.S.T	Ministry of Education, Science and Technology
T.S.C	Teachers Service Commission
U.N.E.S.C.O	United Nations Educational Scientific and Cultural Organization.
U.N	United Nations.
K.I.U	Kampala International University.

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## **CHAPTER ONE**

### **BACKGROUND INFORMATION**

#### **INTRODUCTION**

In many countries all over the world including Kenya, the educational goal for every learner/child is to become an active participant in the society in which one lives.

Children with special needs in education worldwide have contributed to a lot of poor performance in schools and also in the communities. Some of these special needs include:- sensory and cognitive differences, emotional and behavioural problems, physical and multiple problems, health problems and many others. Among the African communities, these children were looked down upon from different perspectives and also on community beliefs. They were termed as beings who were incapable of performing any task given in the community. The researcher believes they can perform more given the opportunity.

Some of the African communities believed that among other difficulties, physical handicap was due to witchcraft, bad omen or a curse from God due to a wrong doing. Anyone who might be suffering from any of the physical disorders was neglected, isolated, rejected or even labeled by other members of the society. Due to isolation, these Children have been looked down as lesser beings and their self-esteem has been lowered.

In Kenya, education for learners who are physical handicapped was mostly provided in segregated settings, that is in boarding schools. The researcher has found that placing

learners with physical handicap in special boarding schools leads to segregation from their peers parents, siblings and other members of the community.

This could isolate them from day-to-day experiences with the community they would live in as adults. This isolation would also create a negative attitude of these children in the society hence becoming a barrier to socialization. The inclusion of these learners into regular schools would assist them to achieve their potentialities in a more favourable educational and social environmental. Hence it would also give them a chance to live with their families within their environment.

The Salamanca Declaration (1994) which was formulated at the world conference on Special Needs Education states that, "every child has a fundamental right to education and must be given the opportunity so as to achieve and maintain an acceptable level of learning". In Kenya there has been a minimal change in education of children with physical handicap since most of them are still in boarding and special schools. Due to the provision of free primary education that is compulsory for all children in respect to their abilities and disabilities, the children with special needs have not been left behind. The government has made an effort and is also training the regular primary school teachers on how to handle the learners with special needs in education through the in service courses. I would request the Ministry of Education to post teachers with special needs education to public schools so that these children can learn anywhere in Kenyan schools. The "normal" learners will also accept them and assist.

## **1.1 STATEMENT OF THE PROBLEM**

Physical difficulties are conditions that make it difficult for a child to move or manipulate the physical environment, interact freely and communicate easily. They cover a wide range of conditions, from the child who suffers from a mild degree of clumsiness to the child who is in a wheelchair and needs help with most aspects of daily living.

Physical handicap may be due to motor impairment whereby there is poor formation of bones and muscle systems. They are also associated with the nervous system, which includes brain, spinal cord, sensory organ, muscles and also the internal organs .

Due to the introduction of inclusion of learners with special needs in regular schools, the learners with physical handicap have not also been left behind. Lack of training to acquire the proper skills in handling the physical handicap learning in regular schools is becoming a big blow to the regular teachers which is making them face a lot of challenges when teaching these learners. Due to this, the research is mainly carried out to find out the challenges facing regular teachers teaching physically handicapped learners in Kamukunji division, Nairobi district Kenya.

## **1.2 AIM OF THE STUDY**

The purpose of this study is to investigate and get to the roots of the challenges facing regular teachers teaching the physically handicapped learners in regular schools in Kamukunji division. The most crucial factors for the successful implementation is inclusion, improving accessibility of environment, training of teachers and encouraging

the parents to be actively involved in education of their children with special needs like the physical handicap.

### **1.3 OBJECTIVES OF THE STUDY**

The chief objectives of the study are:-

- To find what the teachers know about the physical handicap.
- To find out the teachers' knowledge on education provision for learners with physical handicaps.
- To seek the teachers' views on what should be put in place for effective inclusion of learners with physical handicap.
- To find out researchers' knowledge on inclusive education.

### **1.4 RESEARCH QUESTIONS**

- The questions below will assist the researcher to make logical conclusions about the study.
- What is the teachers' knowledge about physical handicap?
- What is the teachers' knowledge about education provision for learners with physical handicap?
- What are the teachers' views on what should be put in place for effective inclusion of learners with physical handicap?
- What is the teachers' knowledge on inclusive education?

## **1.5 SIGNIFICANCE OF THE STUDY**

The findings of the research will assist the teachers to have a wider scope of knowledge on how to teach and handle learners who are physically handicapped in regular schools.

The findings will also help the researcher to investigate the challenges that the regular teachers face and the possible factors that could be influencing such challenges towards inclusion of learners with physical handicap in regular schools.

It will also help the government to come up with the strategic policies on what to be put in place for effective inclusion of learners with physical handicap. The findings will also help other researchers who are carrying out research on challenges faced by regular teachers teaching learners who are physically handicapped in regular schools.

The findings obtained may be used to advise the parents of the physically handicapped and the community on how best the physically handicapped should be handled at school and also in the community respectively.

The information gathered can also be used in creating awareness on how to break the physical barriers in order to provide a barrier free environment where the physically handicapped can operate on.

## **1.6 OPERATION DEFINITION OF TERMS**

1. Challenges refers to the hardships or difficulties one may be undergoing
2. Disability is the impact of impairment upon the performance of activities commonly accepted as the basic elements of everyday living e.g. walking, toileting bathing.
3. Physical handicaps are the conditions that cause malfunction or loss of bones or body tissues.
4. Handicap is a restriction of activity, which has come about as a result of society's attitudes towards a disability.
5. Regular teacher is a professionally trained teacher handling the 'normal' learners
6. Regular school is a learning environment where all learners with diverse needs learn together.
7. Inclusive education refers to school, centers of learning and educational system that are open to all children in respective of their conditions.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

This study pertains to the education provision of learners with physical handicap in regular schools.

General overview of the Researchers:

Most of the learners with physical handicap join special schools/units for the physically handicapped while the few are integrated in the regular schools. A lot of attention has been driven upon on the concept of inclusion on traditional beliefs, attitudes towards person with physical handicap and the barriers to successful inclusion.

### **2.1 AN OVERVIEW OF PHYSICAL HANDICAP**

The term physical handicap covers a wide range of conditions, from a child who suffers from a mild degree of clumsiness to the child who is in a wheelchair and needs help with most aspects of daily living. Most of children with physical disabilities have difficulties with language thus having some limitations on the degree of interaction with the environment that is possible and also with other people. The education of the physically handicapped caters for persons with factors like poliomyelitis, cerebral palsy, accidents and drug abuse.

These children have other disabilities like speech problems, hearing or visual impairment and mental retardation but in order for them to be classified as physically handicapped, their primary disability must relate on the physical condition.

Learners with physical handicap requires a special setting, specialized materials/equipments for maximum , social and educational developments.

Schools handling learners with physical handicap need to ensure easy and safe mobility of the handicapped. In addition, they also require orthopedic workshops to make some of the aids such as swimming pools for the hydrotherapy and adaptive aids such as book turners, crutches. The children should be assessed frequently so that the aids they are using can be changed as they grow. According to Kamunge report article 8.13 to 8.14, a lot of efforts have been made into the introduction of the inclusive education whereby the physically handicap can learn together with the non-handicapped in the regular schools. For one to be said that he/she is physically handicapped assessment must be done. The assessment strategies differ from the case of the involved handicap at hand.

