

KAMPALA INTERNATIONAL UNIVERSITY



TITLE:

**CHALLENGES FACING LEARNERS WITH IMPAIRMENT: CASE
STUDY OF PHYSICALLY IMPAIRED LEARNERS OF KAPENGUIRA
PRIMARY SCHOOLS, WET POKOT DISTRICT, KENYA**

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CLARATION

I, BEATRICE MUCHALWA INGOSI, BED/20967/81/DF

declare that the information given in this research report is made by myself and has never
n presented by any other person, for the award Bachelor of Education.

Signature: 

Date: 15/4/2010

DEDICATION

This report has been dedicated to the hearing impaired learners of Eregi Special School who have been such an inspiration in all my academic endeavors.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work all for their enormous support while I studied far from home.

May the Good Lord reward them abundantly.

ABSTRACT

The research topic is about challenges facing learners with physical impairment in academic performance in Kapenguria Zone, Kapenguria division west Pokot district.

The purpose of the study was to determine the challenges faced by physically impaired learners in primary schools in Kapenguria Zone, Kapenguria division, west Pokot district.

The research questions focused on attitude of both teachers and parents, environment of the schools, educational resources and challenges faced by physically impaired learners. From the findings of this study it showed that there was a significant negative attitude of both teachers and parents towards the education of the physically impaired. The hypothesis regarding the negative attitude towards the education of physically impaired learners remain uncharged. This is because there is limited number of qualified teachers to cater for the needs of physically impaired learners.

The government should therefore train enough teacher in the area of physically impaired, organize seminars and workshops to disseminate information to schools and community at large through pamphlets, radios, televisions and advocating positive education for the physically impaired learners.

The government should also fund the schools so that the learning environment can be modified by buying adaptive and educational resources of the physically impaired learners, construct ramps and build special toilets of the physically impaired learners.

DEFINATION OF TERMS.

Adaptive devices	: Materials/equipment used to suit a particular need
Amputation	: Missing of limbs.
Attitude	: This may be negative or positive way one thinks or behave towards other people.
CULTURE	: The people's way of life including beliefs about various issues in their communities.
Curriculum	: It is the overall learning programme in a school and all that is offered to the learners in an instructional programme school from the time he/she enters the school till the time he/she will complete the school.
Disability	: It is the limitation posed to an individual due to impairment.
Handicap	: This is a condition that is brought about by impairment or disability which interferes with normal functioning of an individual to interact with the environment.
Impairment	: This refers to any loss or damage to a part of the body through accidents, diseases, genetic factors or other causes.
Inclusive setting	: This is where all learners including those with special needs participate in all activities in a community that recognize and addresses the needs of each other.
Ordinary teachers	: Teachers who are not trained in special needs education.

Physical impairment : This includes conditions that may make it difficult for one to move or manipulate the physical environment.

Physiotherapist : They train people with motor impairment through the use of exercises.

Rapport : Developing good relationship.

KNEC : Kenya National Examination Council.

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CHAPTER ONE

1.0 INTRODUCTION

The study focused on challenges faced by physically impaired learners in public primary schools in Kapenguria zone. The following things were to be discussed. Back ground information, statement of the study, research questions, significance of the study, research questions, limitations and delimitations and definitions of terms.

1.1 BACK GROUND INFORMATION

Physical difficulties include conditions that may make it difficult for a child to move or to manipulate the physical environment, interact freely and communicate easily. Mwaura and Wanyera (2002) categorized physical difficulties into groups as orthopedic difficulties and neurological difficulties. Orthopedic difficulties; these are children with motor impairment resulting from problems which associated with the nerves which connect them with the sensory organs, muscles and internal organs.

Kapenguria zone is in Kapenguria Division, west Pokot District.

