

**EDUCATIONAL BARRIERS AND ACADEMIC PERFORMANCE OF  
PHYSICALLY HANDICAPED LEARNERS IN BONDO  
DISTRICT KENYA**

**BY**

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## DECLARATION

I Elphas Okech Ngoje 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 Racheal Akumu  
Ngoje, sons; John, Roy, Bush and daughter Phines

## APPROVAL

I certify that Elphas Okech Ngoje carried out this research under my supervision.



.....



.....

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.

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## DEFINITION OF ITEMS

**Adaptive devices:** - These are facilities which are made to assist a person who has an impairment of legs or hands

**Amputees.** - These are persons whose limbs are missing this could have happened at birth or through accident or disease.

**Architectural Obstacles:** - These are buildings in the school which can impede movement of the physically handicapped. These could be doors, stairs, and toilets among others.

**Attitudes:** - These are feelings that people have about others in relation to their physical appearance.

**Barriers;** - These are limitations within the school or environment which hinder the physically handicapped from performing academic tasks.

**Cerebral Palsy:** - This is a physical deformity which affects a person's limbs thereby affecting body balance and co-ordination.

**Cripple:** - A person whose legs were poorly formed and cannot stand upright or even walk.

**Dexterity:** - A skill of doing things well by use of the hands.

**Facilities modification:** - This is a process of making the existing facilities so as to absorb the physically handicapped learners.

**Handicaps:** - These are disadvantages that persons with disabilities face as a result of their impairments.

**Impairment:** - Lack or absence of a body part as a result of injury or happening at birth.

**Intervention:** - These are corrective measures which are to be put in place in order to address problems so detected.

**Learning Facilities:** - There are materials which enhance the learners performance during the process of learning. Examples are textbooks, pens among others.

**Motivation:** - A way of making someone wants to do something with pleasure.

**Orthopedic difficulties:** - Difficulties in performing tasks related diseases of the bones and muscles.

**Physiotherapy:** - The treatment of orthopedic disease by exercise or rubbing.

**Prosthesis:** - These are special equipment made to be used instead of the missing limbs.

**Regular learners:** - These are learners found within the local schools.

## **ABSTRACT**

Comparatively the number of physically handicapped learners enrolled in the regular schools is still low yet every effort is being made to increase the number. The researcher wanted to find out whether various educational barriers hinder their academic achievements or not.

In order to do this study the researchers embarked on a descriptive survey kind of research. He tested two variables that is educational barrier (attitudes facilities teaching methods learning environment) against another variable called academic performance. The researchers targeted Bondo districts in Kenya which had 236 schools. For efficiency he singled out Usigu division which had 39 schools, 240 teachers and 7800 pupils and 39 head teachers

By random sampling he selected 60 teachers, 240 pupil and 15 Head teachers. Then he used the following strata for the selected 15 schools. Schools near the lakes 5, schools in urban setting 3 and schools from the interior 7. Questionnaires were used in the study and both male and female pupils were randomly selected from std. 6 to 8. Questionnaires were sent to schools. From the responses it emerged that teachers had negative attitude towards these learners, there were no suitable learning facilities, the learning facilities were not yet well modified and the teachers were also not yet well trained to the capacity to handle these learners. The researchers' recommendations were that a lot of sensitization should be augmented in order to remove stigma and enhance positive attitudes.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview:**

This chapter is going to give highlights on a number of issues like the background to the problem, statement of the problem, purpose of the study, research questions and objectives, the scope and significance of the study.

#### **1.1 Background information:**

##### **Theoretical framework:**

According to Maslow's theory of motivation (hierarchy of needs) human beings are motivated by primary needs or drivers to perform various activities successfully. Academic achievement is among such activities in which motivation can play an influential role. In a school set up, Maslow's theory can be applied by creating the environment to provide for physical needs. Psychological needs which embrace safety needs, love and belonging needs, self esteem and self actualization needs. Considering the nature of children and even adults with physical disabilities, the researcher is interested in finding out if there are any "education barriers" in the school and communities and if they are there do they impact negatively or positively an academic performance of such learners.

Bondo District has got 236 primary schools. Out of these schools, there is only one school which has a special unit for the physically impaired learners. Even out of the remaining 235 schools learners with physical disabilities are relatively very few and in some schools none are available at all.

In the above cited school with a special unit only about 50 pupils are enrolled there. During last years std 8 National examinations, only 2 girls with physical handicaps sat for the examination and they performed averagely.

For a long time people with physical impairments have had a variety of challenges which have in turn affected their effective participation and interaction in the community affairs. For those who are in the school going age these challenges are referred to as educational barriers.

These include people's attitude towards them, environment as a barrier, learning resources, adaptive devices, and facilities like classrooms, toilets, and stairs among others.

The researcher also considered some historical developments on disabled persons beginning from the 17<sup>th</sup> century to the present time vis-à-vis their impact on the community at large. Randiki F. (2002 P: 3) States that before the 17<sup>th</sup> century, people with disabilities were treated as less capable and even suffered from neglect and rejections. Some communities even threw such children only because they regarded such a birth as a curse, punishment from God or as a result of witchcraft. He goes further to say that in the 18<sup>th</sup> Century (P. 5-7) people's attitude began to change and the disabled persons began to receive formal instructions from some very inspirational personalities. Examples of such persons include st. John of bavelly, Didymus, Juam Martin PableBonet, acob Bernalillo, Henry Baker, Johann Conrad Amman, Jacob Redriguez, Napoleon Bonaparte, Edward Seguin and Jean Marc Itard. Several other developments have also emerged in the course of this period. Randiki (2002 p4) P.T.D. cities some as:

The institutionalization period in Europe and U.S.A 19<sup>th</sup> century, the separation period of the 20<sup>th</sup> century up to the 1960s. This produced an institution like special schools, units for children with disabilities. Slavin E. (1986) tells us that in the late 1960s special education programme came under attack because various schools and leaders had noted that the existing programmes would lead to the following:



The severely handicapped learners were merely shut away in those institutions with inadequate or no services at all.

- Some were left home with no educational services at all.
- The mildly retarded ones were being isolated in special programmes that failed to teach them the skills they needed to function in society.

The end result was that public Law 94-142 was passed and it also came up with a strategy called "Least restrictive Environment which paved way for mainstreaming, individualized Education programme, integration and inclusion. Randiki (2002 p.4) insist on attitudes by stating, " It is the negative attitude which has made children with special needs and their families to be segregated."

The researcher has come to realize that in his study area " Bondo District in Kenya. There are still several children with physical impairment who do not go to school especially those with cerebral palsy. He therefore found it wise to carry out the research in order determine if educational barriers had a hand in academic performance.

## **1.2 Statement of the problem**

According to the researcher the number of learners with physical impairment is still low in the primary schools in Bondo District. This is in view of the fact that in the last year only 2 girls sat for KCPE in the only school that has a small home for the physically handicapped. He is interested in finding out why not so many have access to education and also how those few in school are performing academically in view of educational barriers like learning facilities. Teaching methods, adaptive devices, the school and home physical environment, physical facilities like toilets, latrines, classrooms doors, stairs,

blackboards and attitudes of other persons. Is there any link between these educational barriers and the way these physically handicapped learners learn?

