

**PERCEPTION OF LEARNERS WITH LEARNING DIFFICULTIES IN THE  
MAINSTREAM PRIMARY SCHOOLS IN MAGETA ISLAND  
KENYA**

**BY**

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UNIVERSITY**

**APRIL, 2010**

## DECLARATION

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

Signed.....



Student

Date.....


23<sup>rd</sup> / 4 / 2010

## **DEDICATION**

From the core of my being, I dedicate this work to my beloved wife Zainabu Benard , children; Tina Kibibi, Mary Jude, Fabian, Jack and Michelle for their love and support.

## APPROVAL

I certify that Otieno Bernard Odhiambo carried out this research under my supervision.

A handwritten signature in blue ink, appearing to be 'Tindi Seje', written over a horizontal dotted line.

MR. TINDI SEJE

23<sup>RD</sup> APRIL 2010 -

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. Thanks to my brothers Didacus, Lordficus, Mark and George for their basic support in my academic life. I also owe my mother Fleria Odhiambo much appreciation.

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 you.

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## **ABSTRACT**

Most learners with learning difficulties in Mageta Island do not attend lessons in the regular schools due to the various problems they face. Due to their nature of impairment even those who attend the regular schools still find it hard to accomplish various academic tasks.

In addressing the various needs, the researcher embarked on a strategy of research. In the research he collected views from teachers and pupils. The targeted sample was the whole location of Mageta Island which was further sampled down to Mahanga, Mageta and Mitundu Primary schools.

In this sample, questionnaires covering teachers' and pupils' attitudes; availability of learning facilities and favorable environment were issued to an average of 5 teachers and 20 pupils per school.

This culminated to about 60 pupils out of about 1430 pupils and 15 teachers out of about 36 teachers. Preliminary responses indicated negative attitudes of teachers and pupils towards learners with learning difficulties.

Dearth of appropriate learning facilities as well as poorly set learning environment are a big blast towards smooth attainment of the learning goals by the handicapped learners. None readily available support services are no exception

**Operational definition of terms or key concepts.**

- Amputees** - These are learners with missing limbs. This could have happened at birth or could have been caused by accidents.
- Attitudes** - These are feelings which some people have towards others in view of their physical appearance or state.
- Barriers** - These are limitations within the environment that makes it difficult for the handicapped to learn effectively like their peers who are not handicapped.
- Educational Needs** - These are special needs which would make learning for the handicapped as comfortable as possible.
- Facility Adaptation** - This is a process of making modifications on the existing facilities so that the physically handicapped learners can make use of them in a very comfortable manner.
- Fine Motor** - This refers to the small muscles of the body. They control parts like fingers, eyelids, neck.
- Gross Motor** - These are big muscles of the body. They control parts like arms, legs.
- Intervention Measures** - These are appropriate steps that can be taken in order to correct or avert factors that hinder the smooth learning of the handicapped learners.

- Learning facilities** - These are materials or tools which make it easy for the handicapped learners to go about their daily chores comfortably.
- Regular learners** - These are pupils who normally attend schools within the local communities and they are not handicapped.
- School environment** - This refers to the general setup of the school where these children attend classes. It includes things like paths, pavements, playgrounds, staircases, doors and latrines.
- Physically handicapped** - These are learners who have problems on body muscles hence making the performance of strenuous activities difficult.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 An investigation of challenges facing handicapped learners in Mageta Island.**

Almost every village in Kenya has got children who are physically handicapped. Some of them are in their school going ages. The researcher would like to find out if their learning is smooth or whether they have any problem.

### **1.1 Background Information**

For along time, handicapped learners had had a variety of problems hindering their smooth participation and interaction in the community affairs. The problems ranged from mobility from place to place, writing, reading, teachers' attitude, peers and community attitudes. The researcher will also consider that in the past that is, before the 17<sup>th</sup> Century, people with disabilities were treated with neglect and rejection. They were believed to be a curse from God or a result of witchcraft. In some communities, they were thrown away or killed. Names like imbecile, Moron, Cripple, Dumb and Idiot were used to refer to the disabled (this was the neglect period).

As time went by, (i.e. in the 18<sup>th</sup> Century) certain individuals began to see the need for giving education to the disabled persons. This was confined to home level and could not have formalized curriculum.

The institutional period of 19<sup>th</sup> Century where selected residential facilities were put in place for disabled persons also didn't bear much fruit because it kind of emphasized on medical care and rehabilitation of such persons at the expense of a prescribed school curriculum within the regular school system. In the 20<sup>th</sup> Century, the above system gave way for the separation period whereby children who had similar problems like themselves. Some families even hid such children inside special rooms. The system still bore a lot of disadvantages like: -

- ♣ Separating the children from their community
- ♣ Leading an artificial lifestyle
- ♣ Their living environment was restrictive
- ♣ They lacked social interaction.

The disadvantages of the above system culminated into the introduction of the normalization period in the mid 20<sup>th</sup> Century. This policy was intended to create a learning and social environment that was as normal as possible for children with special needs.

The normalization process entailed these philosophies: -

- De institutionalization which called for taking the learners with special needs from special schools back to their local communities.
- The regular education initiative which stated the general education rather than special education should have been responsible for education for learners with special needs.
- Least restrictive environment which required that as the children were to learn in schools, the environment as well as teaching strategies and facilities had to be modified to make them less restrictive to the learners with special needs.
- The integration period also called for removal of special needs learners from special schools to regular schools and from special classes.
- Inclusive education sealed in the salamanka statement of 1994 was yet another policy which stressed the learners' problems be addressed within the mainstream of education using all available resources thus preparing the learners for life.

- In his area of study (Mageta Island) the researcher has come to realize that many parents are not taking their handicapped children to school or even allowing them to socialize within the community.

He therefore thought it wise to carry out a research that would enlighten the said parents as well as others on the current world education trend dubbed **Education For All (E.F.A.)**.

- All the above having been put in place, the researcher wants to find out if the challenges of all the above policies are still affecting the handicapped learners as inclusion is already on.