This region is occupied by mainly Pokots and few other tribes found in Kenya. Most of the people practice mixed farming .With the introduction of formal education, most of the people did not understand its objectives as they were already satisfied with their way of life. Nevertheless, attitudes are difficult to change. This can therefore be stated that any attitude change that occurs as a result of participation on an attitude modification may be dependent on one's theoretical orientation on a variety of interpersonal or situational factors. Individuals remain markedly fixed in their beliefs regardless of persuasiveness of the approach used, attitudes may change very slowly. A person may also become more or less accepting of an attitude. In the same way a few people started taking their children to school but not whole hearted. Those taken to school were already regarded as lost and wasted.

Due to Free Primary Education, schools have continued with more enrolment. This is because the government provides free books while some of the non-governmental organization gives free uniform and free feeding Programme. Many people in Kenya ask to what extend education of children with physical impairment could be managed, when many ordinary children of school going age could not be catered for. Besides, this most of the people in the society are still under influence of traditional beliefs about the disabled. While on the other hand, some reason out. Why should we attempt to educate children whose achievement will always be limited and who in any case be expensive to educate and yet the "normal" children are floating? 'This shows clearly that they do not understand the importance of education.

The field of education is important as it helps in developing physical, intellectual, emotional and social aspects of handicapped children to enable him or her to fit in the society. These children have a great deal to learn through their senses. The physically handicapped child who uses a wheelchair can compete with other learners without any problem because the reasoning power is the same or "normal". It is not still a surprise that in the course of solving the attitudes of the community there may be a big conflict between those who understand the idea behind education of the children with physical impairment. The opposition groups will be those on human rights with those advocating education for the so called "normal" children. This will in turn create a dilemma in the society's attitude. Most of the communities in Kapenguria have not been taking care of the physically handicapped children. With physically handicapped children, this happened in other parts of the world but with time they have adjusted. For example, in one of the schools in UK catering for a group of children with physical impairment as reported by Hergart et al (1988) the dominant perception on the part of the main school staff was that they' were daft. They had low expectation of behaviour and performance from them. This was when a physically impaired pupil produced good work in main stream lesson. No wonder with enough attention at school. These children are capable of developing at least near to the "normal" children. We should not forget that among the very children we see are "normal" there are different categories that are genius, moderate

and slow learners. This too applies to the physically impaired children. Thus it can not be correct to generalize that all children with physical impairment cannot learn.

Putting this in mind, there is nobody on earth who can fail to learn something hopefully, given an opportunity to educate those children they are able to perform some activities to the standard of the normal" children. What is Important to this matter is only understanding the concept. In respect to the above circumstances, the researcher will therefore undertake an investigation on the learning difficulties faced by physically impaired learners in Kapenguria Zone.

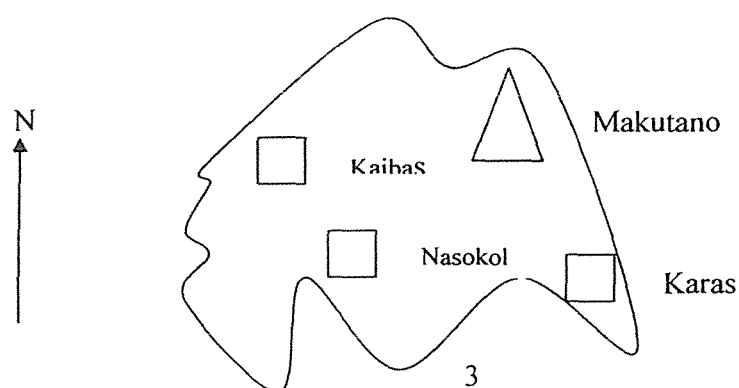
1.2 STATEMENT OF THE PROBLEM

The children with physical handicaps have been widely misconceived by a majority of people across the whole nation. There has been misleading views that physically handicapped people cannot score the same across the board like their able - bodied counterparts. This argument is the apparent result that is connected to the inability with which the planner of 8-4-4 curriculum had to adequately meet to the physical, cognitive, social and emotional expectations of the children. Due to these contributing factors, it is the researcher's interest to study in details the possible solutions to these challenges and may get possible answers to questions facing physically handicapped child.