### **1.3 Purpose of the Study.**

The purpose of the study is to find out whether the existing educational barriers play any role in influencing the academic performance of the physically handicapped learners in the regular school set up.

### **1.4 Research questions**

1. Is the attitude of teachers in regular primary schools positive or negative towards learners who are physically handicapped?
2. Are the children without physical handicaps in regular schools receiving the physically handicapped ones with friendless?
3. Are there relevant and adequate resources like crutches, calipers and wheel chairs for the physically handicapped learners inside the regular school?
4. Are the classrooms and general school environment modified well enough to suit learners who are physically handicapped?
5. Do educational barriers affect or influence the performance of various academic tasks by the physically handicapped learners?
6. Are there enough trained teachers of learners with special needs?

### **1.5 Objectives of the Study**

By the end of the research the researcher should be able to:

1. Find out the feelings or attitudes of teachers in regular schools towards the physically handicapped learners,
2. Find out whether there are suitable learning facilities to cater for the needs of the physically handicapped learners.

3. Find out if the physically handicapped learners have easy access to basic facilities like classrooms, toilets, play ground
4. Find out the attitudes of non handicapped learners towards their colleagues who are physically handicapped finished catering for the needs of the physically handicapped learners.
5. Find out if learning environment are well modified to cater for the needs of the physically handicapped.
6. Find out if existing educational barriers have an effect on their academic performance or not.

### **1.6 Scope of Study.**

The study is intended to capture Bondo as a District but in view of distance as well as expenses and time related to the study, Usigu Division has been identified and sampled to represent the whole district. It is also intended to look at various educational barriers like teaching methods, learning resources, Physical facilities, adaptive devices, restrictive environments among others. The researcher intends to look into the relationship between these barriers and the overall academic performance. Variables for academic performance include performance in examinations, dexterity, access in to the classrooms, ability to perform various academic tasks. The research seeks to ascertain whether these academic tasks are performed well or poorly in view of the existence or non existence of educational barriers.

## **1.7 Significance of the Study:**

The researcher finds this study to be very justifiable because its finding will be of great benefit to the following groups of persons in ways started below them:

### **The physically handicapped learners**

The findings of this study, if implemented will help the physically handicapped by improving the attitude of their non handicapped peers as well as teachers towards them. Unnecessary stigmatization will be removed and various stakeholders will strive to improve their learning environment and also provide adaptive devices and resources that will ease their performance of various academic tasks.

### **The teachers.**

The teachers in regular schools will also benefit from findings of this study. For one if its determined that many of them are not trained on how to handle special needs learners the teachers may get further training in this particular area and in the end get promoted further. Their attitude towards physically handicapped learners will also improve greatly.

### **The parents**

The parents of children with physical impairments will benefit because the poor attitude of the other community members will improve. Even some who usually feel embarrassed will also have their attitudes improved.

### **The Ministry of Education**

The findings of the study will be useful to the ministry of Education by suggesting various ways by which to intervene in order to address the shortcomings noted.

## **The community**

The members of the community will also benefit by getting knowledge on how to handle the physically handicapped learners and even how to modify the home environment as well as school environment.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview.

This chapter is going to highlight on what other writers have written on educational barriers and how they relate to academic performance.

#### 2.1 Attitudes of people

According to Asande and Kenya (2001) the physically handicapped are sometimes given negative terms like "cripple" Bashan and Hammers (1986) cited in Shea and Baver (1994) state that adults with orthopedic difficulties who used wheel chairs felt that able bodied individuals abridged their social rights through continual staring, intrusive questioning, unsolicited assistance or public humiliation.

Plines and Hanah (1985) also cited in Shea and Baver (1985) states that teachers have been found to hold negative attitudes towards learners with orthopaedic difficulties when their achievement was low. According to Ndurumo (1993), "Attitudes of parents and others towards the physically disabled affect their psychological development.

Yssedyke and Algozzine (1995) say that some critics believe that the practices of inclusion of disabled children causes problems because teachers state that many children with physical disabilities have limited language development leading to social and emotional interaction challenges hence they have to deal with attitudes and expectations of others towards them.

**Heward and Orlasky (1984)** say that while special devices and adaptations do help children meet important needs, they often have unfortunate side effect of increasing the visibility of the physical impairment and making the child look even more different from non-disabled children.

According to **Slavin** (19860)" Cerebral Palsy is not a disease" that is contagious, nor does it get progressively worse. One popular misconception is that cerebral palsied individuals are retarded. The damage to the brain is in the motor area, and may or may not be associated with damage to other areas of the brain.

The researcher agrees with the above writers that indeed negative attitudes towards the physically are still rampant. In his own country several negative terms like "pudhe" "kiwete" all meaning people who cannot walk are being used. Even schools for the disabled are given such negative labels. Very few if any persons with physical handicaps are charged with positions of importance or prestige.

About teachers attitudes towards the disabled learners, MCNergney and Herbert (2001:351 ) have this to say, research conducted in elementary teachers general education classrooms suggests that effective elementary teachers think and behave in particular ways with children who have disabilities. According to the researchers this caption insinuates that the treatment of these learners is not the same as is done to the non disabled.

On the people s' attitude still, Suppes and Wells (2000: 233) explains "it should be kept in mind that children with physical impairment may experience rejection feeling of insecurity, stigma and so forth."

## **2.2 Learning Facilities:**

Mwaura S. (2002) states that intervention can be achieved by provision of the following learning facilities to the physically handicapped. Mobility and adaptive aids like prosthesis, crutches, calipers and boots and wheel chairs, type writers, book holders, head pointers, page turners and mouth pointers. Ysseldyke and Algozziey (995) also support the use of computers and

adaptive aids to enhance written communication. They also stated in the same book that use of prosthesis and or thesis can help in replacing the missing limb as well as enhance functioning of the same. The author concurs with the above writers because if the current facilities in the regular schools are not modified, it would be very difficult to for the physically handicapped learners to perform well in the schools. He supports that the use of adaptive aids can indeed enhance performance of various activities. He gives two prominent Kenyans who have been using such aids, one is Dr. Richard Leakey is the former head of civil service in Kenya. He was able to move and perform his duties using an artificial leg. Another example is a Mr. Oluga former managing Director of the National Bank of Kenya.

Heward and Orlansky (1984: 317) say, physically disabled children use special orthopaedic devices to increase their mobility and to help the bones, joints and muscles develop as well as possible. These devices may include canes, leg or hip braces, walkers and wheel chairs. Bank of Kenya. The researcher hails the idea of modifying learning facilities or even use of adaptive devices. However he notes that since teachers in regular schools have limited skills on adaptive devices, it would be very prudent to sensitize all teachers on how to use such appliances. More stakeholders should also come in order help affected persons to acquire them. They are never available in most schools.