## **1.2 Statement of the problems.**

According to the researcher, quite a number of handicapped children have been absorbed in various regular schools. Considering their nature of disabilities, he feels that there is need to find out if they are learning smoothly or not. In the past, the learners had had the problems of: -

- Poor teacher attitudes
- Poor peer attitudes
- Poor community attitudes
- Poor mobility from place to place
- Reading problems
- Sitting problems
- Lack of appropriate learning facilities.

The researcher would like to know whether the above challenges still exist or not. If yes, what can be done to reverse the same?

## **1.3 Purpose of the study**

The purpose of the study is to investigate the barriers facing the handicapped learners as they learn in the regular classrooms with their peers who are not handicapped.

#### **1.4 Objectives of the study.**

- i. To be able to find the feelings or attitudes of teachers in regular schools towards the handicapped.
- ii. To be able to find out whether there are relevant learning facilities or services to cater for the needs of the handicapped learners.
- iii. To be able to find out if the handicapped learners have got easy access to basic facilities like classrooms, toilets, and playgrounds.
- iv. To find out the attitudes of the non-handicapped learners towards their colleagues who are handicapped.
- v. To be able to find out if the learning environment is well modified to cater for the needs of handicapped learners.

#### **1.5 Research questions**

- a) Is there a positive teacher attitude towards the handicapped learners in regular schools?
- b) Are non-handicapped children receiving their peers who are handicapped with friendliness?
- c) Are there relevant and sufficient facilities like crutches, calipers, wheel chairs for the physically handicapped learners, brails for the blind and sound gadgets for the deaf?
- d) Are the facilities in the regular school well modified to suit all types of handicapped learners, that is toilets, tables, desks, classrooms and doors?
- e) Are the school environment well modified so that there are few barriers to the handicapped learners in the regular schools? For example, paths, toilets and playgrounds?

f) Are classroom environments like seating arrangement well suited to cater for the handicapped learners in regular schools?

### **1.6 Significance of the study**

The researcher intends this study to be of good use to the following: -

**The learners** - The handicapped learners would benefit by having a chance to live and learn within the local setting and among their peers. Stigmatization towards them would also be minimized as they would compete effectively with the rest of their peers.

**Teachers** - The findings would help teachers by proposing to have their teaching skills improved so as to cater for the handicapped learners as well. It would also help to foster an improved attitude towards the learners.

**Parents** - The parents would also benefit because attitudes of other people towards the handicapped learners would improve. The findings of the study would also help to enlighten the parents on how to cater for the handicapped learners. The findings would also assist them by suggesting cheaper ways of educating the handicapped learners.

**Ministry of Education** - The findings of the report would help the Ministry by suggesting appropriate intervention strategies towards the education of the handicapped.

**Community** - The community would also find the findings useful by learning of how to modify the environment for the benefit of the handicapped learners.

The findings would further help the community by helping to boost their attitudes towards handicapped.



## **1.7 Limitations and Delimitations**

In view of limited time, the researcher had a hard time in arranging the information then concluding the research.

Due to financial constrains, the researcher found it hard to source for funds for printing questionnaires, printing the research proposal and transportation.

Due to vastness of the Island, the movement from one school to another also caused a big problem.

### **Delimitations**

The study was conducted on Primary school children and their teachers who would eventually be the direct beneficiaries of the study. The language of the catchment area was well known to the researcher hence it removed communication barriers.

The researcher used other teachers within the visited schools as Research Assistants. This reduced the workload a little. Most of the respondents knew the researcher so he had easy time in getting their responses.

The researcher agrees with the above writer because even in the local communities, the following words have been used to refer to the physically handicapped; "Kikwete, Rang'onde, and Pudhe".

These terms give negative attitudes towards them. Furthermore, even our special schools are not spared of such attitudes hence a school like **Joyland** is often referred to as '**a school for the cripple**'.

According to Bahan and Humes (1986) cited in Shea and Bauer (1994) adults with orthopedic difficulties who used wheel chairs felt that able bodied individuals bridged their social rights through continual staring, intrusive questioning, unsolicited assistance or public humiliation. Pliner and Hannah (1985) also cited in Shea and Bauer (1994) states that teachers have been found to hold negative attitudes towards learners with orthopedic difficulties only when the achievement was low. Attitudes of parents and others towards the physically disabled affect their psychological development Ndurumo (1993).

Considering how the physically handicapped reacted to their conditions Jouhards (1958 pg 81-82) cited in Ndurumo (1993) the following had been noticed.

- \* Denial or refusal to acknowledge self
- Resignation or giving up
- Regarding oneself as a victim of injustices by others
- Viewing the disability as a punishment.
- Becoming dependant and demanding
- Arrôgance and rebellion

According to Ysseldyke and Algozzine (1995) on inclusion of disabled children, some critics believe that the practice causes problems because teachers are uncomfortable to teach such children. The same Ysseldyke and Algozzine (1995) state that many children with physical disability have limited language development leading to social and emotional

interaction challenges – hence they have to deal with attitudes and expectations of others towards them.

## **2.2 Support services**

Quite a number of support services that address the problems of the physically handicapped exist. According to Ndurumo (1993) physiotherapy in Ndurumo (1993), the physiotherapist evaluates an individual's motor functioning capability and their limitations. Langley (1979 pg 109) also cited in Ndurumo (1993) states that the occupational therapist's role is to facilitate arm, head and mouth movements based on the evaluation of the child's functional level. Ysseldyke and Algozzine (1995) further assert that learners with physical handicaps may have their school day interrupted by physical and occupational therapy service which may make their academic grades suffer.

## **2.3 Environmental Modification**

According to Ndurumo (1993) barrier free access means that the buildings must be accessible to the physically handicapped who use chairs, crutches and calipers. Langley (1979 pg 114) also cited in Ndurumo (1993) observed that "Architectural barriers make children dependant limit opportunities for experience and lower self esteem. According to Ysseldyke and Algozzine (1995) Architectural obstacles impede instruction for students with medical and physical disabilities should be removed or at least rendered manageable".