1.3 GENERAL OBJECTIVE OF THE STUDY

The general objective of the study was to determine challenges faced by physical impaired learners in primary schools in Kapenguria zone, Kapenguria division, west Pokot district.

KAPENGURIA ZONE MAP



1.3 SPECIFIC OBJECTIVES IOF THE STUDY

The specific objectives of the study were to:-

1. To determine attitude of both teachers and parents towards learners who are physically impaired.
2. To determine ways of modifying the environment for learners who are physically impaired.
3. To identify educational resources that can be used by learners who are physically impaired
4. To find out challenges faced by learners who are physically impaired.

1.4 RESEARCH QUESTIONS

Q1. What is the attitude of regular teachers towards learners with physically impaired?

Q2 How is the school compound environment?

Q3. Can children with physical impairment benefit from education by adapting devices?

Q4. What socio economic factors affecting the learners with physically impaired in your school?

1.5 SIGNIFICANCE OF THE STUDY

Upon successful completion of the research, the ministry of education science and technology, administration , teachers, community members shall be able to collaborate in assisting the physically impaired learners to cope well in inclusive setting. The result was expected to outline the desirable adaptive devices to be used in supporting physically impaired learners. The research was also intended to enable the community of learners with physical impairment by creating a less restrictive education environment.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter has introduced what other people have written, researched about challenges faced by physically impaired learners and researchers opinion about challenges faced by physically impaired learners. The researcher has defined, classified, characterized and discussed causes, effects and intervention measures of physically impaired learners.

2.1 TRENDS

According to Randiki (2002), before the 17th century, people with disabilities were considered socially and physically less capable. They were not acceptable in the community and they suffered neglect and rejection. Disability was regarded as witchcraft, a curse or punishment from God. Children with disabilities were thrown in the bush. Philosophers as Plato and Socrates condemned people with disabilities

Kirk (1972) states that children with physical disabilities comprises of a heterogeneous group with varying disabilities each with a unique problem which limits effectiveness with which a child can cope with academic, social and emotional needs of the school and the community. The composition of these children has undergone continuous and rapid changes over years due to the advances made in medical field and the availability of medical services an increasing consciousness of the health and emotional needs of these children and the continuing effort on the part of education to provide experiences for the whole spectrum to those children. Kauffman and Hallaham (1988) stated three classifications of handicapping conditions that the children with physical handicap are grouped, namely; - neurological conditions, musculoskeletal and health impairments.

Neurological conditions are the conditions affecting the central nervous system which include the brain and the spinal cord. Such conditions result into adverse effects on the

child marked by problems of cerebral palsy, spina bifida, epilepsy, poliomyelitis, spinal cord injuries and orthogryposis.

Muscular skeletal are conditions affecting the health and functioning of the muscles, bone and joints. Examples of such conditions include:- muscular dystrophy, osteogenesis imperfecta, juvenile rheumatoid arthritis, amputation and leg perthesse disease.

Health impairments are conditions where the individual is exposed to a situation of long illness that makes the body's ability to function very weak. Examples of these conditions include: sickle cell, anemia, asthma. HIV/AIDS, heart disease, hemophilia, diabetes and tuberculosis.

According to Mwaura and Wanyera (2002) physical impairments include conditions that may make it difficult for a child to move or manipulate the physical environment, interact freely and communicate easily. They are grouped namely:-orthopaedic difficulties and neurological difficulties. The children with orthopaedic difficulties are those children with motor impairments resulting from problems related to the bones and muscles systems. Examples of orthopaedic include children with amputation, brittle bone diseases and children with muscular dystrophy. Amputation is the condition where limbs are greatly reduced in size or missing at birth or limbs that have been lost or severed in the course of one's life. This person may have problems in movement because of deformed limbs.