### **2.3 Environmental Modification:**

According to Ndurumo (1993) barrier free access means that the buildings must be accessible to the physically handicapped learners who use wheel chairs, crutches and calipers. Langley (1979: 114) cited in 'Nguruma (1993) observes that, Architectural barriers make children dependant, limit opportunities for experience and lower self esteem. " According to Ysseldyke and Algozzine (1995), Architectural obstacles that impede instructions for



students with medical and physical disabilities should be removed or atleast rendered manageable .

That most environmental settings are unfriendly to the physically handicapped is not doubtable. It is very true that the classroom doors, stairs and other architectural facilities should be improved or modified well enough to cater for the physically handicapped adequately. It is very evident that even in most of our offices or public places there are no facilities designed purposely for persons with such disabilities.

Smith Deborah Deutsch (1998) also cites architectural barriers as being an impediment for people with physical disabilities although she remarks of significant improvement in addressing these barriers.

According to Macionis J. John (2001:533) Bureaucratic schools don't readily meet the special needs of some people including many of the 5 million children with physical impairment. Many children with difficulties moving to and from school and many with crutches or wheel chairs cannot negotiate stairs and the other obstacles inside buildings.

#### **2.4 Academic Performance:**

Hallahan and Kauffman (2000:345) observe that it is impossible to make many valid generalizations about the academic achievement of physically handicapped children because they vary so widely in the nature and severity of their conditions. Many youngsters with physical handicap are erratic in school attendance because of the necessity of hospitalization, visits to physicians, the requirement of bed rest at home and so on. They go further to state, " Because of the frequent interruptions in their schooling, some fall considerably behind their age-mates in academic achievement even though they have normal intelligence and motivation.

## **2.5 Teaching methods (IEP)**

Lewis and Doorlag (1999: 129) say that the first type of adoption to try is modification of instructional material and activities. The learning tasks remain the same; what is changed is the way in which the necessary skills and information are presented to the students.

Slavin E. ( 1986) says, " One of the most important requirements of PL 94 – 142 is that every handicapped student must have an individualized Education programme which guides the services the students receives. The individualized Education programme describes a students problem s and delineates a specific course of action to address these problems.

It is worthy of noting at this point that currently in Bondo District not many teachers have had training on how to organize an individualized Education programme for children with physical handicaps. However the concerned ministry or organization can manage to induct many teachers on how to acquire these skills. Slavin ( 1986) still points out the use of consultation where he states, Many school Districts provide regular classroom , teachers with consultants to help them adapt their instructions to meet the needs of handicapped children.

The researcher concurs that this management can be a success if school based in service courses are conducted for teachers, seminars organized for them to attend. However, the failure by the teachers' employers to recognize that this undertaking is an additional burden that should be accompanied with better remuneration has demotivated teachers largely.

## **2.6 Adaptive device or facility modification.**

On adaptive devices, Cook, Tessier and Armbruster 1987: 182 say that appropriate early intervention programs planning for children with mental problems may involve a diverse array of equipment. Children may require prostheses aids designed to function as limbs, orthoses aids (for assistance) mobility device such as walkers and wheel chairs position aids or academic aids to help them function in the classroom.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter sheds light on the method followed by the researcher while conducting the study. It describes the research design and approaches, the target population, sampling procedure, research instruments, data collection and analysis techniques.

#### **3.1 Research design / approach:**

The researcher used a descriptive survey in the research design. This design he found to be quite suitable in his study in view of the geographical scope. The information was collected from many people in a number of schools. This was captured in questionnaire forms of standard measure. The questionnaires were found to be useful because a lot of information could be accessed and they were also good at saving time.

A lot of the work was based on the quantitative approach and to some extent qualitative approach. This was so because after anglicizing the data in Quantitative from it would be described in words for more clarify in meaning.

#### **3.2 Sample**

The targeted population of the study consisted of pupils, teachers, and head teachers in Bondo District in Kenya. However, for efficiency of the study, the research covered Usigu Division which is found in Bondo District to be representative of the whole Bondo District.

Usigu Division has 39 schools, 240 pupils, 7850 pupils and 39 head teachers. The researchers so teachers, 15 head teachers and 480 pupils as the sample population.

The teachers were selected for this research because they were the ones who handled the physically handicapped learners directly and they were also the implements of government policy on curriculum. They were also the evaluators and assessors of children's' performance.

The head teachers on the other hand were in charge of resource mobilization provision of resources and even net working with other organizations in addressing the plight of the physically handicapped.

Pupils also interacted in the classrooms and during play with the physically handicapped. They possessed information which can be rare to access.

### **3.3 Sampling Procedure**

Stratified random sampling was used whereby 15 schools were selected out of 39 and from each 4 teachers were selected randomly. Three categories of schools were determined such as schools near the lake, schools near urban centers and schools in the interior. The majority of the schools were in the interior so 7 schools were selected. From schools near the lake 5 we selected while 3 schools were selected from those within the urban centres.

The headteacher were drawn from the 15 selected schools. The pupils were also randomly selected from stand 6, 7, and 8. Both sexes were put into consideration.

### **3.4 Data analysis**

The collected data was analyzed and interpreted in quantitative terms using frequencies, percentages, tables, and figures and thereafter explained in descriptive terms.

### **3.5 Research Instruments**

The researcher used questionnaires to collect his data. The questionnaires consisted of many close ended questions as well as a few upon ended questions.

Three types of questionnaires were used. One was for pupils, another for teachers and the third one for head teacher.

The management of the questionnaires was done by taking them to schools through other teachers and some research assistants who thoroughly briefed before going out with the questionnaires. All the sampled persons received the questionnaires.

### **3.6 Research Procedure**

After completing to compile the research proposal, the researcher commenced work immediately. This involved selecting which schools to be used, headteacher, teachers and pupils. He visited various schools pleading with the administrators to allow him to conduct research in their school. The procedure involved even persuading teachers and pupils to accept to participate in the research programme. The researcher visited some schools in person and then explaining what his instruments required. He also follows teachers to some schools after explaining to them how to conduct the study. Some two school leavers also helped him as his research assistants.

### **3.7 Conclusion**

This chapter concentrated greatly on which methods he employed in the course of sourcing for information and how his respondents behaved. The next chapter will explain what the findings of his investigations were.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Overview

In this chapter the researcher is going to give a feedback of the respondents on each of the research questions. The information will be provided by use of frequency tables, graphs and pie charts.

#### 4.1 Answers to research questions.

(a) Pupils responses to questions on the questionnaire

**Table 1: Responses to questions 1 for pupils, 'in your school are there pupils with poorly formed legs, aims and back?**

Category	Frequency	Percentage
Yes	384	80%
No	9	20%
Not Sure	0	0

**Table 2: Derived from question 2 which asked pupils who are not physically handicapped whether they enjoyed playing with the physically handicapped ones. The response was as below.**

Category	Frequency	Percentage
Not sure	0	0
Yes	384	80%
No	96	20%

**Table 3:** In question 3 the researcher asked the regular learners whether they liked showing things like food, books among others with the physically handicapped colleagues.

The pupils responded as below:

Category	Frequency	Percentage
No	0	0%
Yes	480	100%
Not sure		0%

**Table 4:** Question 4 sought to know how the physicapped performed in academic areas like Maths or English. The table below shows their responses .