## **2.4 Facility Modification**

"Kim Bazan ordered a specifically designed desk for a student in her room who needed a wheel chair to get round the classroom wrote Ysseldyke and Algozzine (1995) in reference to the need to modify learning facilities. In the same volume (pg 442) they cited other modifications that facilitate learning as book holders, reading stands and automatic page turners.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Research Approach**

The researcher in his bid to find accurate information employed a quantitative research approach in which the results interpreted in numerical data.

### **3.2 Research Design/Strategy**

The researcher used the survey strategy whereby he collected data from teachers and pupils based in Mageta Island.

### **3.3 Population:**

The targeted population consisted of all teachers and all pupils found in the 3 schools in Mageta Island. Mageta Island consists of an approximate teacher population of (12 x 3) about 36 teachers and (3 x 450) about 1,300 pupils.

### **3.4 Sample**

Of the approximate 36 teachers in Mageta Island, the researcher selected 15 teachers to work with in his research. He as well selected to work with a population of 60 pupils out of about 1,300 pupils in the Island.

This yielded the following percentages: -

Teachers	-	$\frac{15}{36} \times 100$	=	$\frac{1500}{36}$	=	41.66%
Pupils	-	$\frac{60}{1300} \times 100$	=	$\frac{60}{13}$	=	46.15%

### **3.5 Sampling Procedure**

The researcher sorted out his sample using a multi-stage sampling procedure. Mageta Island consists of three schools.

- From each school, a group of five teachers were randomly selected to represent the rest. This culminated to the following: -
- 5 teachers x 3 schools = 15 teachers
- From the same 3 schools, a group of 20 pupils were selected that is ten from class six and ten from class seven.
- Overallly the researcher came up with the following number of pupils:  
20 pupils 3 schools = 60 pupils

Summarily, the researcher engaged 15 teachers to represent the rest in the Island and 60 pupils to represent their colleagues in the Island.

### **3.6 Research Instruments/Tools**

In the research, the researcher prepared and used **questionnaires** in order to collect data from his respondents. His questionnaires were based on his research objectives and research questions which were primarily centered on the teachers' and pupils' attitudes as well as provision and availability of learning resources and their modification to suit the learning needs of handicapped learners.

### **3.7 Procedure of the study**

Way back in the month of February, 2008, the researcher made a proposal of the area he wanted to undertake a study on (perception of learners with disabilities in regular schools in mainstream primary schools in Mageta Island) in that proposal, he sought and provided information on the following areas: -

- \* Title of the study
- \* Background information of the study
- \* Statement of the problem
- \* Purpose of the study
- \* Objectives of the study
- \* Research questions
- \* Significance of the study

\* Definition of the terms

\* Limitations and delimitations of the study

Thereafter and before commencing to carry out the research, the researcher delved into other writers' work to try and marry what he wanted to research on with what other writers had said about the same. Ndurumo, Mwaura, Bauer and Shea, Ysseldyke and Algozzine, Langley among others were no exception to the volumes of literary works he perused avidly for information.

After this search, the researcher developed questionnaires from the pre-stated research questions which he pre-tested by discussing them with fellow research students.

Permission was sought by the researcher from various heads of institutions using an introduction letter from Kampala International University as well as a letter from the researcher seeking permission to collect data from the said institutions. From this point, the researcher sent questionnaires to two schools while in one school, the researcher personally presented the questionnaires to the respondents and left with the results or waited for them to be sent back to him. This was successful since all the respondents handed back the questionnaires with answers marked in and in good time. With the responses back, the researcher straight away embarked on presentation and organization of frequency and percentage tables. Analysis of the data was enhanced by use of the above together with histograms, bar graphs and pie charts.

A number of factors were obstacles to the success of the research. Notable among these were: -

Insufficient amount of time within which to conclude the findings.

- Large area to cover
- Limited sources of finance
- However, some factors eased the researcher's work (delimitations)

These were factors like: -

- Those involved (teachers and pupils in primary schools) would be and the would be direct beneficiaries.
- The language of the catchment area was well known to the researcher so he found it easy to elaborate on difficult areas using the language.
- The teachers in the affected schools were assigned as research assistants who eased problems of movement.
- The researcher was well known to most of the respondents so they responded with a lot of co-operation.

## **CHAPTER FOUR:**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION.**

The researcher prepared two types of questionnaires. One was for teachers while the other for pupils. The following information was a summary of the raw data collected from the schools: -

#### **4.0 Introduction**

The data analysis concentrates on teachers and pupils attitudes towards inclusion of handicapped learners in the Main stream Primary Schools in Mageta Island Kenya. Data analysis shows response of both teachers and pupils attitudes on the availability of facility for the handicapped learners in the Main Stream Primary Schools in Mageta Island Kenya in line with the objectives of the research as listed below.

- i) To be able to find out the feelings or attitudes of the teachers in regular school towards the handicapped
- ii) To be able to find out whether there are relevant learning facilities or services to cater for the needs of the handicapped learners.
- iii) To be able to find out if the handicapped learners have got easy access to basic facilities like classrooms, toilets and play grounds
- iv) To find out the attitudes of the non-handicapped learners towards their colleagues who are handicapped
- v) To be able to find out if the learning environment is well modified to cater for the needs of the handicapped learners



**Table 1:**

Teachers' response to a statement that the handicapped learners are easy to handle like their non-handicapped peers.

Category	Frequency	Percentage
Those who disagreed	12	80
Those who agreed	3	20
Those who were not aware	0	0
<b>TOTAL</b>	<b>15</b>	<b>100</b>

From the above table, it is clearly evident that most teachers have a low perception of the handicapped learners. That is why 80% of the respondents disagreed that they were easy to handle.

**Table 2:**

Teachers' attitude towards the inclusion of many handicapped learners in regular schools

Category	Frequency	Percentage
Those not agreed	9	60
Those who agreed	3	20
Those not sure	3	20
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Table 2 reveals that most teachers (60%) do not agree with the idea of bringing physically handicapped learners in the regular schools.

They have a negative attitude towards their fitting well within the regular school.

**Table 3:**

Teachers' response on whether their schools had resources like wheel chairs, crutches, page turners, head pointers.