There are many causes of amputation including a congenital defects where by a child may be born without limbs. Sometimes a child may suffer from severe infections which may lead to the limbs being infected. There are many accidents that may make one to loose some parts of the body for example, some drugs taken by mothers during pregnancy may cause harm to the body. Diseases like cancer may lead to removal of limbs. Exposure to radiation during pregnancy for the mother may affect the unborn child. Children with amputation face numerous problems in an inclusive setting. This problem include: inability to walk properly. The children will be unable to hold pens because of missing the upper limbs and they may not be able to turn pages in a book to

read. These children will have problems in dressing and feeding themselves. Brittle bone disease is an inherited bone disease characterized by a defective development in the quality and quantity of bones. They are brittle and easily broken.

Muscular dystrophy is a condition in which the muscles of the body become progressively weaker and wasted without there being any disease in the central nervous system.

Neurological difficulties include the following conditions: epilepsy, cerebral palsy, spina bifida, hydrocephalus and poliomyelitis. All these bring about the physical impairments. Cerebral palsy is a disorder of movements and posture appearing in early years of life as a result of damage or lack of development in the part of the brain controlling movements and posture. The damage in the brain takes place during pregnancy, at birth or after birth.

Kilei (2002) states that low intelligence comes as a result of delayed development milestones. Hearing and sight problems, convulsions, movement and balance problems which may prevent them from participating in practical activities. Problems of coordination, that is eye hand coordination which is an important skill for activities such as writing and reading. Due to cerebral palsy's spasticity, athetosis and ataxia movement the learner may not compete efficiently in the mainstream. A learner with hemiplegia and quadriplegia may not hold writing material well. Same applies to paraplegia and diplegia where the learner is unable to play football and participate in physical education activities with other normal learners which may lead to a learner withdrawing from others.

Epileptic children may experience problems which may affect their learning through the following: negative perception by the society who may view them as being abnormal and as persons suffering from mental illness. The children may be discriminated by the members of the society who think that epilepsy is contagious. They may also become disoriented due to frequent attacks and may fail to cope with academic work. As we know that each seizure causes some irreparable brain damage which lowers the learner's mental capacity thus affecting learning. The learner may need drugs to control the fits for life, which may lower his/her self worth and lead to extra financial burdens on the parents

who may not afford it. If not managed the fits may occur frequently leading to hospitalization and frequent absence from class. Learners with polio experience variety of problems despite having normal intelligence. Some of these problems are mobility problems which prevent them from moving in the school compound, weakness in fine and gross motor muscles, slowness in accomplishing academic tasks such as writing, physical exercises and carrying out experiments. The learners may be unable to use the ordinary furniture used by the regular learners unless some adaptation is done. The learner will frequently be absent from class due to medical appointment for check - ups as surgical operation and occupational therapy session.

Spina bifida is a condition which is associated with lower limb paralysis resulting in mobility problems which may lead to coming to school late. Loss of sense in the paralyzed part of the body resulting in mobility problems and inability to use limbs leads to problems in holding writing materials. Delay in development milestone, poor urinary and bowel control resulting in low esteem which affects learning.

Hydrocephalus normally leads to low intelligence as compared to average child in class. Communication difficulties and poor muscle tone which affect movement and performance of motor activities. A learner suffering from hydrocephalus will have poor visual perception and poor body balance due to the big head which may result in falling from time to time. They also verbalize too much but very little understanding or comprehension.

Hydrocephalus is a condition caused by abnormal accumulation of fluids, which expands the bones of the skull and if untreated can cause damage to the brain and the nerve cells. This may result in development disability, fits and occasional paralysis of the feet. This condition can also cause slow general development of the child. There are two main types of hydrocephalus namely: congenital hydrocephalus which is due to malformations of the brain, causing blockage in the flow of fluid and separation of the Joints of the skull. This results in enlargement of the skull. Acquired hydrocephalus may occur at any age as a result of head injuries, cerebral hemorrhage or meningitis. For effective management of

children with hydrocephalus condition you should plan for activities which will improve: stimulation and development, communication skills balance and coordination. 'Teachers should be tolerant and encourage them all possible ways and prepare individualized plans for these children. The learners with hydrocephalus should be trained on the balance and coordination to prevent them from falling which may further injuries to the brain or fractures to the limbs.