The negative attitudes of the society towards a person with disabilities have persisted throughout the history of Special Needs Education. Due to the societies attitude, these names were abusive, derogative and dehumanizing (Randiki et al)

## **2.2 CAUSES OF PHYSICAL HANDICAP**

Physical handicap conditions can be as a result of many causes. Traditionally people believed that physical handicap was caused by witchcraft, curses or a punishment from God for wrongs done. It was also considered to be contagious (Randiki et al). In the modern world of today, physical handicap is caused by the following factors:-

environmental factors which may occur before a child is born, during birth or even after birth.

The other factor is the genetical/hereditary factors (Moore 1987, Ndurumo 1993, UNESCO 1987) physical handicap may also be caused by unknown causes which are above human knowledge.

Before a child is born, he/she can develop the physical handicap due to genetical or congenital factors.

The causes of the genetical factors could be as a result of Down syndrome, fragile X syndrome, cri-du-chat syndrome, Williams syndrome and spina bifida. Due to congenital factors physical handicap may be as a result of the use of illegal drugs like cocaine and heroin, harmful infections from diseases like the sexually transmitted diseases (S.T.D), material conditions leading to maternal anoxia (lack of the oxygen to the foetal brain) and Rhesus blood incompatibility. It may also be caused by the metabolic disorders that may lead to diabetes; also can be caused by the exposure of toxic materials like the X-ray and paint during the period of pregnancy.

During birth, a child may develop physical handicap due to the factor that if a child happens to be born before the forty weeks of gestation period are over or happens to be underweight i.e. less than two and half kilograms. It may also be due to the use of medical procedures such as forceps, vacuum suction and anesthesia. When a child has been born physical handicap may develop from malnutrition (rickets) daily life accidents,

diseases like measles, meningitis, polio, cerebral anoxia causes, brain tumour, brain hemorrhages, brain infections due to diseases like encephalitis and head injuries, cerebral palsy is neither a disease but a condition which results from brain damage. (Batsharwd and perret 1987).

The unknown causes of physical handicap which cannot be identified covers approximately twenty five percent of the parental cases. This therefore sometimes indicates that it is difficult to determine the causes of physical handicap. (Ndurumo 1993 UNESCO 1987)

### **2.3 TYPES OF PHYSICAL HANNDICAPS**

According to Kauffman and Hallahan D.P. 1988 physical handicap can be classified according to the parts of the body which are affected. There are three classes of physical handicap which includes neurological, muscular-skeletal and health impairment. The neurological conditions are those that affect the central nervous system (C.N.S) and examples of this condition are cerebral palsy, spina bifida, poliomyelitis, epilepsy and spinal cord injuries.

The muscular skeletal conditions are those that affect the health and the functioning of muscles, bones, joints and ligaments. Example of this condition include muscular dystrophy, osteogenesis imperfecto, junivenile rheumatoid, spinal curvatures, amputations and calve perthes.

Health impairments refers to the long term illness that weakens the body's ability to achieve its maximum. Examples of this condition include Acquired Immune Deficiency Syndrome (A.I.D.S), asthma, hemophilia, sickle cell anemia, heart conditions and juvenile diabetes mellitus.

## **2.4 CLASSIFICATION OF PHYSICAL HANDICAP**

In the modern world today, cerebral palsy covers the largest of the physically disabled children in special schools according to Cruickshaw 1986 cerebral is a long term condition which involves the damage or abnormality of the brain growth that causes paralysis or a motion that can manifest its self in different ways. One advantage of cerebral palsy is that is non progressive, incurable or non contagious condition and manageable.

Cerebral palsy is classified according to the limbs involved, brain damage and motor disability.

According the limb movement, it can further be broken down into the following:-

- a) Monoplegia – refers to a child whose one limb is paralyzed.
- b) Hemiplegia – Half of the body is involved affecting one upper limb and the lower limb of the body.
- c) Triplegia – refers to the paralysis of three parts of the body mainly the lower limbs and one upper limb.

d) Diplegia – refers to the paralysis of the legs and arms but arms are slightly affected.

e) Paraplegia – refers to the paralysis of the body parts from the waist downwards.

Classification according to the brain damage and motor disability can also be referred to as Neuroatomical classification (Bleck Eugene E. 1982). It can be classified into the following ways;-

b) Extra pyramidal – damages are found in the central part of the brain whose function is to co-ordinate movement, provide the sense of space (Kinesthetic) and to maintain equilibrium. The damage of the cerebellum may result in ataxia type of cerebral palsy.

c) cerebellar - cerebellum is the little brain whose function is to co-ordinate movement, provide the sense of space (kinesthetic) and to maintain equilibrium.

The damage of the cerebellum may result in ataxia type of cerebral palsy.

Classification according to movement classified by (American Academy for cerebral palsy 1956, Bleck Eugene E. 1982) spaciality occurs when the limb muscles are tight and with sudden movement or stretching, there is contraction. It is the most common among the children with cerebral palsy.

Athetosis is the second group in this case. The limbs have involuntary movements and as a result it stops any constructive movements; Ataxia refers to the lack of sense of balance, sense of position in space and unco-ordinated movement with feet apart, truck weaving and arms held at waist level to maintain balance.

Atonia cerebral palsy involves lack of muscle tone characterized by limpness and flaccidity. The last group according to Bleck Eugene. E 1982 is the mixed cerebral palsy involving both specificity and athleticism of the conditions involved it is the most severe conditions of all conditions.

Spina-bifida is a congenital condition in which the region of the body fails to develop properly. The unknown causes which are involved are incomplete in the development of the neural tube within thirty days to enclose the spiral cord.

As a result of this there are disabilities involved which include; hydrocephalus, bowel paralysis, bladder paralysis, loss of sensation, body deformities and flaccid paralysis of the truck and lower limb.

## **2.5 EFFECTS OF SPINABIFIDA ON LEARNING**

These conditions are associated with the following difficulties which may affect learning activities; paralyisi of the lower limbs which results to mobility problems, loss of sensations in the paralyzed parts of the body resulting to mobility problems and inability to used the limbs, club for resulting to mobility problems and inability to use the limbs, poor and bowel control resulting to lowering of self esteem, Hydrocephalus which may lead to brain damage and affect learning, lastly is the poor visual perception.

## **2.6 TREATMENT AND MANAGEMENT**

A collective approach which involves the multidisciplinary team of medical specialists is required. It should include the neurosurgeon, orthotic management which involves the

provision of braces and mobility devices for example calipers and wheel chairs to support those with the conditions Orthopedic surgery is required to correct the club foot deformities, spinal deformities of scoliosis and lordosis. Physical and occupational therapists should be contacted in time in order to assists in strengthening. Use of wheel chairs and clutch walking. Children with spinabifida ought to be taught the activities of daily living like toileting.