Category	Frequency	Percentage
Not at all	15	100
Yes	0	0
Yes but a few	0	0
<b>TOTAL</b>	<b>15</b>	<b>100</b>

The above analysis tells that resources like wheel chairs, crutches, page turners are not available in schools.

**Table 4:**

Teachers' response towards suitability of the available latrines and classrooms for good use by the handicapped.

Category	Frequency	Percentage
Not suitable	12	80
Suitable	3	20
Not sure	0	0
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Obviously from the responses above, the latrines and classrooms are not suitable for the handicapped learners.

**Table 5:**

Teachers' response on whether the stairs were well made to cater for the handicapped.

Category	Frequency	Percentage
No	12	80
Yes	3	20
Very well made	0	0
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Most of the respondents (80%) stated that the stairs within their schools were not well made to cater for the physically handicapped learners.

**Table 6:**

Teachers' responses on whether the physically handicapped learners are capable of using paths within the school without difficulty.

Category	Frequency	Percentage
No	9	60
Yes	6	40
Not sure	0	0
<b>TOTAL</b>	<b>15</b>	<b>100</b>

From the responses above the paths within the schools are not yet designed to cater for the physically handicapped learners (60%) of the respondents indicated no while (40%) indicated yes.

**Pupils' response from the school**

**Table 7:**

Pupils' response on whether it was good to learn together in the same class with handicapped learners.

Category	Frequency	Percentage
Those who said NO	45	75
Those who said YES	10	16.7
Those who said NOT SURE	5	8.3
<b>TOTAL</b>	<b>60</b>	<b>100</b>

From the above table, it was clearly evident that most pupils (75%) did not see the value of learning together with the handicapped learners. Their attitude towards the handicapped was negative.

**Table 8:**

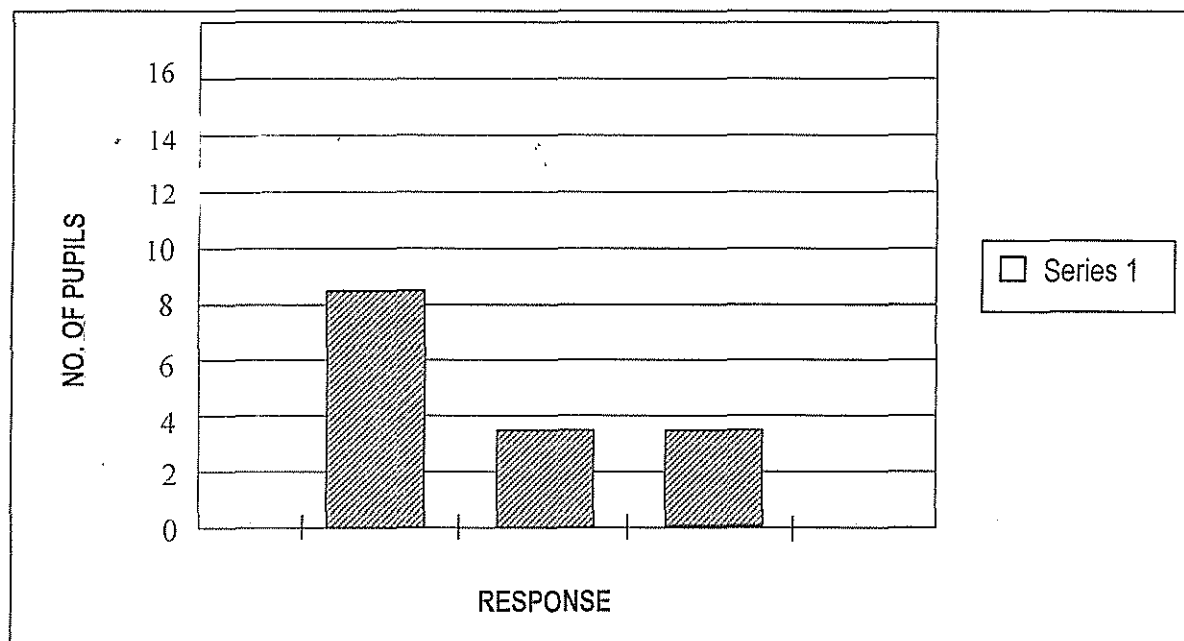
Pupils' response on which school the handicapped learners should go to learn.

Category	Frequency	Percentage
To special schools	55	91.7
To local schools around	5	8.3
<b>TOTAL</b>	<b>60</b>	<b>100</b>

The above table also pointed out to us that (91.7%) of the pupils wanted the handicapped learners to be in their own schools while (8.3%) wanted them to learn within the regular school. This was a sign of negative attitude.

**Figure 1:**

Teachers' response on whether handicapped learners performed academic tasks better than their non-handicapped peers.



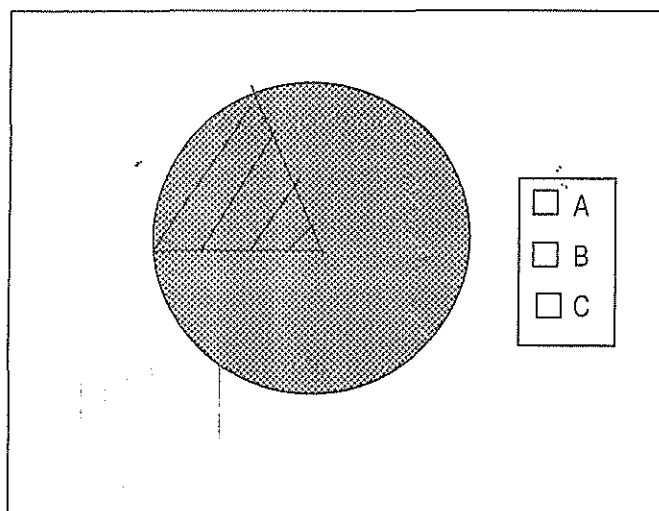
B = Agreed

C = Very much agreed

The result of this question tells clearly that out of 15 teachers, 9 teachers do not agree that the handicapped learners can perform academic task better while 3 agree and again three are very much agree. This leaves a percentage disparity of 60%, 20% and again 28%. Evidently, the attitude of teachers is negative.