It is necessary that good contact is maintained with the family members and the teachers. The cooperation and encouragement of parents and other family members is vital in assuring every handicapped child has maximum opportunity for success in life. These children should be shown love, patience and affection.

2.2 FACTORS

(a) CULTURE

A physically handicapped child in any African society was seen as a curse to the family or result of sin committed by the mother. Such children were seen as a bad omen not only from his/her family but to the community as a whole. Such children were hidden from the normal community and put in isolated places. According to the Luhya community, handicapped children were seen as a burden to the family members and they were not given a chance to participate in activities. They were viewed as less productive and unable. These children were restricted and little care was given to them. No parent was willing to invest in these children.

According to Ndurumo (1991) some children have one or more additional handicaps and these handicaps put extra stress on how these children cope in the society. The society should put mind that "disability is not inability".

In Luhya community, parents of disabled children were not allowed to participate in ceremonies like circumcision ceremony as they were not allowed to stand before the people. The disabled child was not allowed to join the others during ceremonies. If a person had a disabled child in his/her home, neighbors could tell their children never to

go in that home or even to play with the disabled children. Girls were advised never to get married to families where there were disabled children. Boys were also not allowed to marry in such families.

(b) ATTITUDES

Many times teachers and learners who are not physically impaired thought those learners with physical impairment were helpless or could not be able to perform things or activities in their daily life. In school children with physical impairment were looked upon with negative attitude by the teachers and other learners. So if these children were taken care of they could learn like other normal children through training. Normal children did not want to associate with other physically impaired learners. So you could find them being lonely. Teachers and other learners should be sensitized so that they can change their negative attitudes towards these learners.

Teachers in Kapenguria Zone have given pupils with disabilities a second thought or third class comparison to children without disabilities in the field of education. The teachers had an opinion that children with physical impairments could not do anything apart from being a burden to the others. For example, during physical education lesson, children with disabilities were just left in class doing nothing because they were considered to be incapable of doing any activity like the normal children. The learners without disabilities had a negative attitude towards the learners with disabilities by thinking that they were different from them.

A family with disability problems was automatically isolated from other families. This made people to have a negative attitude towards children with disabilities.

Due to such fear, parents who had children with disabilities, opted to hide them or confine them at home. Such children were locked in a room until the visitors had left the compound is when they were released from the room. Randiki (2002) states that people with disabilities were considered socially and physically less capable. Hence they were not easily acceptable and regarded as part and parcel of the family and community. For instance, many children with disability suffered neglect and rejection. This was because families and community had negative attitude towards disability. They regarded disability to be caused by witchcrafts, cursed or punishment from God for wrongs done. It was also considered contagious. Consequently, persons with disability were isolated and their needs were not adequately provided for by the families and the community. Teachers called the disabled children names such as "KILEMA" which made learners without disabilities call them those names thus lowering their self— esteems.

(c) PARENTS ATTITUDE

Attitude of parents is very important. The parents of learners with physical impairment have been found to be weak encouragers and mere tolerators. This explains the limited participation of children with physical impairment in activities. (NIXON 1988) Hazel (1984), state that parents for regular and special students make an important contribution to the social acceptance programme.

Attitudes conveyed by parents to the children influence the learners attitudes, teachers efforts and the school programme Zahoria (1985) explain that parent may have concerns about integration programme due to the effects on their children. Therefore by instilling parents with information about the needs of the physically impaired children, the purpose of the programmes will help gain their support.

(d) EDUCATIONAL RESOURCES

These children with physical impairment can perform better if at all they are provided with some adaptive devices. There are adaptive devices for enhancing function for learners who are physically impaired for example head pointers, book holders, pen/pencil holders, page turners and mouth operated pointers. Learners with physical handicaps use

crutches and calipers to strengthen their legs in order for them to move from one place to another.