Epilepsy is another physical handicapping condition which affects the intellectual functioning. A child can be said to be suffering from epilepsy when fits. Seizures, spell and convulsions recur over and over again. According to Kauffman and Hallahan 1991, most of the epileptic convulsive seizures result from spontaneous, uncontrolled firing of the neurons in the brain.

The exact mechanism is not known but there is evidence that the lessens which cause this seizure may be indicated by injury to the brain or metabolic disorders, nutritional deficiencies, accidents, genetic factors or pre-natal birth injury. Temporary conditions may include digestive upsets, high fever or acute infections. It is advised that for any suspicion whether a child has convulsive disorder or not, should be referred to a physician for better evaluation. After a thorough neurological assessment the doctor will try to find out any physical abnormal that might be present. The treatment of epilepsy involves medication of anti-convulsants medications for every convulsive disorder experienced for a period of at least three to four years.



Another type of physical handicap is the muscular dystrophy which is characterized by wasting and weakening of muscles eventually leading to death. The Duchene type derived its name from a man called Duchene who experimented and delineated it in 1968. it affects boys more than girls.

Its causes are not well known but there is an exhibiting of inheritance pattern in families where the mother is the carrier who passes this to her male children. The girls remain carriers and on rare occasions they become affected.

The signs of a child with muscular dystrophy are tip-toe walking, slow, clumsy and awkward way of walking, protruding stomach and a hollow back, inability to stand quickly and contrutions in arms and legs. Muscular dystrophy also courses skeletal deformities.

Spinal cord injuries are another type of physical handicap, which is a neurological condition that affects the central nervous system. Most of these injuries comes as a result of accidents which may eventually lead to the paralyses of the parts of the body just below the specific injured part. The injuries ranges from mild to severe. In some cases, the injuries may also result to mental retardation. A lot of exercises can be used to revive the strength of the lost muscles.

Poliomyelitis is a vital infection of the motor cells in the spinal cord that affects the lower motor neurons and as a result causing limb defects and dysfunction. According to Bleck

1982, giving vaccines to children below the age of five can prevent poliomyelitis. Intervention strategies ought to be introduced so as the handicaps do not become a barrier in their day to day activities.

Acquired Immune Deficiency Syndrome (AIDS) is a health impairment which is physical handicap condition. It breaks down the immune system of the body leaving the individuals weak and very poor defense mechanism. It is transmitted through sexual contact with a carrier. The transfusion of a person whole blood is infected and through the use of unsterilized razors, syringes and other surgeries involving people affected.

The growth of infected children is poor and as such making them open to attacks which finally kills them due to poor body defense mechanism.

**(AIDS WATCH 1983)**

## **2.7 TRADITIONAL BELIEF CONCERNING PERSON WITH PHYSICAL HANDICAPS.**

People with disabilities do not exist isolation even when segregated, they are still seen as part and parcel of the community.

The attitudes of the community are mainly based on culturally accepted and shared ideas about the origins of the disability. The culturally perceived causes of at most importance as they may affect societies attitude towards persons with disabilities. (Disabilities Awareness in Action, 1985)

The African culture view on physical handicap differ from society to society. However, the most common cause is supernatural causes that are God's will punishment for wrong deeds, curse and witchcraft. Another perceived cause is inheritance, which is sometimes viewed as a family curse, where the handicap is taken as a punishment.

Witchcraft is the concept of some supernatural power by which an individual may become possessed and is mainly used for evil purposes (Gruce 1985, cited from Mwaura Thesis 2001). How the

Rest of the family treats a person with disability and society depends on the knowledge, belief and value system of that society (Kisanje 1985). As a result of not being accepted in the society the parents opts to send the child to a boarding school as a reason of sending him/her away since he/she is a burden to some families.

Among the Maasai community who are living in Kenya, children born with disabilities are treated the same way as other children in their community. They are neither neglected, favoured nor mistreated. In this community, it is wrong to kill or mistreat a deformed or impaired child because they are of the "same blood" meaning they are human beings. (Merker 1910)

## **2.8 EDUCATION PROVISION FOR LEARNERS WITH PHYSICAL HANDICAP**

Right from the lower age, the handicapped people had been accorded the extremely low social status and disabilities were regarded as a curse from God. From ancient time, right

up to the Victorian age, handicapped people had characteristically been accorded extremely of low social status. Some of the African communities the handicapped were seen as a liability to the community. (Hodgson 1593) and the physical handicap were not exceptional.

During the sixteenth and seventeenth centuries, new interest developed in the scientific approach to solutions of problems of all kinds including those of the handicapped. In Kenya after the Second World War in 1945, services were developed to rehabilitate persons with physical, visual impairment and brain damages. The churches like salvation Army and Lutheran church were managing education.

Later on special schools grew up to cater for the visually impaired, physically handicapped, mentally handicapped and hearing impaired. Some of the earliest special schools for the physically handicapped were Degoretti Childrens' Home which was started in 1961 by the Red Cross Society, joytown School for the physically handicapped in 1962 by the Salvation Army and many others.

## **2.9 INCLUSIVE EDUCATION**

- According to Daniel et all 2000, inclusive education refers to the process of addressing learner's needs within education, all available resources must be used. It creates opportunities to learning and preparing learners for life.

- Inclusion refers to and focuses on adjusting the home school and society at large so that all individuals can have the opportunity to interact, play, learn, experience the feeling of belonging and develop in accordance with their potentials and difficulties. (K.I.S.E. Bulletin Dr. Kestensen Kurt.)

In most countries including Kenya, inclusion of persons with disabilities in a school was done in a segregated setting (boarding special school) all the available expertise has been concentrated in an attempt to educate those learners with special needs in the best way, because of the unusual special instruction provided in these schools. Segregation of these learners is now perceived but the prevailing view is that they could be educated together with their peers in regular educational settings.

The consequence is that regular and special education as separate system that includes a wide range of learners known as “inclusion”

This system of educating learners with special in regular schools is therefore becoming one of the central global trends in the provision of special needs education around the world.(Leyser et al, 1994)

In some years back Kenya has had a number of education commissions such as:-

Ominde Report (1964) which was the first education commission after independence and advocate for inclusion of children within special needs in education into regular schools.

Gachathi Report (1976) its policies and objectives advocated for the inclusion n of learners with special needs in the society Kenya Development plan (1984 – 1988) which

emphasized on the need to instigate inclusion of learners with disabilities into regular school system.

Republic of Kenya Education for All 1991 and beyond July 1992.

Other Commissions from other International Organization such as the U.N. convention on the rights of the child 1989, United Nations adopted a convention on the rights of the children.

The Salamanca statement 1994) and the world conference on special needs education organized by UNESCO adopted the statement on inclusion by acclamation. Some of the working documents were:-

- i) Every child has unique characteristic, interest, abilities and learning needs.
- ii) Every child has fundamental right to education
- iii) Education systems should be designed and programs implemented to take into account the wide diversity of characteristics and needs (KISE Bulletin 2002 by Kurt)

In this study the researcher is going to use the following definition “inclusion refers to and focuses on adjusting the home, school and society at large so that all individuals can have the opportunity to interact play and learn”.

The researcher chose the above definition because inclusion should be seen as an all-round issue to a growing child since the society, school and home are all involved and

each plays an important role. Every individual learners should participate equally regardless of any disability through interaction, play, learning, experiencing the sense of belonging within their environment.