**Figure 2:**

Teachers' response on whether most teachers treat handicapped learners with love and care.



**KEY**

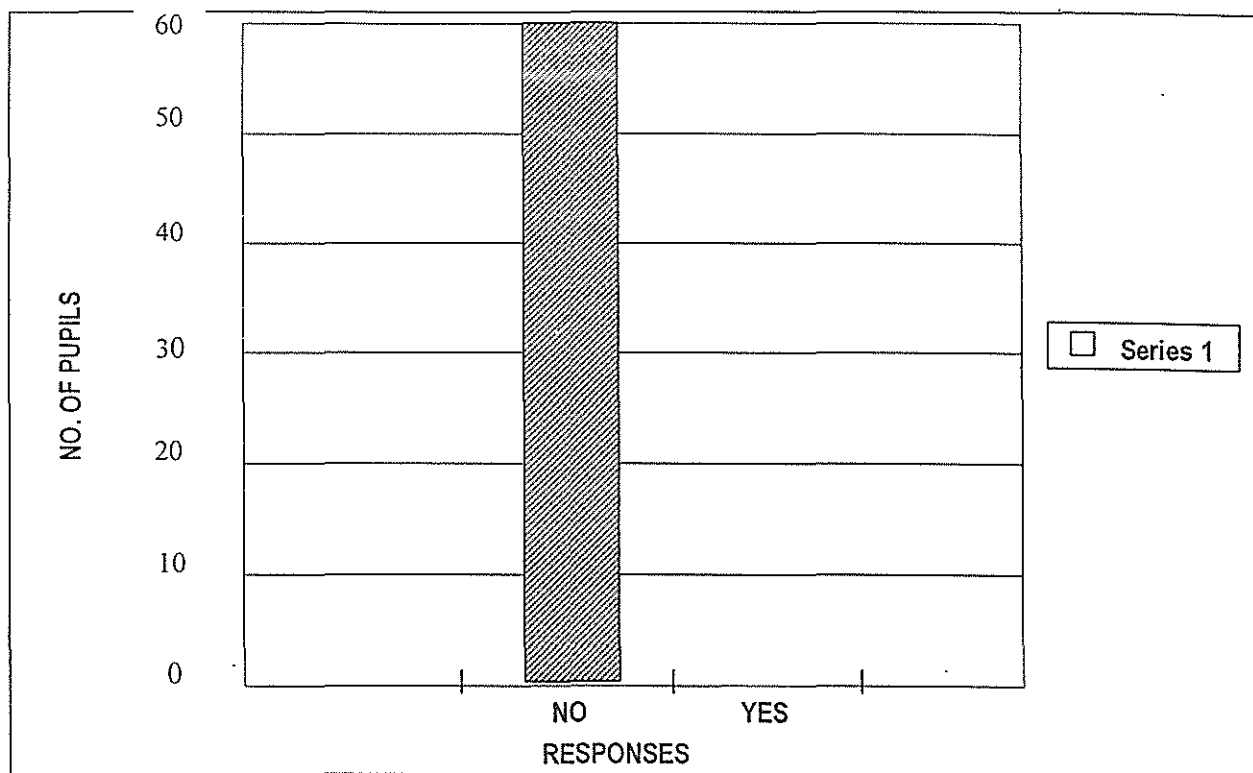
A = 80% NOT correct

B = 0% correct

C = 20% Not sure

The above pie chart indicated that a large number of teachers ( $12/15 = 80\%$ ) did not agree that teachers treated the handicapped learners with love and care (0%) agreed that they were treated with love and care and only ( $3/15 = 20\%$ ) were not sure how teachers treated these learners.