Category	Frequency	Percentage
Very good	360	76%
Very bad	80	16%
Don't know	40	8%

**Table 5:** Questions 5 asked the pupils whether their classroom doors were wide. The responded as tabulated below:

Category	Frequency	Percentage
No	40	8%
Yes	440	92%
Don't know		



**Table 6: The question sought to know what was constructed or the entrance of the regular classrooms for pupils to use when entering. Pupils responded as below:**

Category	Frequency	Percentage
Yes	0	0%
No	480	100%
No-t sure	0	0%

**Table 7: Question 7 asked the pupils to say whether the latrines in their schools had a special thing to sit on. This is how they responded.**

Category	Frequency	Percentage
Yes	0	0%
No	480	100%
Not sure	0	0%

**Table 8: This question wanted to establish the pupils attitude on whether they liked playing with those who were physically handicapped. The pupils answered as below:**

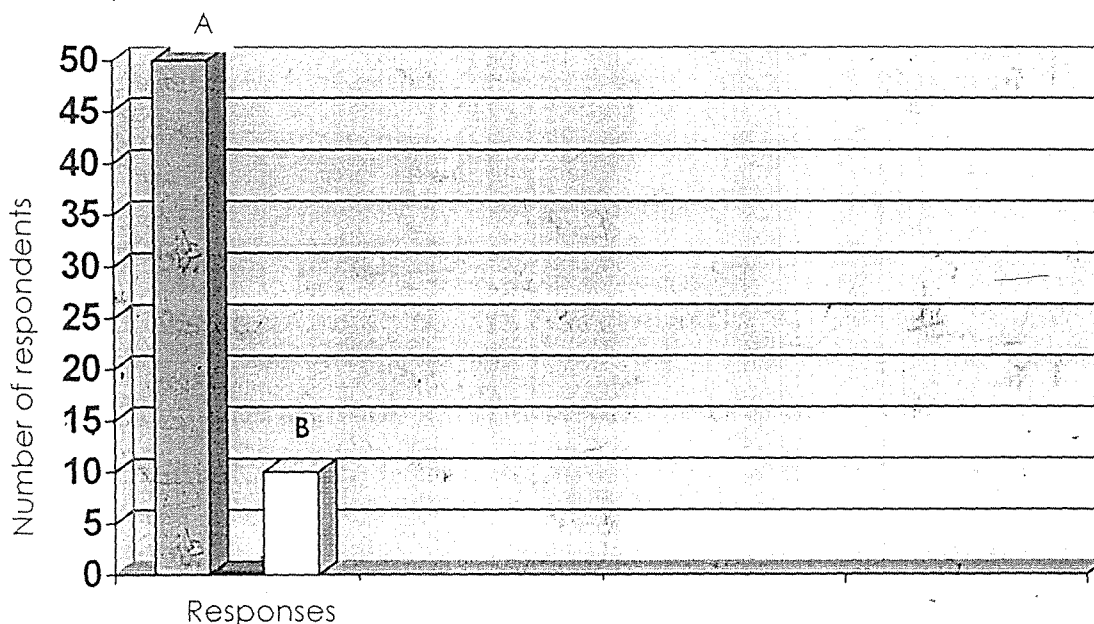
Category	Frequency	Percentage
Yes	40	8%
No	440	92%
Not sure		

**Table 9:** In this question the researcher sought to know from the pupils whether there were some special learning materials for the physically handicapped colleagues. They answered as below:

Category	Frequency	Percentage
Yes	120	25%
Not sure	0	0%
No.	360	75%

**( b ) Teachers responses to the questions:**

**Figure 1:** Teachers response on whether physically learners were there in their schools. They responded as below:



**KEY**

A = YES

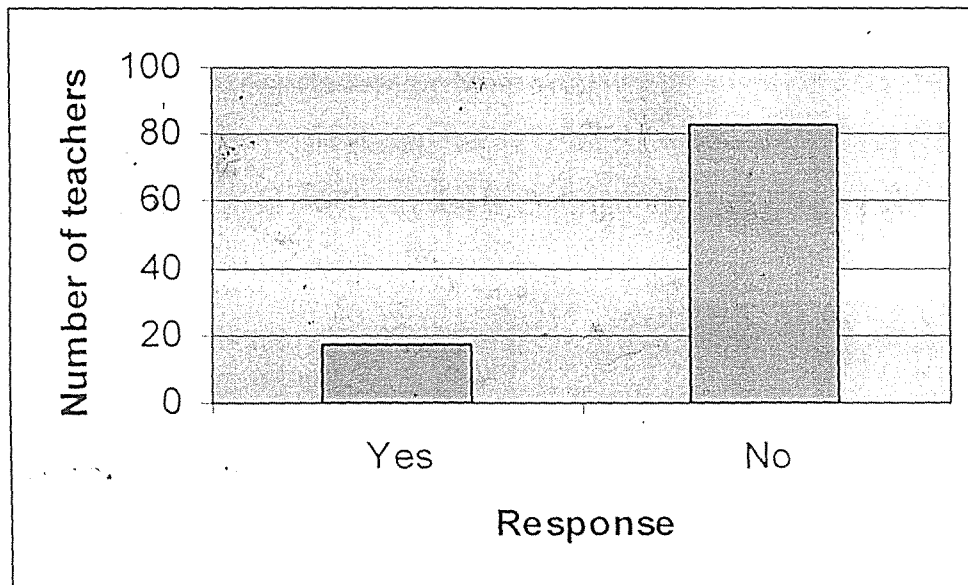
B = NO

Question 2 wanted to know whether the physically handicapped learners were available in primary schools.

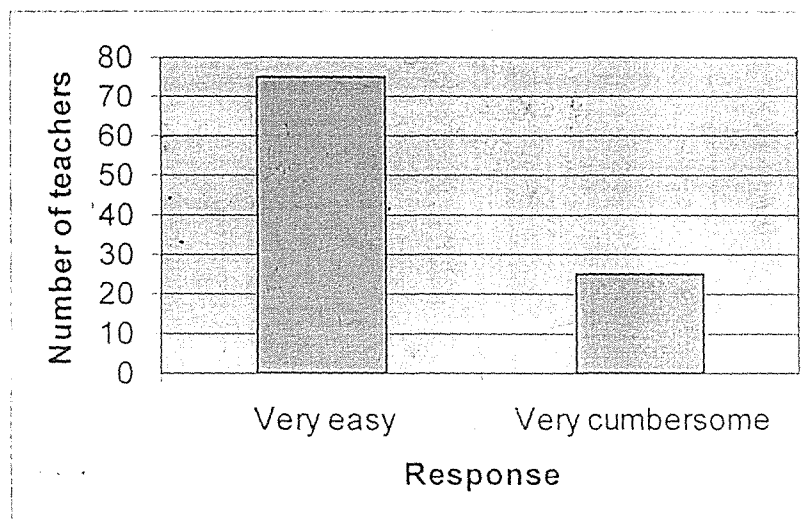
The teachers' responses showed that the following categories existed.