Therefore “inclusion is a process of transforming regular schools rather than reforming special education. This is in line with the statement made during the World Conference on Special Needs Education (Salamanca 1994).

## **2.9 OBJECTIVES OF INCLUSION**

For any policy to succeed there must be some objections to be achieved at the end of it all. Inclusion provides a comprehensive plan and modifies the curriculum to maximize the opportunity to learners with special needs in order for them to become productive members of the society.

The following are the objectives of inclusion:-

- To develop a positive attitude in parents, teachers, peers and the community at large.
- To provide equal opportunity to all children to share knowledge and friendships.
- To suggest approaches and teaching to accommodate all children in regular classes regardless of their disabilities.

## **2.10 PRINCIPLES OF INCLUSIVE EDUCATION**

In any set-up/organization, all members should be treated equally and appreciated in all aspects. Therefore;-

- i) Learners with special needs in education should be made to feel that they belong to the same school system as the other learners.
- ii) Inclusion must consider that some learners with disabilities or severely multi-handicapped would require more specialized training outside the classroom.
- iii) Inclusion should aim at overcoming barrier to learning and development  
(Kurt Kristen Sen 2000)

## **2.11 IMPLEMENTATION OF INCLUSIVE EDUCATION**

The aim of inclusive is to help children with special needs in the regular classrooms. The Ministry of Education, head teachers, Parents and the public need to understand the term inclusion. This change in attitude need to be supported by people with disability, parents of the disabled children and the EARS staff.

The EARS staff must help the children with special needs to be accepted in the regular schools system by giving them and their teachers necessary support and professional help. The move towards inclusive education should be gradualistic and that it will affect the children differently according to the nature of degree of their special needs. The implementation of inclusive education in Kenya requires the development of appropriated and relevant pre-service training courses for teachers. The past training programmes have resulted to lack of awareness and skills among existing teachers in identifying needs of learners within the system and proving the curriculum flexibility.



## 2.11 INCLUSIVE EDUCATION PRACTICES IN KENYA

Kenya has adapted a systematic approach in formulating policy and implementing inclusive education. The Ministry of Education is currently developing an inclusive education policy that will enable the parents to have a say in the programmes offered to their children and also learners will have access to education programmes of their choice in their local communities. Kenya has embarked on training professionals in the Kenya Institute of Special Education (KISE) Kenyatta University (KU) and Maseno University of emphasize of the elimination of barriers to learning as opposed to disability. Since NGO's and churches have embarked on projects or initiatives towards inclusive education in Kenya. These projects are;

- a) The low vision programme for learners with visual impairment supported by Christofell Blinden Mission is facilitating inclusion of learners with vision.
- b) The catholic church is helping in the establishment of small homes close to regular schools so as to make it easier for the physically handicapped to reach school where transport is a problem.

To ensure that disabled children have access to quality education in regular schools KISE in the year 2000 embarked on aggressive national wide Distance Learning, training program for primary school teachers and anybody else working closely with children with special needs. The government aims to ensure that by the year 2015, all schools in Kenya will have at least one trained teacher in special needs Education.

On 4<sup>th</sup> July 2003, the Honorable Moody Awori, while addressing people at Muranga's school for the deaf, said school for the physically handicapped children are to be abolished and children who are blind, deaf or physically challenged in any way will be admitted into regular schools. He further said that special schools will also admit regular pupils as the government opts for integrated system where children with disability will not be confined to special schools. He also said that the government wanted handicapped children to attend 'normal' schools with other pupils as the government policy is integration.

In so doing, in the new system, special classroom adjustment will have to be done to enable those with special needs in education have a conducive atmosphere comfortably. He warned that those parents who refuse to take their children with disability to school, will be arrested and prosecuted in the court of law.

### **2.13 BARRIES THAT MAY HINDER INCLUSIVE EDUCATION**

The problems experienced by learners with disabilities could be due to some factors like social, cultural nor individual factors such as;

- i) Negative attitude in the school and the society.
- ii) Lack of access to education facilities.
- iii) Lack of teaching aids and equipments.
- iv) Location in the school physical surrounding that may not be accessible.
- v) Teaching methods not meeting the learners needs.

## 2.14 HOW TO OVER COME AND MINIMIZE THE BARRIERS

Below are some of the conditions that would possibly eliminate the barriers and create effective inclusion in schools.

- i) Adoption of curriculum to suit the physically handicapped learners, modification of the equipment and daily living skills for easy access to different parts of the surroundings.
- ii) Teachers training programmes should emphasis a child centered approach in teaching and include on orientation about special needs education.
- iii) Sensitizing the whole community on the importance of accepting a learner with physical handicap in an inclusive setting.
- iv) Identifying the barriers that can be tackled immediately like providing facilities.
- v) Recognizing the negative attitudes that affect learning. To achieve a successful “inclusion” it requires accepting and adjusting the environment to include individual learners with special needs in education without changing completely the environment.

In conclusion therefore, caters for children who have special needs in education. It is a holistic concept that includes invisible special needs in children like the orphans and malnourished that may not fit in the traditional categories of children with special needs. To crown it all, inclusion creates a school for all children.

## **2.15 ATTITUDES**

This is a common word which is widely used in our everyday life. Different researchers have come up with a variety of definitions in relation to attitude.

According to Allport (1954), attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with what it is related. Trandis (1971) defines attitude as an idea charged with motion which speeds up some particular actions to a particular class of social situations. This implies that an attitude refers to one's idea, knowledge or perception of a given object.

## **2.16 COMPONENTS OF ATTITUDE**

According to the famous psychologist, Triandis (1971) attitude have three components namely:- Cognitive, affective and behavioural components.

### **i) Cognitive components**

This component deals with the mental ability of an individual (the way people think). It contains the idea, thoughts and belief. Ideas and thoughts are often seen in responses to different stimuli. For example, people may have different beliefs on the cause of physical handicap and may attribute the causes to different factors.

These attributes may lead them to develop either positive or negative attitudes towards the conditions of physical handicap.

For example people believe that physical handicap is as a result of a curse from God which will make them have a negative attitude on the knowledge and thought about children with physical handicap.

## **ii) Affective Component**

This is the way human beings feel about something on a situation. Affective component consists of feelings, moods and emotions that people experience in relation to an object. These responses can range from extremely positive to extremely negative. For example if a person feels good or bad when he/she thinks about a certain issue we can say that he/she has a positive or negative attitude towards that issue.

Therefore, it is possible to say that people who experience positive effective reactions will have a positive attitude towards that issue and vice versa. (Rosenberg et all, 1960).

## **iii) Behavioural component**

They contain actions that people portray in relation to the attitudes, objects or one's wish to act in particular manner (Triandis, 1971).

Since these behavioural responses ranges from extremely positive to extremely negative they can be evaluated meaningfully. For example, people who portray a negative attitude towards an object will show a behaviour that is negative. In line to this psychologist agree that attitudes determines on what we attend to in our environment, how we perceive the information about the object of our attention and how we respond to that object (Barn 1991) cited in Mwaura's Thesis.