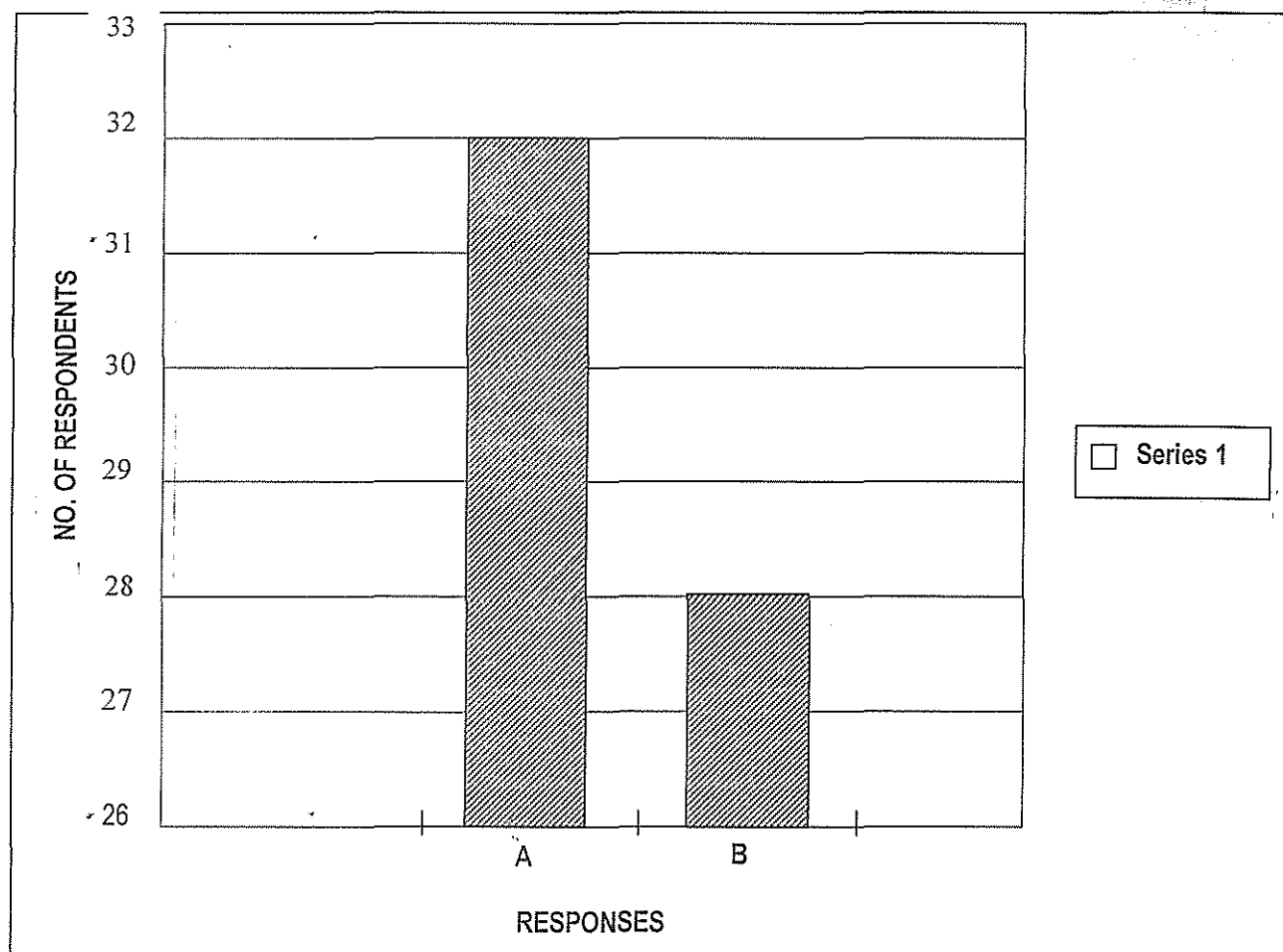




For the above question all the 60 respondents stated No. that meant that classrooms within the regular schools were not yet modified to suit the physical handicapped learners.

**Figure 4:**

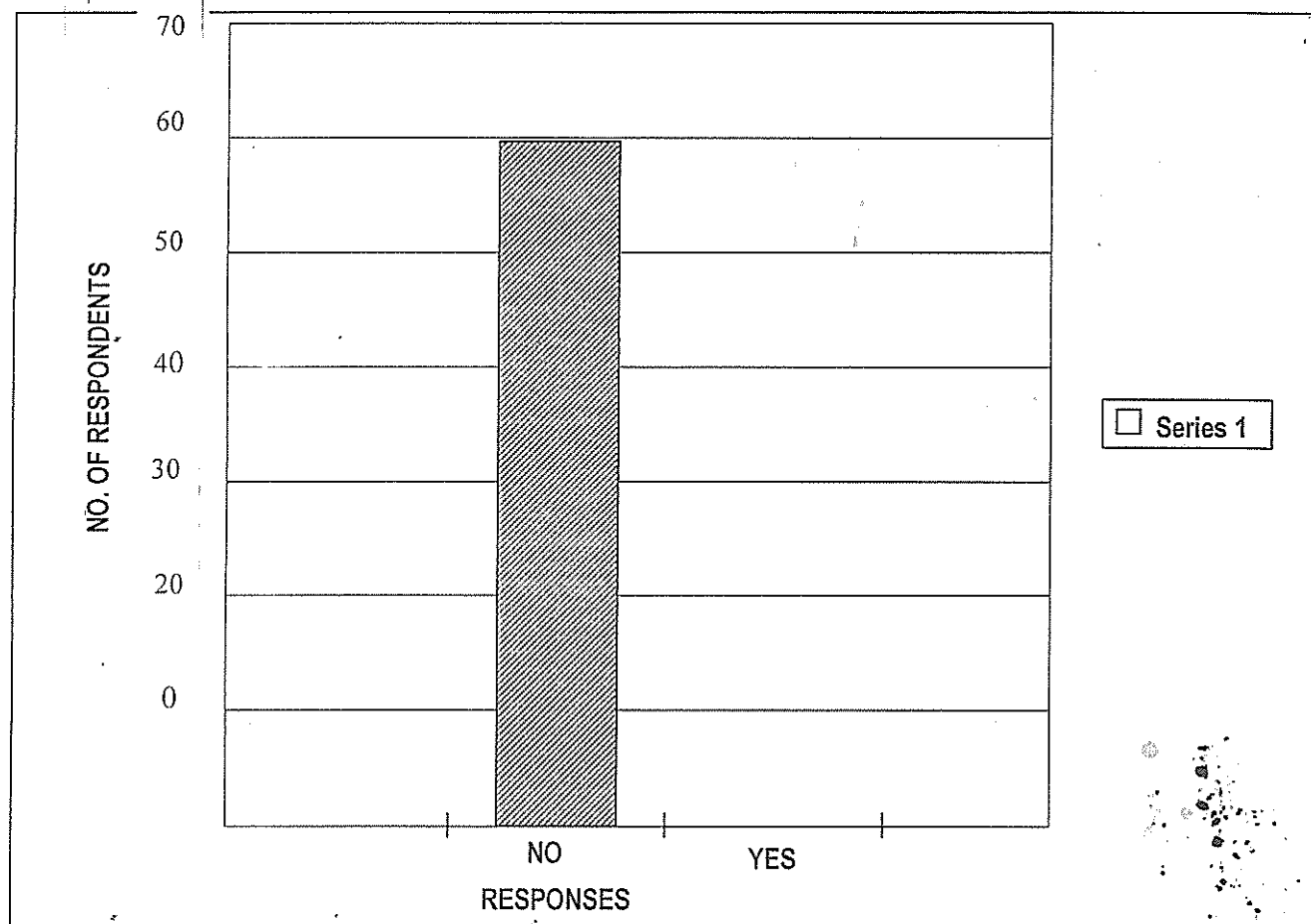
Pupils' response on a statement that the handicapped learners were better than them in class work.



An analysis of the above figure showed that 32 out of 60 respondents (53.33%) did not believe that the physically handicapped learners were better than them. 28 out of 60 (46.7%) believed that the physically handicapped were better than them. This revealed that a majority of the non-handicapped learners had a low opinion of the handicapped learners in terms of academic performance.