- Those with poor balance.
- Those with deformed legs and arms.
- Those with bone backs

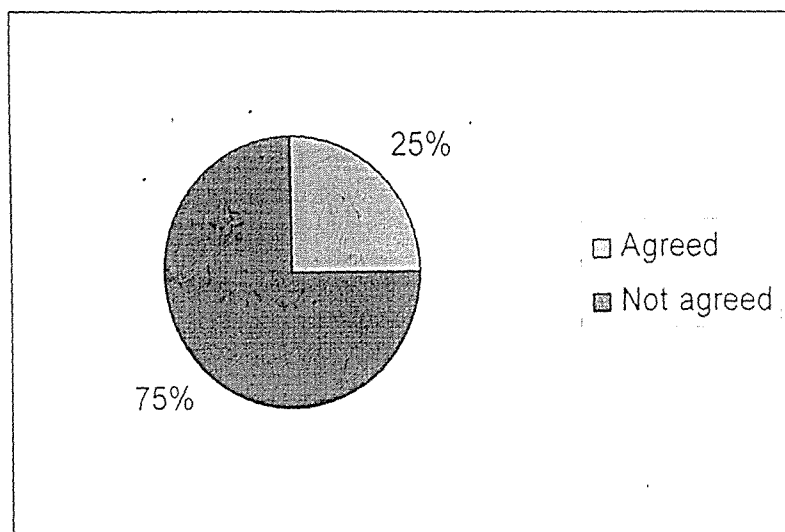
**Figure 2. From question three which wanted to know whether were trained as special needs or not the teachers responded as below:**



**Figure 3. Question 4 sought the teachers' opinion on how easy or hard they found teaching of the physically handicapped.**



**Figure 4. Question five asked whether all the learners performed very well academically. The teachers' responses were as below:**

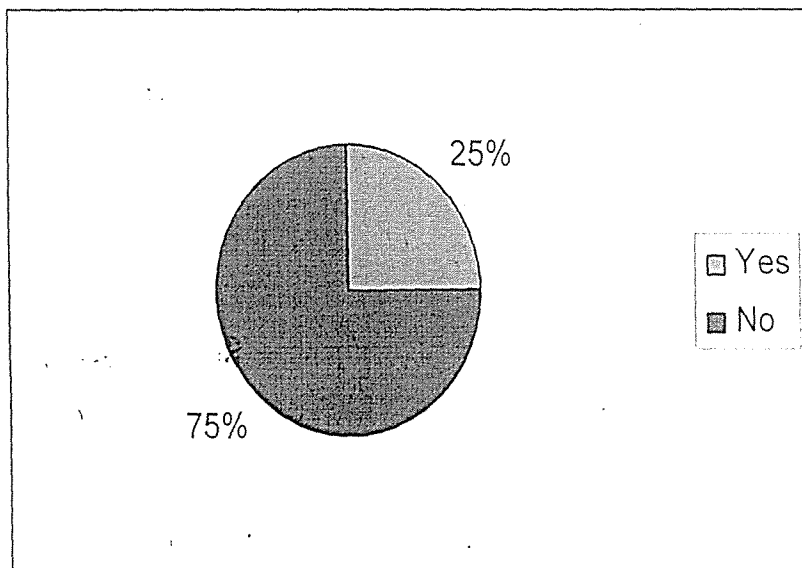


Question 6 asked the teachers opinion on what they through who was cause of the performance for those who said that their performed is not very good.

The following were the general answers given.

- Lack of attention from parents and teachers 30 teachers
- Lack of adequate facilities 30"
- Irregular attendance of lessons 15"
- Lack of trained teachers. 30"

**Figure 5: Question 7 wanted to establish whether there were enough facilities that could enable the famous perform academic tasks easily. The response was this:**



Question 8- asked those who said yes to state which facilities.  
The response from the 15 teachers cited only one facility i.e rumps.

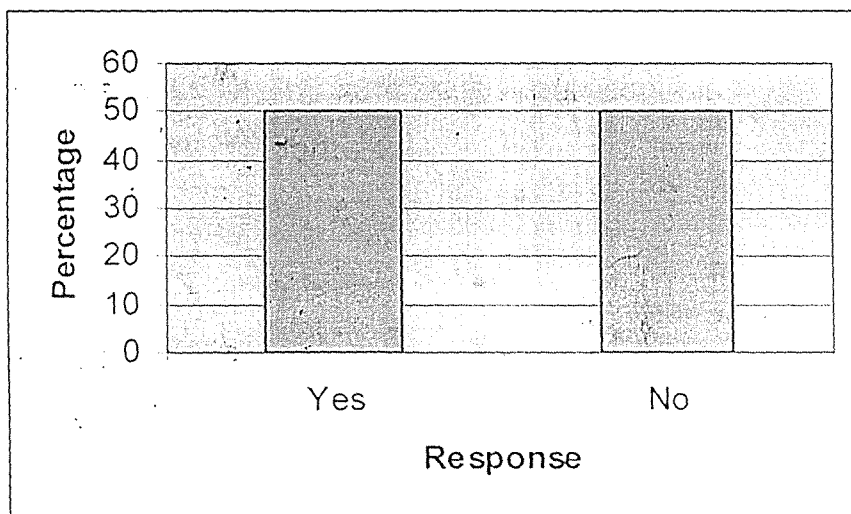
### Question 9

Asked how many physically handicapped learners had joined secondary schools since they joined those their schools.

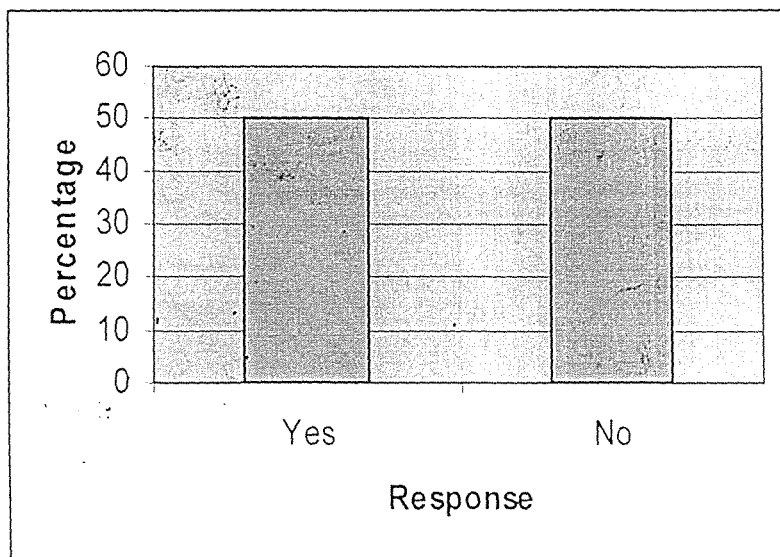
From the respondents 20 handicapped learners had joined secondary out of an average 480 pupils.