## **2.17 EFFECTS OF PHYSICAL HANDICAP ON A CHILD**

### **i) Psychological effects**

The way a person behaves has no relation with the condition that he/she is undergoing. The physically challenged are varied on their psychological characteristics as non-disabled children. The way they adopt to their physical limitations and how they respond to the social inter-personal situations greatly depends on how parents, siblings, peers, teachers and the general society react to them. Personality adjustment is the major problem to learners with physical handicap.

People with physical handicap should be encouraged to come out and try / exercise their abilities. If a person with physical handicap is treated with respect than he/she is motivated and develops high self-esteem. It is important for physically handicapped to be treated with respect since if so not done they will limit their potentials and also their participation in the society.

### **ii) Environmental effects**

how much a person with handicap will react depends on the way the society views him/her in the cause of the day to day activities. Most of the buildings in our country have no room for persons with disabilities.

This makes it difficult for these people do their day to day activities.

Modification of the environment need to be done so as accommodate the physically handicapped. These places which needs to be adjusted are the;- toilets, stairs cases, doors, kitchen environment, telephone booths and many others.

### **iii) Effects on Motor-function**

Depending on the disability and the causes, each and every case should be handled with care and caution, people with physical handicap either have no mobility or if there's, it is limited. For example the paralysis case, if the limbs to move affectively and adequately is adversely affected. The developmental milestone of children with physical handicap is delayed.

Children experiencing chronic health problems like AIDS and Asthma do not participate fully due to their conditions that limit them.

## **2.18 ATTITUDES TOWARDS LEARNERS WITH PHYSICAL HANDICAP**

There are a number of disabilities which include visually handicapped, hearing impaired, mentally handicapped and physically handicapped. These all refers to a disability which means loss of function due to an impairment.

This historical beliefs regarding persons with disability differs from society to society. In ancient times they were not valued in regard to human rights. The history reveals many examples of people with physical handicap being labeled as terrible, kiwete, cripple or dangerous (Ellywood 1985) some were killed, abandoned to die or condemned in asylum where they were hidden from society away from any education.

Most of the African communities including Kenya, physical handicap was regarded as a curse form God. People believed that if one happened to associate with them would probably become a physical; handicap.

According to Alexander Graham Bell who was one of the famous scientist in the early 20<sup>th</sup> century, “physical handicap” was a defective variety of the human race.

The communities socially accepted them than many others with different disabilities hence they were considered to be unusually strong and hardworking. Therefore they were allowed to develop their full potentials within the limits of their abilities.

According to Oliver (1990) the attitude of boys in the society brings the social and physical barrier which aggravates disability and limits employment opportunities for the physical challenged.

The community therefore needs to be educated fully on the causes of disability and how these learners can be accommodated in the society so that they also play an important role in the nation building like everybody else.

However, if one is to consider the attitudes of our own communities in Kenya and that of Ancient Greeks, the Romans and Israelites towards the physical handicap and the impact of these cultures have upon the foundation of our modern society, then one can conclude that attitudes can be handed down through centuries and penetrate society’s perceptions towards the physical handicaps and other disabilities. (Cited from Mwaura’s Thessis, 2002)



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The main purpose of carrying out this study was to investigate the challenges that the regular teachers face while teaching learners with physical handicap in regular schools. To be able to get the information on the challenges that the regular teachers face, the study is focused on the following themes based on the questionnaire.

- ❖ Knowledge and understanding of the physical handicap.
- ❖ Education provision for learners with physical handicap
- ❖ Knowledge and understanding of the concept of inclusion.
- ❖ Factors to be considered when including learners with physical handicap in regular schools.

In this chapter the researcher has discussed the methods. he used under the following topics.

- Research approach
- Population and sample
- Sampling procedure
- Instrumentation
- Procedure of the study.

#### **3.1 RESEARCH APPROACH**

There are two types of research approaches i.e. quantitative approach and qualitative approach. The researcher used the quantitative approach because unlike the qualitative

approach, its better since standardized tools are used and numerical data is used to explore, traits and situations. The data collected is then analyzed using the statistical methods so as to arrive at the results which are then interpreted to give the correct meaning of the study.

### **3.2 RESEARCH DESIGN**

The three main types of research design are survey, case study and experimental.

The researcher used the survey method of educational research as a technique of gathering information on the research topic.

The researcher chose this design because people who were more involved with learners with physical handicap are the teachers who happens to spend most of their time with the children with disabilities. The researcher used questionnaire from population of the study. Random sampling was also used to arrive to the schools that were selected.

### **3.3 POPULATION AND SAMPLE**

The targeted population of this study were the regular teachers within Kumukunji division. The researcher chose ten schools from the division which are not far from each other. Three teachers were chosen from each school making a total number of thirty.

### **3.4 SAMPLING PROCEDURE**

In order to get the required sample of the study, the researcher used random sampling procedure to get the respondents. This is because all the respondents had an equal chance of getting the samples.

However, to get the sample of the schools, the researcher used purposeful sampling procedure. This is because in this type of sampling the researcher has a free hand to select the school of her/his choice whereby he was able to carryout the study with minimal limitations.

### **3.5 INSTRUMENTATION**

In this study the researcher used a self administered questionnaire to collect data from the respondents. This is because the questionnaire is easier to administer unlike other instruments like checklists. The questionnaire is advantageous in that data is obtained within a short time.

### **3.6 PROCEDURE OF THE STUDY**

The researcher used the following procedure to collect the data.

After getting the title of the study the researcher read widely to get more information about the study which is the literature review. This was to make the researcher get more knowledge about the title by:-

- ❖ Developing of instruments.
- ❖ Pre-testing the tools
- ❖ Writing of the proposal.

## CHAPTER FOUR

### 3.0 PRESENTATION ANALYSIS AND DISCUSSION OF DATA

#### 4.1 INTRODUCTION

The main purpose of this study was to investigate the challenges and tasks that the regular teachers come across while teaching learners with physical handicap. In this chapter the researcher has presented, analyzed and discussed in detail the data based on the objectives under the following themes:-

Knowledge about physical handicap

Provision of education to learners with physical handicap.

Important factors to consider prior to including learners with physical handicap in regular schools.

The researcher analyzed the data and the questions, which had similarities combined and tabulated with a brief explanation on each table.

#### A. PERSONAL INFORMATION

##### 4.2 Gender – Male, Female

Table 1

Gender	Frequency	%
Male	7	35%
Female	13	65%
Total	20	100%

Table 1 above indicates majority (65%) of the respondents are female compared to male which is only 35%. The result imply that most of male teachers in the district prefer working in their home districts. Most of the female teachers happens to be working in Nairobi perhaps due to the aspect of their spouses working in Nairobi

### 4.3 Age

Table 2

Age	Frequency	Percentage%
20 – 30	6	30%
21		
31 – 40	10	50%
32		
41 – 50	4	20%
Over 50	0	0%
Total	20	100%

The table above show that most of the respondents fall in the age bracket as follows:-

- i) 20 – 30 forming 30%
- ii) 31 – 40 years a percentage of 50%
- iii) 41 – 50 years a percentage of 20%. The results distinctively indicate that most of the respondents are comprised of a mixture of young and middle ages.