**Figure 5:**

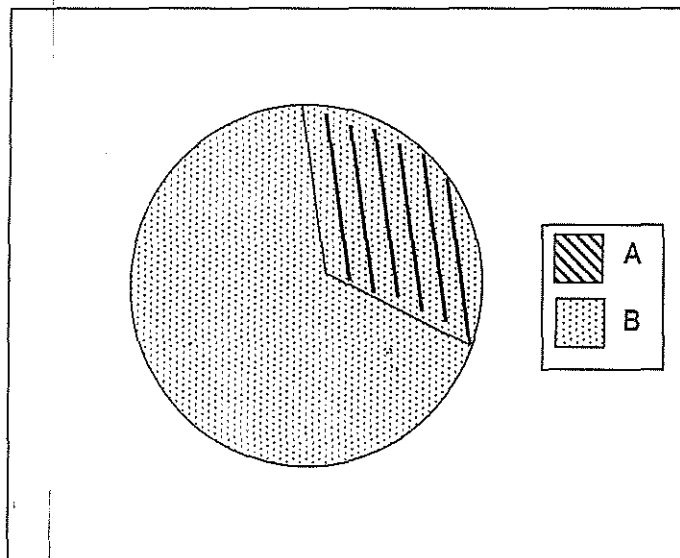
Pupils' response on the availability of crutches, wheel chairs, boots brails, sound machines and calipers for the handicapped learners within the regular schools.



In the above table, all the respondents (i.e. 60 = 100%) showed that there were no such facilities in their regular schools. Some had never even seen them and could not even figure out what calipers, crutches, brails, sound machines and boot were.

**Figure 6:**

Pupils' response on whether the handicapped learners were a bother since they have to be helped all the time.



**KEY**

A - Those who agreed they were a bother - 30%

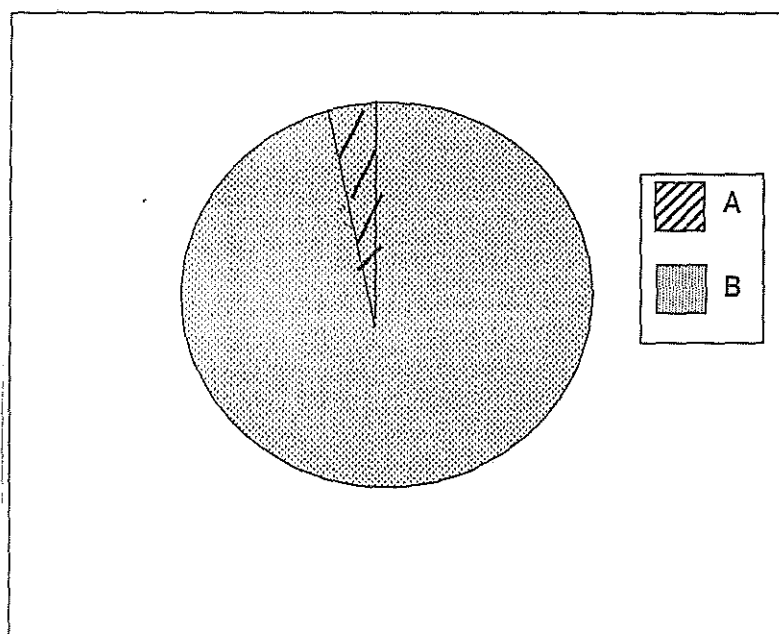
B - Those who said they were not a bother - 70%

Just a glance at the above figure indicated that 42 = 70% did not feel that the handicapped learners were a bother - only 30% i.e. 18 felt so.

Here the attitude was positive.

**Figure 7:**

Pupils' response on whether the paths and playgrounds in their schools were made in a way that the handicapped learners could use them in a comfortable way.



**KEY**

- A - Those who indicated Yes - 1.7%  
B - Those who indicated No - 98.3%

The above figure showed that the school environment like paths within the school and the playgrounds were not yet properly modified to enable the physically handicapped learners to use them with minimum assistance. 59 out of 60 respondents (98.3%) indicated that they were not suitable while only one out of 60 (1.7%) said they were.

## CHAPTER FIVE:

### SUMMARY, RECOMMENDATIONS AND CONCLUSION

#### 5.0 Introduction

Summary, recommendations and conclusion arrived at on the research topic on **perception of learners with learning difficulties in the Main stream schools in Mageta Island- Kenya.**

Summary, recommendations and conclusion concentrate on the objectives of the research topic listed below

- To be able to find out the feelings or attitudes of the teachers in regular school towards the handicapped
- To be able to find out whether there are relevant learning facilities or services to cater for the needs of the handicapped learners.
- To be able to find out if the handicapped learners have got easy access to basic facilities like classrooms, toilets and play grounds
- To find out the attitudes of the non-handicapped learners towards their colleagues who are handicapped
- To be able to find out if the learning environment is well modified to cater for the needs of the handicapped learners

#### 5.1 Summary

The data collection in this report was designed in line with its objectives and research questions. It therefore goes without saying that the teachers' questionnaires addressed the following issues from the objectives and research questions: -

- Teachers; attitude towards the handicapped learners
- Availability of learning resources for handicapped learners
- Modification of the learning environment e.g. classrooms, stairs
- Modification of paths, latrines and playground.

Similarly, the pupils' questionnaires addressed the same issues from the objectives. The only exception in their case was that the researcher wanted to know the pupils' attitude towards their handicapped colleagues.

**a). Teacher Attitude**

Four questions addressed the above subject. That is questions 1,2,7 and 8. Out of the 15 respondents, 12 said No for question 1, 3 said No for question 7 and 0 said No for question 8. The teachers' attitude towards the handicapped learners was therefore negative.

**b). Availability of learning facilities/resources.**

One question in the teachers' questionnaire asked about the availability of the above question No. 3. In the pupils' questionnaire the same was inquired by one question (Q No. 5)

Out of the 15 teachers who responded, all of them stated that there were not a single such facility in their schools.

All the 60 pupils who responded about the availability of resources replied in negative. It was therefore evident that the schools did not have facilities to cater for the handicapped learners.

**c. Modification of classrooms, latrines and stairs.**

Questions four and five in the teachers' questionnaires addressed the above objectives while question three in the pupils' questionnaires asked the same. Of the fifteen teachers respondents, 9 said available latrines and classrooms (Q4) were not suitable for the physically handicapped learners, 3 said they were while 3 were not sure.