**Figure 6. It was derived from question 10. It asked whether there were trained teachers on special needs in the school.**

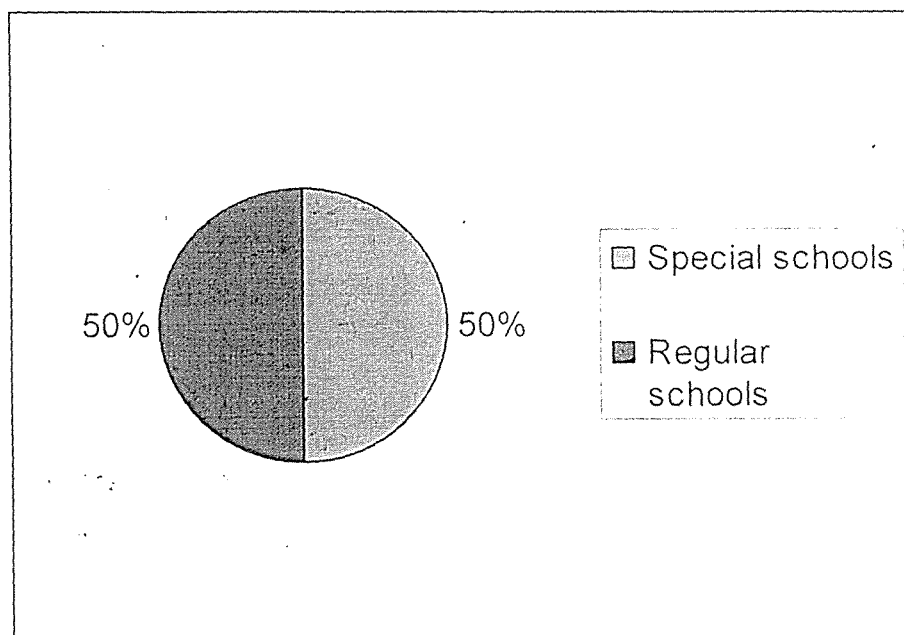
There was response as below:



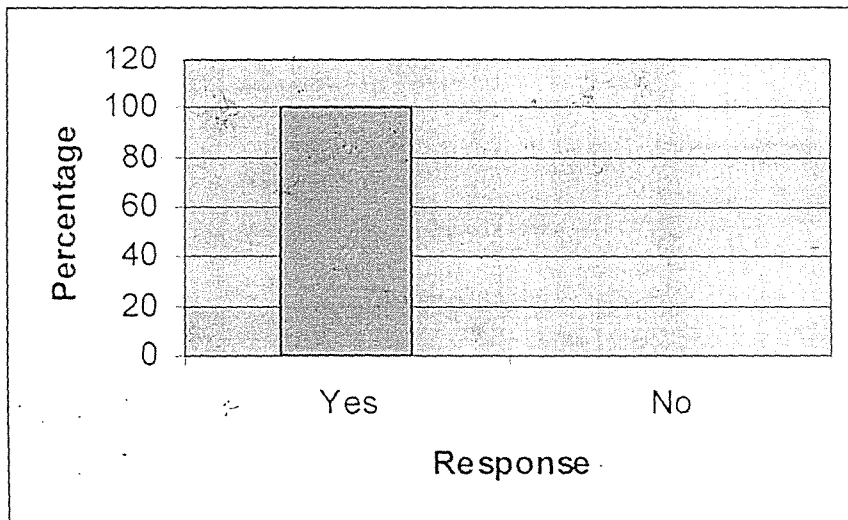
**Figure 7: Question no 11 asked teachers whether they knew of any method of teaching learners with special needs: The response can be seen below.**



**Figure 8: Question 12 asked teachers to say which school should be attended by the learners with physical handicaps**



**Figure 9: Question 13: asked teacher whether there were some educational barriers that those children faced.**



**Question 13: (b)** asked those who said yes to name some of those barriers.

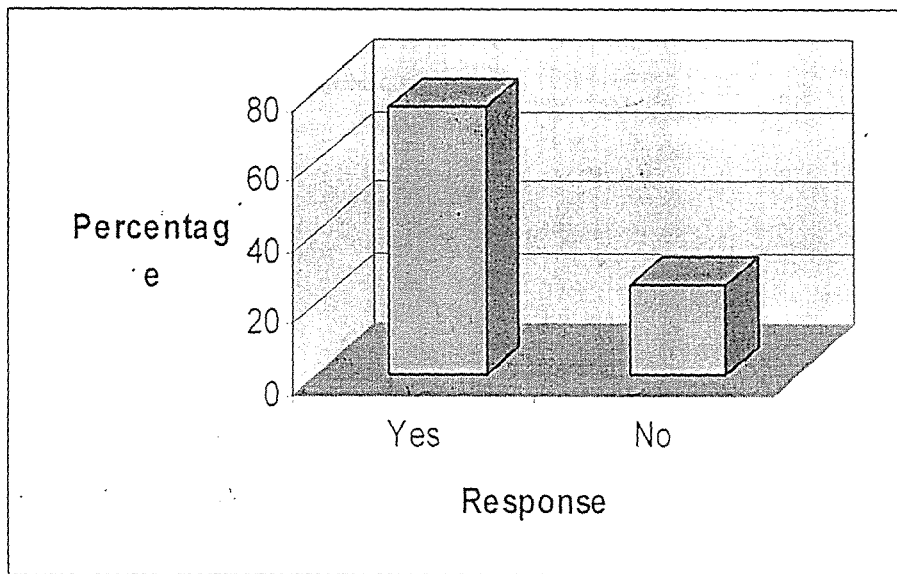
They responded by naming the following: -

- Lack of proper facilities
- Poor methods of teaching them
- Negative attitudes from pupils, teachers and community members.
- Difficulties in movement
- Poor posture

**Question 14:** asked teachers whether they thought of the educational barriers to be effecting the academic performance of the learners.



**Figure 10: The teachers responded as below:**



**Question 14 (b)**

Asked teachers to give reasons for their answers.

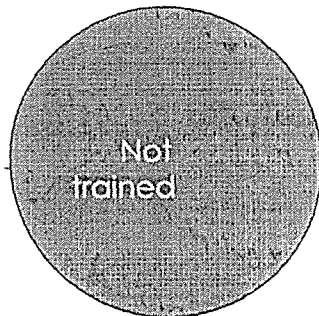
The teachers responded as below:

- i) The 15 who were not sure argued that some of these physically handicapped learners performed even better than the non-physically handicapped.
- ii) The 45 teachers who said YES gave the following responses:
  - That some lack facilities like head pointers, page turners, crutches which could enable them perform some academic tasks.
  - That some parents did not take their children to school because of fear of stigmatization and denied the children academic access.
  - That some teachers didn't know the techniques of teaching the basic skills and this affected the learners in writing, movement, reading among others.
  - That the curriculum design was not very favorable to physically handicapped learners.

**Question 14 ( c )** Head teachers responses on questions from the questionnaires.

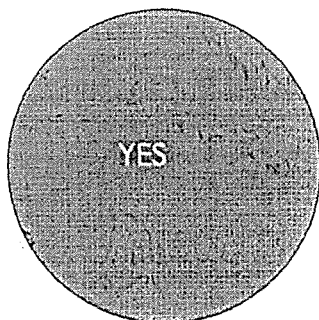
**Figure 11;** From Question 1 head teachers were asked whether they were trained in special needs education. Headteachers responded very rightly as depicted below:

**Response:** All the 15 headteachers responded that they were not trained. This means 100% percent were not trained.



iii) Question 2 asked teachers to state if there were cases of physical handicaps in their schools. The response was that there were such children in their schools, 15 headteachers agreed. Meaning 100%.