Beggie and O'donnel (1976), says that before an intervention program on communication is carried out on a child who is physically impaired, the child's ability to communication must be investigated. This will ensure that the best mode of communication is used. The child has to use an alternative communication, either unaided communication for example gestures, sign language or communication boards or aides communication such as electronic devices and voice synthesizer

The physically impaired learners should be given some exercises by the physiotherapist, which are designed to alleviate pain, correct or minimize muscular deformities, increase strength and mobility. In order for severely handicapped children to cope with the expectations of the classroom work, it is essential that their need for adaptive and assertive devices be taken into consideration. Teachers are therefore advised to work with the specialists to help the child and understand what the child can do and not what he / she can not do. The teachers should make sure that there is independent movement and manipulation of educational materials by the physically impaired learners.

(e) METHODS APPLIED

In order for a child with physical impairment to move freely, there should be modification of the environment and classroom. This is done using the following methods;- for those using crutches the environment should be modified by leveling the ground, removing potholes and removing any obstacles that may be a hindrance for the movement of the crutches. There should be adapted toilets for the physically impaired learners. For example the doors should be wide enough to allow the movement of the wheelchairs.

2.3 INTERVENTIONS

Learners with physical impairments need to be supported in many ways, For example. These learners need to socialize with others and they can do this through social services

provided by social workers. The physically impaired learners will need exercises which will be provided to them by the physiotherapist. The occupational therapist also are very important because they give support to the physically impaired learners by providing adaptive devices for them and training them on the use of the devices. Teachers, parents and other learners should be able to collaborate and help these children who are physically impaired.

According to Kise Bulletin Volume 2 No. 38 (1988) the physically handicapped children follow the normal curriculum of education unlike other handicapped children such as deaf blind and mentally retarded who need adaptations and materials designed to meet their curriculum. Although children with handicap began to be educated several centuries ago, the humanity of children with the handicap remained submerged. This however did not matter whatever handicaps regardless of their nature and severity. This distortion in social perception, influenced the most liberal and enlightened thinkers in seeing that children with a handicap are so different from the non-handicapped. Hence as a result of this, the family of a handicapped person failed to accept that they have a member who is and who needs support and not be overprotected.

Horn (1985, states that involving parents in education of their handicapped children primarily teaching them how to use behaviour management techniques to modify their children's behaviour has been increasingly advocated. Indeed with awareness seminar just like any other place in the world attitudes are changing. In this community can be able to accept children with handicaps with seminars crowned with child's awareness workshops with guidance and counseling from the professionals.

Labourcie et al (1983) states that individual counseling process may Consist of three components that is to say, Educative counseling to support and assist parents in dealing with their thoughts and feelings about child including for example guilt, shame, rejection and happiness. Personal advocacy counseling is where the parents are helped to become advocates for obtaining support and services for their child.

If foundations are carefully laid in the special schools / units, there is ample reason to expect that the person with a handicap may adopt successfully the work everyday leaving demands made on him / her by the society. The handicap cannot only become a useful and productive member of the society but also gain self acceptance, respect and acceptance by his non handicapped fellow individuals. This therefore may mean that with well planned seminars, the people in this community will have to see the rights of their children with the handicaps deserve and my demand for their education. An American congress passed a law (pg 94 -142) as acknowledged by Karugu (1993) which states that. "All handicapped children are entitled to a free and appropriate education in the least restrictive environment." The view of this law is that children with handicaps who are able to learn some concepts and skills with their non- handicapped peers at the same rate should be in regular classroom.

Many cases of the physical impairments can be prevented and well supported if the people in Kapenguria Zone can be educated on the causes of diseases like poliomyelitis, spina bifida, epileptic, hydrocephus and cerebral palsy which cause physical impairments.

Mwaura and Kanyera (2002) stated that, "regular visits to ante natal clinics, delivery in health centers and under care of health workers will minimize the impairments. The teachers and other learners without physical impairment, to understand that cases like epilepsy is non contagious. The physical impaired learners should be regularly referred to hospitals for prescription of drugs. Physically impaired learners have medical problems and co-operation is necessary in their education. It is important for the teachers to know other disciplines that are involved in the child's care and treatment so as to enhance their physical, emotional and educational development.