Considering the stairs, 12 teachers said they were not suitable for the physically handicapped, 3 said they were. Out of the 60 pupils of them responded that the classrooms were not suitable for the handicapped learners. Conclusively, it was evident that the schools did not have suitable classrooms, latrines and stairs for the handicapped learners.

**d. Modification of the paths and playgrounds.**

Question six of the teachers' questionnaire enquired of the above. Question seven of the pupils' questionnaire also addressed the same subject. 9 teachers out of 60 responded that the paths were not suitable for the physically handicapped. 3 said they were, and 3 said they were not sure. On the pupil's side, 59 out of 60 pupils said that the playgrounds and paths were not suitably designed for the handicapped learners while only a paltry (1.7%) indicated that the playgrounds and paths were suitable. Hence the paths and playgrounds in Mageta Island are not suitable for the handicapped learners.

**e. Pupils' attitude towards the handicapped learners**

Four questions in the pupils' questionnaire tested the above objectives. These were questions 1,2,4 and 6.

Question one wanted to know whether the handicapped learners were good to be with in a class and 75% of the respondents said No. 16.7% said Yes and 8.3% said they were not sure.

Question two asked about where the physically handicapped should be placed for learning. 91.7% of the pupils said they should be taken to special schools. Only 8.3% said they could learn together.



Question four sought the pupils' opinion on whether the handicapped learners were better than them in class work. 53.3% of them said No while 46.7% said Yes.

Question six sought their opinion on whether the handicapped learners were a bother. 70% said they were not a bother. Only 30% said they were a bother.

Generally speaking from the above respondents, the attitude of the non-handicapped learners was poor towards their handicapped colleagues.

Summarily, the researcher found out the following: -

- That teachers had negative attitude towards handicapped learners.
- That most non-handicapped learners had a negative attitude towards their handicapped colleagues.
- That the schools in Mageta Island have no suitable learning facilities for the handicapped learners.
- That the school environments within Mageta Island were not yet modified to make them suitable for use by handicapped learners.
- That the learning facilities in Mageta Island were not well modified to cater for the needs of the handicapped learners.
- To enable physically handicapped learners to use them with minimum assistance, 59 out of the 60 respondents (98.3%) indicated that they were not suitable while only 1 out of 60, 1.7% said they were.

## **5.2 Recommendations**

Pursuant to the above findings, the researcher would like to make the following recommendations without which the realization of the goals for inclusive education would be a dream.

The Ministry of Education to beef up more aggressive awareness campaigns among various stakeholders concerning the special education needs for the handicapped learners.

The Ministry to empower all the teachers in the country with appropriate professional skills on how to cater for the handicapped learners through distance learning programmes or pre/in service programmes.

The Government of Kenya to source for donor support so that she can equip the schools with appropriate learning facilities.

That other researchers should carry out further research on how to eradicate negative perception and attitudes.

That the regular schools should be assisted with appropriate techniques/resources with which to create a barrier free learning environment.

That the schools be assisted with a special financial grant to be used in addressing some of the urgent day-to-day needs occasioned by the handicapped learners.

## **5.2 Conclusion**

Inclusive education is currently the global trend. Kenya cannot afford to be left out of this bandwagon. If the findings in this report were to persist, there is definitely no doubt that the programme would flop.

The researcher would therefore like to appeal to all stakeholders in education to read it keenly and help to thwart the obstacles realized.

No success can be achieved in the presence of challenges like negative attitudes, lack of learning facilities and non-modified school

environments. The time to wake up to the challenges by all and Sundry is now or never.

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## APPENDIX I: QUESTIONNAIRES:

**Part one: To be filled by teachers (put a tick) where appropriate.**

1. Handicapped learners are easy to handle just like the rest
  - A. Agreed ☐
  - B. Disagreed ☐
  - C. Not known ☐
  
2. It is necessary to bring as many handicapped learners as possible into the regular schools.
  - A. Correct ☐
  - B. Not sure ☐
  - C. Not correct ☐
  
3. Does the school have resources like wheel chairs, crutches, page turners, head pointers, brail, sound machines etc?
  - A. Not at all ☐
  - B. Yes ☐
  - C. Yes but very few ☐
  
4. Is it easy for the handicapped learners to use latrines, classrooms etc. without a problem?
  - A. Yes ☐
  - B. No ☐
  - C. Not sure ☐

5. Are the stairs well made to cater for the physically handicapped?

A. No ☐

B. Yes ☐

C. Very well made ☐

6. Are the handicapped learners capable of using the paths within the school without difficulty?

A. Yes ☐

B. No ☐

C. Not sure ☐

7. Most handicapped learners perform academic tasks better than their peers who are not handicapped.

A. Very much agreed ☐

B. Agreed ☐

C. Not agreed ☐

8. Most teachers treat handicapped learners with love and care

A. Correct ☐

B. Not correct ☐

C. Not sure ☐

## QUESTIONNAIRES

**Part two:** To be filled by pupils. Put a (tick) in the box with the right answer

1. Handicapped learners are good to be with in class
  - A. Correct ☐
  - B. Not sure ☐
  - C. Not correct ☐
  
2. Where should handicapped learners go to learn?
  - A. In our schools ☐
  - B. In their own schools ☐
  
3. Are the classrooms in your school made in such a way that the handicapped learners can move in easily?
  - A. Yes ☐
  - B. No ☐
  
4. The handicapped learners are better than you in class work.
  - A. Very wrong ☐
  - B. Very correct ☐
  
5. Are there crutches, wheel chairs, boots, brails, sound, gadgets and calipers for the handicapped learners in your school?
  - A. Yes ☐
  - B. No ☐
  
6. Many handicapped learners are a bother because they have to be helped all the time.
  - A. Agreed ☐
  - B. Not agreed ☐

7. Are the play grounds, paths in your school made in a good way so that the handicapped learners can use them well?

A. No

☐

B. Yes

☐



**MAP OF BONDO DISTRICT**