**Figure 12: would be as follows:**



Meaning all headteachers were having such cases in their schools.

**Questions 3 part 2** asked the headteachers to identify which parts were affected by the physical handicaps. This was how they responded.

**Affected parts were:**

Legs

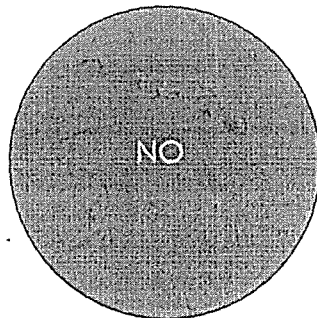
Arms

Epilepsy

Poor body balance

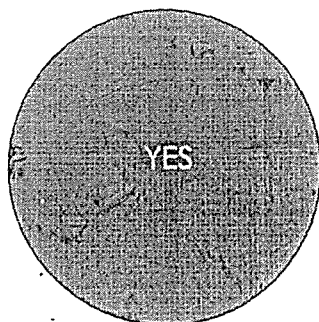
Missing fingers

**Figure 13: Question 4** asked headteachers whether they found these children easy to teach. Their responses showed this :



This means all the 15 headteachers i.e 100% said they were not easy to teach.

**Figure 14: Question 5** asked whether the headteachers received Kshs. 10,000 in 2005 for special needs. The response was yes. That is

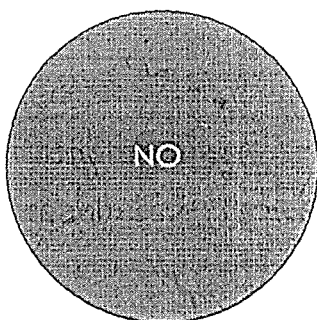


**Question 6** sought to know from the headteachers who received the above Kshs. 10,000 what it was used for.

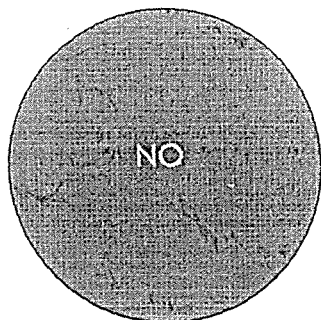
**Many headteachers responded differently. For example:**

- To buy books
- Not yet utilized
- To construct toilets
- To sensitize teachers.

**Figure 15: Question 7** asked teachers whether their schools had adapted toilets. The teachers responded by stating that there were extremely no adapted toilets - 100%

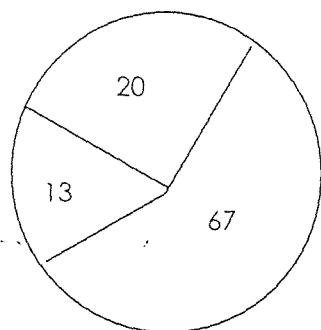


**Figure 16: Question 8;** sought to know from headteachers if there were facilities which could cater for children without both arms. The teachers responded by stating that there were not any such facilities.



**Figure 17: question 9 asked how physically handicapped learners performed academically compared to others.**

Headteachers responses exposed that 10 out of the 15 headteachers believed that their performance was average. 3 headteachers believed that they were better while 2 believed they were below average.



**Key:**

Better = 13%

Average = 67%

Below average =

**Question 10** asked that if their performance was below average what could be the causes. The headteachers cited the following as the main causes.

- i) Lack of adequate facilities
- ii) Poor methods of teaching
- iii) Poorly constructed classroom environment

Question 11 sought to establish the number of physically handicapped learners who accessed Form 1 admission in 2008 as compared to 2007.

The headteachers responded by stating that the number was rather very low as only 20 out of 480 in the division gained admission.

- Poor teaching methods.

**Question: 15** (a) asked whether the headteachers thought that these educational barriers affected the performance of these learners or not.

This is how they responded.

**Table 10: the headteachers thought that these educational barriers affected the performance of these learners or not.**

Category	Frequency	Percentage
Not sure	0	0
Yes	15	100%
No	0	0

Question 15 (b) asked the headteachers to give reasons for their answers.

This they gave as shown below:-

- Some of the physically handicapped learners were unable to handle writing materials like pens, pencils or books due to poor balance.
- Some were unable to accomplish tasks within the stipulated time.
- Some missed school and lessons to visits hospitals.
- Some had movement problems hence do not start lessons at the same time with others.
- In appropriate facilities like latrines, classroom doors affected most of them from use of these facilities.
- Some were affected by negative attitudes hence thinking that they are not like others so there's no need to strive for academic success.

### **4.3 Conclusion**

This chapter covered in details what questions were sent to pupils, teachers and headteachers. It showed clearly how the persons above responded to the questions asked. The next chapter is going to discuss the findings, draw conclusions then make recommendations.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.0 Overview.**

This chapter is going to discuss the findings of this study. It aims at revealing how many respondents answered a certain question in a particular manner. It is hoped the discussions will lead to the right conclusions and recommendations.

#### **5.1 Discussion**

The data collection in this report is based in the introduction part and the literature review of this study. The research instruments are a reflection of the objectives of the study and research questions. The tools have zeroed in on the following educational barriers.

- Pupils and teachers attitudes.
- Learning facilities like classrooms.
- Modified devices to assist the learners.
- The learning environment and facilities like toilets.
- Trained teachers on special needs education.

The questionnaires have been responded to by pupils, teachers and head teachers. The following have emerged.

#### **Attitudes of people.**

Most pupils in the schools that were sampled have shown a positive attitude towards their handicapped colleagues. All the children have accepted that they are always ready to share their items with the physically handicapped. A fairly large group of pupils has also agreed that they play with their physically handicapped colleagues. However many teachers tend to have a negative attitude towards the physically handicapped learners. They were asked how they find teaching these learners and a majority of them said they were very cumbersome to teach. Many of them have also shown a



belief that the physically handicapped are not as good as the none physically handicapped.

### **Learning resources / facilities**

The responses on availability of special learning facilities or adaptive devices are that in all the sample schools there were no such equipment. Only 25% of the pupils have agreed to have seen such equipment as wheel chairs and crutches. Similarly 25% of the teachers have accepted to have seen such facilities. All the head teachers answered in the negative.

The researcher can associate this finding to the fact that as at the moment most severely handicapped learners who use such devices have not joined the regular schools. As such many of the facilities sound strange to teachers, pupils and even headteachers.

### **Modification of the environment / facilities.**

The physical environment has not been modified in most schools. Most children responded that in their schools the latrines were just normal ones without anything to sit on. It is also coming out that even the doors and stairways are still not modified. Most schools still use steps at the door and not rumps.

### **Teaching methods:**

The teachers were asked whether they have be trained to teach special needs education learners. A majority of the respondents – 80% stated they had not been trained to handle these learners.