#### 4.4 Level of education

Table 3

Level	Frequency	Percentage
O Level	17	85%
A Level	3	15%
K.C.P.E	0	0%
Total	20	100%

The table 3 above shows:-

- i) 85% of the respondents are O level
- ii) 15% are A level

Concussively, the highest percentage which is 85% of the respondents could be due to the fact that most of teachers belong to the 8 – 4 – 4 education system.

#### 4.5 Current grade of the teacher

Table 4

Grade	Frequency	Percentage
A.T.S	2	10%
P 1	16	80%
P 2	2	10%
P 3	0	0%
Total	20	100%

Table 4 above shows: that of the respondents

- i) 80% are P 1 teachers
- ii) 10% are A.T.S teachers
- iii) 10% are P 3 teachers

High cost of living in urban areas could be the major financial constraints depriving the teacher opportunities to further their education hence, the highest percentage lies at the P1 hold trade

#### 4.6 Teaching experience

**Table 5**

Experience	Frequency	Percentage
0 – 5 years	6	30%
6 – 10 years	10	50%
11 – 15 years	3	15%
16 – 20 years	1	5%
Over 20 years	-	0%
Total	20	100%

The above table 5 denoted that majority of the respondents have taught between the duration of 6 – 10 years having a percentage of 50% followed by those who have taught between 0 – 5 years with 30% then 11 – 15 years with 15%. The least of the groups is that have taught between 16 – 20 years which is represented by 5%. The group that is over 20 years happened to have no respondents.

The variance could be contributed to the fact that a big number of the teachers falling in the category of 6 – 10 years could have come as a result of 8.4.4. education.

This is also seen in the previous discussed table.

#### 4.7 Number of pupils you are teaching

Table 6

Number of pupils	Frequency	Percentage
20 – 40	0	0%
41 – 60	2	10%
61 – 80	6	30%
81 – 100	12	60%
Above 100	0	0%
Total	20	100%

From the table most of the schools have classes with children ranging between 81 – 100 with a percentage of 60%. This is due to the provision of free primary education. It is followed by 30% with children ranging from 61 – 80. The least was 10% whereby the children ranged from 41 – 60%.

The majority of the respondents indicated that they were of the handicapped learners perhaps because of the indiscriminative 8-4-4 education policy that encourages schools enrollments despite the learners physical limitations. The media has also stepped up campaigns to create awareness of the handicapped children so that they can be accepted in the society.



## B. KNOWLEDGE ABOUT PHYSICAL HANDICAP

4.8 Have you ever come across a person who is physically handicapped?

Table 7

Response	Frequency	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

The table above evidently indicate that:-

1. 90% (the majority) of the respondents have come across physically handicapped people.
2. 10% has never

logically, it points out clearly that learners with handicaps are now being accepted in regular schools.

The 90% of the respondents identified the physically handicapped by their use of wheel chairs and sketches.

#### 4,9 In your own opinion what is the main cause of physical handicap?

Table 8

Cause	Frequency	Percentage
Witchcraft	4	20%
Accident	13	65%
Curse	2	10%
I do not know	1	5%
Total	20	100%

From the above table, majority of the respondents said that the main cause of physical handicap is accident which had 65% mainly due to the high road accidents in Kenya followed by the witchcraft with 20% then curse with 10% and only one person who said that she did not know. Some of the respondents still belief that physical handicap is brought by either witchcraft or curse.

#### 4.10 In your own community how were the physical handicapped treated?

Table 9

Treatment	Frequency	Percentage
Thrown away	1	5%
Neglected	5	25%
Sympathized with	14	72%
I do not know	-	-
Total	20	100%

The above table indicates that:-

- i) 72% of the respondents said that the physically handicapped were sympathized with.
- ii) 25% said that they were neglected.
- iii) 5% indicated that they were thrown away.

The 5% said the children were thrown away by their parents on that they had disabilities.

## C KNOWLEDGE ON EDUCATION PROVISION

**4.11 In your own opinion, do you think with physical handicap should be educated?**

Table 10

Response	Frequency	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

The table above denotes that all the respondents have the idea that the learners with physical handicap should like any other 'Normal' learners. The response was 100%. The reasons for them to be educated were to make them interact with the community they are living in freely, so that they can acquire skills and knowledge on how to deal with their day to day life. Lastly, they are part and parcel of the community and family so they deserve to live happily comfortable like any other person.

#### 4.11 Where should they be educated at?

Table 11

School	Frequency	Percentage
Special schools	6	30%
Regular schools	5	25%
Units within regular schools	9	45%
Total	20	100%

From the table above, 45% of the respondents said that learners with physical handicap should be educated in the units within the regular schools. This could be due to the fact that most of the 'normal' learners. 30% of the respondents said that these learners should be educated in the special schools for the physically handicapped in regular schools. This indicated that the 25% of the respondents had some knowledge on inclusion.

## 5 KNOWLEDGE ON INCLUSIVE EDUCATION

#### 4.13 In your current school do you have children/learners with special problems

Table 12

Response	Frequency	Percentage
Yes	17	85%
No	3	15%
Total	20	100%

From the table above 85% of the respondents said that they have learners with special problems in their school, 15% of the respondents said that they do not have learners with special problems. This could possibly be due to the fact that they did not understand the meaning of special problems or the school lack essential equipment to facilitate the learning by the children with special needs.

#### 4.14 Do you think these learners always lower the class mean score?

Table 13

Response	Frequency	Percentage
Yes	9	45%
No	11	55%
Total	20	100%

The table above shows that 55% of the respondents said that learners with physical handicap do not always lower the class mean score while 45% of the respondents said that these learners lower the mean score.

The respondents who said 'No explained that most of them are talented in education wise and bright while those who said Yes explained that some of these learners are slow learners, have a lot absenteeism, some teachers do not give them special attention since they take time to understand a concept, the schools failure to put in place relevant equipment besides mixing of all pupils disregarding their abilities.

**4.15 Are there some subjects that they do not fair on well?**

Table 14

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	15	75%
No	5	25%
Total	20	100%

Table 14 above 75% of the respondents said yes that there are some subjects that these learners do not fair on well and 25% of the respondents said No.

The respondents who said Yes justified their response that some of the practical lessons like science, mathematics and physical education make them not to fair well. Also the time allocated which seems to be not justified that some of these learners are talented and some when given enough time and attention can fair on well.

**E. FACTORS TO BE CONSIDERED BEFORE INCLUDING LEARNERS WITHPHYSICAL HANDICAP IN REGULAR SCHOOLS.**

4.16 Can you list down two factors that may be considered so that that learners with physical handicap can learn in regular schools.

Since this was an open question whereby the respondents were free to write from their own choices of the respondents said that:-

- i) The environment should be made barrier free for the learners with physical handicap whereby the facilities like classes should be spacious and rails and ramps should be established in the learning environment for free movement .
- ii) The teachers should be well equipped with skills and knowledge on how to handle these learners with physical handicap.
- iii) The ‘normal ‘pupils and those with physical handicap should not be placed in the same class.

**4.17 Would you comfortably accept to teach learners with physical handicap in an inclusive setting?**

Table 15

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	17	85%
No	3	15%
Total	20	100%

From the table above 85% of the respondents said that they would comfortably teach learners with physical handicap in an inclusive setting because they feel that these.