CHAPTER THREE

METHODOLOGY

3.0 RESEARCH APPROACH/ INTRODUCTION

The researcher used qualitative approach to conduct the study. This involves the researchers going physically to the schools with questions to be filled by the respondents.

3.1 RESEARCH DESIGN/ STRATEGY

The researcher used the survey strategy in this study. This is a method which is commonly used in educational research. In this commonly used in educational research. In this design, the researcher used questionnaires to target population.

3.2 LOCATION OF STUDY

The research was carried out in Kapenguria zone, west Pokot District. The research was carried out to find challenges faced by physically impaired learners.

3.3 TARGET POPULATION

The target group was teachers teaching in the five primary schools in Kapenguria zone. The researcher sent the questionnaires to the teachers in the five schools in the zone. The researcher decided to work with twenty (20) teachers.

TARGET POPULATION	NO. OF SUBJECTS	CODE
NAME OF SCHOOL		
MAKUTANO PRIMARY	3	A
KARAS PRIMARY	3	B
NASOKOL PRIMARY	3	C
MURKWIJIT PRIMARY	6	D
KAIBOS PRIMARY	5	E
TOTAL	20	F

3.4 SAMPLING PROCEDURE

The researcher employed the convenient sampling technology by using teachers who support physically impaired learners in the classes.

3.5 RESEARCH INSTRUMENTS/TOOLS

The researcher used questionnaire to get relevant information from target teachers of the sample schools. The questionnaires were composed of open and closed ended questions.

3.6 PROCEDURE OF THE STUDY

The researcher conducted the study under the laid down procedure:-

- He identified the problem
- He prepared a proposal
- He reviewed the relevant literature
- He designed a questionnaire
- He seek permission from the relevant authorities
- He collected the data
- He wrote the report on the findings.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

The data was collected in tables, discussed, analyzed and interpreted as indicated in the tables 4.1 - 4.12 below:

Table 4.1 Attitude of teacher

RESPONSE	FREQUENCY	PERCENTAGE
POSITIVE	1	2.5
NEGATIVE	19	97.5
TOTAL	20	100

As reflected in table 4.1 above, 2.5% of the teachers had positive attitude towards the physically impaired learners, while 97.5% had negative attitude towards the learners.

Table 4.2 Attitude of Parents

RESPONSE	FREQUENCY	PERCENTAGE
POSITIVE	5	15
NEGATIVE	15	85
TOTAL	20	100

As reflected in table 4.2 above, 15% of the parents with children who are physically impaired had a positive attitude, while 85% had a negative attitude.

Table 4.3 Interaction with special needs children.

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	50
NO	10	50
TOTAL	20	100

As reflected in table 4.3 above, 50% of the teachers interact very well with special needs children while 50% do not interact.

Table 4.4 Environment of school compound

RESPONSE	FREQUENCY	PERCENTAGE
HILLY	4	20
FLAT	16	80
TOTAL	20	100

As reflected in table 4.4 above, 80% of the school compound was flat, while 20% was hilly.

Table 4.5 Environment of the classrooms

RESPONSE	FREQUENCY	PERCENTAGE
YES	15	85
NO	5	15
TOTAL	20	100

As reflected in table 4.5 above, 85% of the Classroom doors were wide enough for wheel chairs to pass through while 15% were not.

Table 4.6 Environment of the Building stairs

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	50
NO	10	50
TOTAL	20	100

As reflected in table 4.6 above, 50% of the building stairs were replaced with ramps while 50% were not.

Table 4.7 Adaptive Resources.

RESPONSE	FREQUENCY	PERCENTAGE
YES	19	97.5
NO	1	2.5
TOTAL	20	100

According to table 4.7 above, it confirmed that all physically impaired learners can benefit from education by adapting devices. This is indicated by 97.5 of the teachers who accepted while only 2.5% say they cannot.

Table 4.8 Educational Resources.

RESPONSE	FREQUENCY	PERCENTAGE
YES	5	15
NO	15	85
TOTAL	20	100

As reflected in table 4.8 above, only 15% of the parents with special needs children buy educational resources for their children while 85% do not.