This can be attributed to the fact that most teachers are not interested in taking up the course while at the same time some who may be interested in taking up the course are discouraged by the high cost of training.

## **5.2 Conclusion**

From the findings of this study the researcher has come up with the following conclusion.

- That many teachers are not yet trained to handle physically handicapped learners and this is why appropriate teaching methods are lacking.
- That the attitude of most teachers towards the physically handicapped learners is still negative. This is why most of them find teaching these learners to be very cumbersome.
- That the regular schools do not have relevant and adequate adaptive devices which can serve many physically handicapped learners.
- That other physically facilities have not been modified so as to cater for the needs of the physically handicapped, examples are classroom doors, stairs, toilets, tables among others.

## **5.3. Recommendations**

In order to address the findings of research study the following recommendations should be put in place

- i. The government, human rights groups and any other education stakeholders should redouble their efforts on sensitizing the entire society about the plight of the physically handicapped learners and disabilities in general. The sensitization programmes should focus on positive attitude, needs for all to be taken to school among others.
- ii. All teachers from ECD teachers to University lectures should be given training on special Needs education so as to equip them with appropriate skills.

- iii. All public schools should be provided with equipment for the handicapped. Such equipment as crutches wheel chairs braces, books and calipers. All duty bears should be involved in sourcing for the equipment.
- iv. That each school should have a programme of modifying the physical facilities like classroom doors, toilets, stairs, and tables among other equipment.

#### **5.4 Conclusion**

This chapter made discussions, conclusions and recommendations on the following key areas: attitudes, learning facilities, teaching methods and environmental modification. It has ended by making various recommendations.

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## **APPENDIX 1: TIME FRAME**

Month	Activity
May – July 2008	Identifying a research topic Writing a research proposal
July – August 2008	Preparing research tools Presentation of research proposal to supervisor
September - November 2008	Carrying out the research
November - December 2008	Compiling and analyzing data,
To March 2009	typing and Printing
April 2009	Submission of the report to supervisor

## APPENDIX II: BUDGET

EXPENDITURE		INCOME	
ITEM	AMOUNT	ITEM	AMOUNT
Stationery	1500 Ksh	Donations	1500Ksh
Photocopy	2000 "		
Printing	5000 "		
Transport	4000 "		
Other expenses	1500 "		
Contingency	1000 "		
Total	15000Ksh	Total	15000Ksh

### APPENDIX III: QUESTIONNAIRES FOR PUPILS

To all my respondents,

I greet you all in the name of God. I'd like to introduce myself to you that I am called Henry Onyango Okuku. I am a student of Kampala International University. Currently I am undertaking research on educational barriers that physically handicapped learners face as they perform academic tasks. For this reason I request you to answer the questions in this questionnaire very honestly. The questions are not meant to test your understanding or for any grading. They are purely for my research.

(put a tick in the box against the right answer)

1. In your school, are there children with poorly formed legs, arms and back?

Yes ☐

No ☐

Not sure ☐

2. Do other pupils enjoy playing with them?

Yes ☐

No ☐

Not sure ☐

3. Do you like sharing things like food, books, etc with them?



Yes ☐

No ☐

Not sure ☐

4. What is their subject performance in class?

Very good ☐

Very bad ☐

Don't know ☐

5. Are the doors to your classes very wide?

No ☐

Yes ☐

Don't know ☐

6. What do you use at the door of the classes to enter?

Steps ☐

Rumps ☐

Ladder ☐

7. Do your school latrines have something to sit on?

Yes ☐

No ☐

Not sure ☐

8. Do you always play with these children?

Yes ☐

No ☐

Not sure ☐

9. Are there some special learning materials for these children?

Yes ☐

No ☐

Not sure ☐

## APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

To all my respondents,

I greet you all in the name of God. I'd like to introduce myself to you that I am called ..... I am a student of Kampala International University. Currently I am undertaking research on educational barriers that physically handicapped learners face as they perform academic tasks. For this reason I request you to answer the questions in this questionnaire very honestly. The questions are not meant to test your understanding or for any grading. They are purely for my research.

(Put a tick in the box beside the question; Do not write your name)

1. Do you have learners in your school who are physically handicapped?

.....

2. If yes, indicate which parts of their bodies are affected (tick any of the following affected areas. Tick as many as there).

Arm

☐

Leg

☐

Both arms

☐

Both legs

☐

Hunch back

☐

Poor balance of movement

☐

Epilepsy

☐

3. Are you trained on how to handle learners with physical handicaps?

Yes

☐

No

☐

4. If no, how do you find teaching them in class with other pupils?

Very Easy

☐

Very Cumbersome

☐

5. All of these children with physical handicaps perform very well academically.

Agreed

☐

Not Agreed

☐

6. if not agreed what do you think is the cause to this poor performance?

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

7. Are there facilities which can make them perform academic tasks easily in your school?

Yes ☐

No ☐

8. If yes, they are facilities like

.....  
.....

9. what number of physically handicapped learners have joined secondary since you joined this school?

10. Does your school have other trained teachers of Special Needs?

Yes ☐

No ☐

Not aware ☐

11. Do you know any other method of teaching learners with special needs?

Yes ☐

No ☐

12. What is your opinion of where physically handicapped children should be placed for learning?

In special schools ☐

In our regular schools

☐

Don't know

☐

13. (a) To the best of your understanding, are there some educational barriers that these children face?

Yes

☐

No

☐

(b) If yes what are some of these educational barriers?

.....  
.....

14. (a) Do you think some of these educational barriers affect the academic

performance of the physically handicapped learners Yes

Not sure

☐

Yes

☐

No

☐

(b) Give reasons for your answers

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

## APPENDIX V : QUESTIONNAIRES FOR HEADTEACHERS

To all my respondents,

I greet you all in the name of God. I'd like to introduce myself to you that I am called *nyai*. I am a student of Kampala International University. Currently I am undertaking research on educational barriers that physically handicapped learners face as they perform academic tasks. For this reason I request you to answer the questions in this questionnaire very honestly. The questions are not meant to test your understanding or for any grading. They are purely for my research.

(Put a tick against your answer or use your own words where necessary)

1. Are you a trained teacher with Special Needs bias?

Yes

☐

No

☐

A little

☐

If yes, are there children with physical impairments in your school?

Yes

☐

No

☐

Not sure

☐

2. If no, do you have any children with problems affecting their limbs.....

If yes, state which parts of the body have been affected (Tick all of the following that affect your learners

Leg ☐

Arms ☐

Both arms ☐

Both legs ☐

Epilepsy ☐

Poor body balance ☐

Missing fingers ☐

3. Do you find these children easy to teach?

Yes ☐

No ☐

Not sure ☐

4. Did your school receive Kshs. 10,000 MOEST grant for SNE?

.....



Yes ☐

No ☐

Not sure ☐

5. If yes state briefly what you spent the money on for SNE purposes

.....

.....

6. Does your school have adapted toilets?

Yes ☐

No ☐

Not sure ☐

7. Is your school able to provide facilities for a child without both arms to enable him to write?

Yes ☐

No ☐

8. How do the physically handicapped learners perform academically compared to others?