Learners are like other learners in the society and needs to be accepted in the society so it should start from school. The 15% of the respondents who said No justified that they should acquire knowledge first on how to handle these learners but without knowledge cannot be comfortable. Also they said that these learners requires a lot of time during the lesson hence dragging the class behind.

## **CHAPTER FIVE**

### **4.0 SUMMARY, RECOMMENDATIONS AND CONCLUSION**

#### **SUMMARY**

The aim of the summary of this study is to investigate out the challenges that the regular teachers face while teaching learners with physical handicap in regular schools in Kamukunji division Nairobi district.

The study was guided by the main research question “what are the challenges that the regular teachers face while teaching learners with physical handicap in regular schools?”

In order to be able to investigate the challenges that the regular teachers face, the study focused on the following themes which were based on the research questionnaires described on the previous chapter.

- a) Knowledge about the physical handicap
- b) Knowledge about inclusion
- c) Provision of education of learners with physical handicap
- d) Factors to consider before including learners with physical handicap in regular schools.

#### **5.1 KNOWLEDGE ABOUT THE PHYSICAL HANDICAP**

From the findings 90% of the respondents have had learners with physical handicap in their various schools.



The other 10% lacked the knowledge and awareness of various disabilities in their schools. Most of the teachers had come into contact in one way or the other with learners who are physical handicapped. This was probably noticed that they could not cope with the academic standards of the learners without disabilities.

The findings show that positive contact and exposure to children with special needs are important factors for the “inclusion “ in regular schools.

The main cause of physical handicap ranged from accidents to curses. Most of the respondents gave accidents 60% as the major cause while some of the respondents gave witchcraft 20% and curses 10%. This clearly indicated that it was due to lack of knowledge and awareness as far as basic knowledge on special needs in education in concerned.

Accidents happened to take a big percentage as a cause of physical handicap condition due to a number of road accidents that happen in Kenya.

From the study, the researcher found out that most of the respondents had a good knowledge on the causes of physical handicap. In most of the communities the physically handicapped were sympathized with while those lacked the knowledge threw them away since they were seen as lesser beings and unbearable burden in the society.

## 5.2 KNOWLEDGE ABOUT INCLUSION

According to UNESCO 1994, the Salamanca declaration states 'education is a right, need and necessity for every child regardless to his/her social, cultural background, economic status, ability or special needs' on being presented on the question whether learners with physical handicap should be educated, 100% of the respondents clearly explained that these learners should be educated.

Due to lack of knowledge on 'inclusion' 45% of the respondents said that they should be educated in the special units within the regular schools. 30% of the respondents felt that they should be educated in the special schools whereby they should not interfere with the learning of the 'normal' learners.

This also clearly indicates that there is need to create awareness on inclusion and these learners are like any other learner in the society despite the disability. Only 25% of the respondents had the concept of inclusion and felt that since they are like any other learner in the school, they should be educated in the regular schools where they play, interact and feel accepted by the other learners. From the study, it shows that there is need to create awareness on inclusion to the teachers, pupils and the society at large so that learners can feel comfortable and as part and parcel of the community they are living in.

### 5.3 PROVISION OF EDUCATION OF LEARNERS WITH PHYSICAL HANDICAP

The World Conference on Education for All (E.F.A) 1990 stated that 'education is a right for every child regardless of social cultural background economic states or special needs.

Therefore, from the findings 85% of the respondents indicated that in their current schools there are learners with special needs. Due to lack of concern and concept of the word special needs. 15% said that there are no learners with special needs in their school. 55% said that these learners do not always lower the class mean score since they are bright and talented. In few cases, where 45% said that they lower the mean score these could be due to their absenteeism and lack of special attention since the teachers are handling class of more than fifty learners. This makes the teachers not to have extra time to handle these learners with special needs.

In some subjects like practical lesson and mathematics, these learners tend not to fair well in some of these practical lessons like science and the Physical Education (P.E).

In mathematics, this could be due to lack of concentration and the time given which makes them perform poorly thus lowering the class mean score.

The respondents had the opinion that such learners may not benefit due to the high number of learners in the regular schools. Most of the respondents feel that the

curriculum is wide and overloaded thus making it difficult to teach effectively. Therefore, the present curriculum requires some modification so as to cater for both the normal and the learners with disabilities.

#### **5.4 FACTORS TO CONSIDER BEFORE INCLUDING LEARNERS WITH PHYSICAL HANDICAP IN REGULAR SCHOOLS.**

Although learners with disabilities have been separated from their peers without the disabilities through boarding in day schools where they can go back home in the evening.

For the learners with physical handicapped to learn regular schools the environment should be made barrier free, the classes should be made spacious for free movement, rails and ramps should be established also for free movement the teachers should be equipped with the knowledge through attending the in service courses on special education . from table 13, shows that 85% would comfortably accept to teach these learners in an inclusive setting.

#### **5.5 RECOMMENDATIONS**

In relations to the findings of the entire study, the researcher recommend the following so as to help in maintaining and improving the education standards of learners with physical handicap. The paper clearly highlights on the actual known causes of the disabling conditions in an effort to extend awareness of the psychological trauma that these children undergo and try to reduce if no eradicate the common African beliefs of curses and witchcraft.

- i) The adaptation and modification of the curriculum should be made to cater for the individual needs.
- ii) All the teachers, social workers and any other person working with the children with physical handicap should be trained so as to acquire knowledge and skills on how to handle these children with the said condition.
- iii) Parents should be educated on the dangers of child abuse where some parents burn their children's hands so as to punish them may be for the wrong done or being ignorant. The burns may cause a permanent disability to the child abused.
- iv) The family life programmes should advise persons wanting to marry on genetic counseling in an effort to try and curb some of the conditions which might be due to the inheritance.
- v) Enhancement of team work and co-operation among teachers, parents and other professionals.
- vi) The government should give provisions in the employment policy to help have as many disabled persons as possible get employment.
- vii) Tape recorders and other alternative means should be used in examination situations to tape answers from the learners with physical handicap who cannot shade the ellipses especially due to ataxic type of cerebral palsy but can vocalize the answers. Marking can be done by re-playing the tape and listening to the answers.
- viii) Teachers should be motivated by being promoted after attending the short courses.

- ix) To help them with a decent living their education syllabus should include apprenticeship skills development.
- x) The society should be sensitized to come forth to the rescue of the physically handicapped children and assist in 52 the provision of devices like wheelchair without which their mobility is at stake.
- xi) The people with disabilities should come forth and prove that disability is not inability by self-emancipation instead of resorting to street begging.
- xii) The teachers service commission should employ more trained teachers so as to reduce the work – load of teachers in the primary regular schools. This will pave way for the teachers to have smaller classes and thus able to get humble time to attend to each individual with special needs appropriately.
- xiii) The public should be made aware through the mass media on the problems and needs of the handicapped so that they can be able to help the children develop a positive self-concept about themselves.

## 5.6 CONCLUSION

The researcher found out from the study that teachers in Kamukunji division have some basic knowledge on physical handicap. This shows that some teachers if not all have some positive attitude towards the physically handicapped.

The study showed that teachers have no skills on how to handle learners with physical handicapped. Also lack of teaching aids and equipment is a disadvantage to learners who depend on the learning materials like head pointers. Pager turners.

The learning facilities and the environment are not suitable enough for the disabled learners.

The curriculum is very much congested to cater for all learners in an inclusive setting.

Lack of seminars and workshops on the needs of special education for teachers who feel that they are wasting the children's time.

The teachers are overloaded with a lot of work whereby there is limited time to attend the individuals with special needs. Also their pay is another issue whereby they are lowly paid despite their tedious work they do.

The study also showed that majority of the teachers are willing to assist these learners with physical handicap if only they are equipped with knowledge and skills. Regular teachers do not accept education of learners with physical handicap as part of their job due to lack of skills and limited access to resources to assist these learners.

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**APPENDIX. A. QUESTIONNAIRE**

**QUESTIONNAIRE FOR TEACHERS**

This questionnaire is for an academic paper entitled “challenges facing regular teachers teaching learners with physical handicap in regular schools” by Joseph Karuma M’kuura a student of Kampala International University. Any information obtained will be confidential.

**INSTRUCTIONS**

This questionnaire is to be filled by the teachers.

Tick the most appropriate response in the boxes provided.

For structural questions fill in your own opinion.

MALE.....

FEMALE.....

ACADEMIC QUALIFICATION: UT  P2  P3  P1

DIPLOMA  GRADUATE

SCHOOL’S NAME:.....

**PERSONAL INFORMATION**

Gender

Male

Female

Age

20-30

31-40

41-50

Over 50

Level of education

O Level

A Level

Graduate

Current grade of the teacher

A.T.S

P1

P2

P3

Teaching experience

0-5 years

6-10 years

11-15 years

16-20 years

Over 20 years

Number of people you are teaching

20-40

41-60

61-80

81-100

Above 100

Questions:

1. Have you ever come across a person who is physically handicapped? Yes/No

.....

2. In your own opinion what is the main cause of physical handicap?

Witchcraft

Accident

Curse

I do not know

3. In your own community how were the physical handicapped treated?

Thrown away

Neglected sympathized with

I do not know

4. In your own opinion do you think learners with physical handicap should be educated?

Yes

No

Explain.....

5. Where should physically handicapped be should be educated?

Special schools

Regular schools

Units within regular schools

6. In your current school do you have children/ learners with special problems?

Yes

No

7. Do you think these learners always lower the class mean score?

Yes

No

8. Are there some subjects that they do not fair on well?

Yes

No

9. Would you comfortably accept to teach learners with physical handicap in an inclusive setting?

Yes

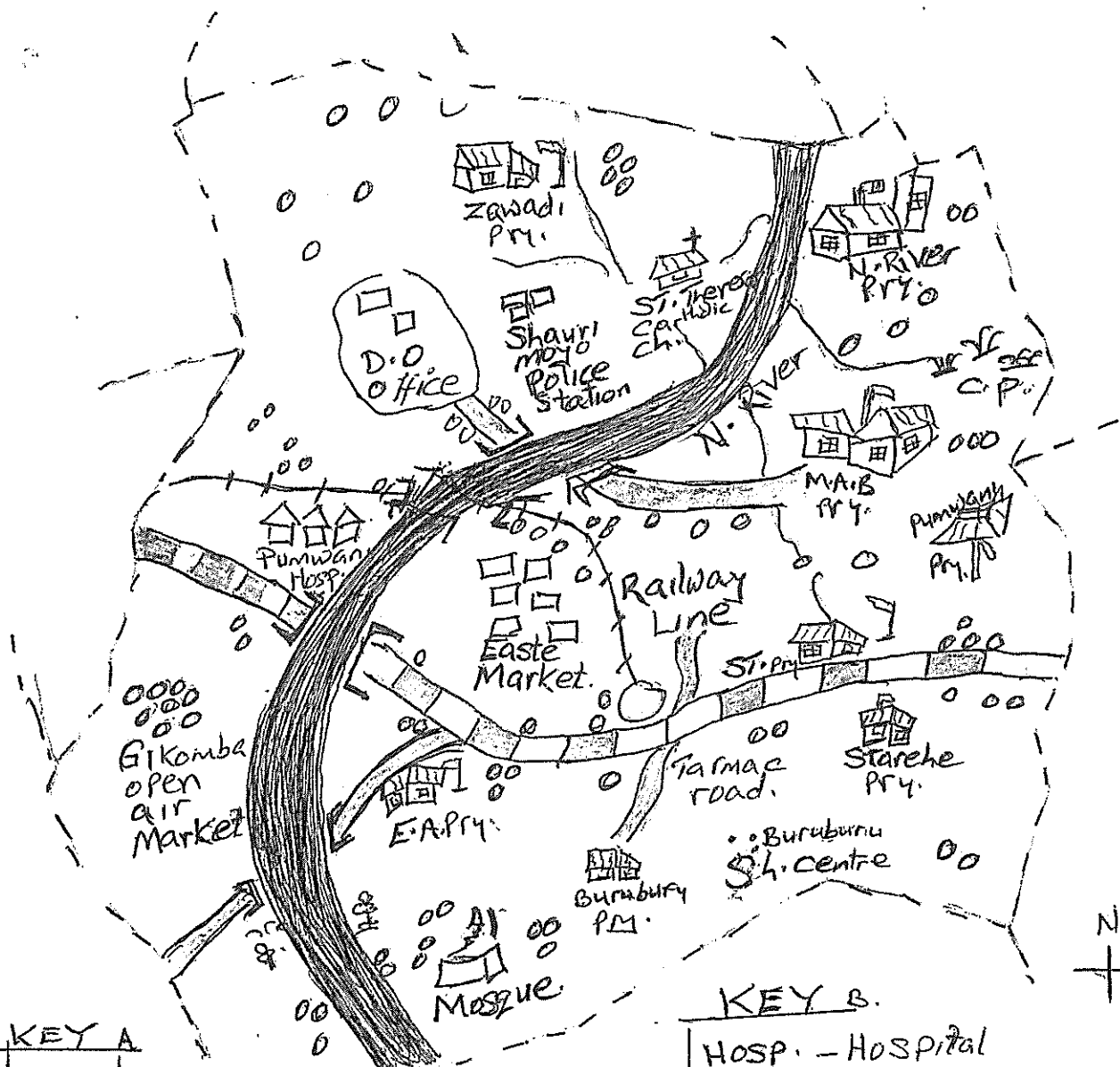
No

10. According to your own experience what should be done to the school so as to make the learners with physical handicap learn well in an inclusive setting?

.....

# A MAP OF THE RESEARCH AREA

## KAMUKUNJI DIVISION



### KEY A

oo	Settlement
+	Church
II	Bridge
HHH	Railway line
Swamp symbol	Swamp
Station symbol	Railway station
Tarmac road symbol	Tarmac road
Dashed line	Division boundary
Double line	Earthen road

### KEY B

HOSP.	- Hospital
Ch. c.	- Chief's camp
P.R.Y.	- Primary
N.	- Nairobi
E.A.	- Eastleigh Airport
ST.	- Saint Theresa's
M.A.B.	- Moi Air Base
C.P.	- Coffee plantation
D.O.	- District officer
Sh.	- School