Table 4.9 Educational Resources.

RESPONSE	FREQUENCY	PERCENTAGE
MOBILITY DEVICES	8	40
READING DEVICES	7	35
WRITING DEVICES	5	25
TOTAL	20	100

As reflected in table 4.9 above, out of 20 respondents 40% of the teachers say the physically impaired learners have mobility devices, 35% say have reading devices and 25% say have writing devices.

Table 4.10 Socio economic challenges

RESPONSE	FREQUENCY	PERCENTAGE
POVERTY	15	85
MISAPPROPRIATION	5	15
TOTAL	20	100

As reflected in table 4.10 above, 85% of the respondents say poverty is the most socio economic factors affecting the learners with physically impaired in the schools while 15% believe it is misappropriation.

Table 4.11 problems of using toilets.

RESPONSE	FREQUENCY	PERCENTAGE
YES	20	100
NO	0	0
TOTAL	20	100

As reflect in the table 4.11 above, 100% of the respondents say the physically impaired children have problems of using toilets with the normal children.

Table 4.12 Assistance from regular teachers

RESPONSE	FREQUENCY	PERCENTAGE
YES	20	100
NO	0	0
TOTAL	20	100

As reflected in the table 4.11 above, 100% parents of the respondents say learners with special needs get assistance from regular teachers.

4.13 LIMITATIONS/DELIMITATIONS.

There was lack of enough funds for moving from one school to another. There was also another factor. Some schools were interior where communication was a problem. During rainy the roads become muddy which made them to be imposable. There was lack of enough reference books especially when the research was dealing with literature review. The researcher was not conversant with the catchments area language and could only communicate in English and Kiswahili. This was not easier for the researcher to interact and got required information from the local people around.

CHAPTER FIVE

5.0 INTRODUCTION

Following the data analysis interpretations it was possible to make a discussion, summary, suggestion, and the recommendation the study basing on the findings revealed. This took into consideration the purpose of the study which was to investigate the challenges faced by the physically impaired learners and the necessary interventions in Kapenguria Zone.

5.1 SUMMARY

The researcher was trying to investigate the challenges faced by the physically impaired learners in Kapenguria zone. The children with physical handicap have been widely misconceived by majority of people across the whole nation. There has been misleading news that physically handicapped children cannot score the same across the board like their able-bodied counterparts. The researcher carried out the research in the five primary schools in Kapenguria Zone. Most of the teachers had a negative attitude towards the physically impaired children. The special teachers who were found in these schools are the ones who had a positive attitude towards these learners. The introduction of free primary education has led to very many learners in schools. Teachers have no time on concentrating on the physically impaired learners as they could lower the school mean scores. Most of the schools look at the best mean scores, and this cannot allow the concentration on the physically impaired learners as they could lower the school mean scores. Lack of enough trained special teachers to handle the physically impaired learners has led to thee children being low achievers. As revealed in chapter two there are many people giving suggestions on how to deal with the situation of children who are physically impaired and how the teachers view the children with physical impairment. Due to barriers, the physically impaired learners cannot compete well with other normal learners unless the adaptation is done on the curriculum and the environment. Nevertheless, to strengthen education for the physically impaired learners, seminars and workshops like in any other region in the country should be provided to change the negative attitudes.

5.2 DISCUSSION

The proceeding chapter has started the result of the study. In this chapter before a discussion on the hypothesis results will be held. The hypothesis stated that, regular teachers altitudes towards education of the physically impaired learners in Kapenguria zone were negative. According to the discussion done with various respondents such as ordinary teachers and special teachers most of them had a negative attitude towards education of these learners. For example table 4:3 views of the respondents on the possibility of teaching children with physical impairments. Looking at those who fully supported the teaching of children with physical impairments were special teachers. The special teachers saw the need of educating the disabled children better than the ordinary teachers. This was because of the skill they got during the training and had seen the effort done by the disabled children. The ordinary teachers saw as an extra burden to teach children with special needs education (SNE). Most of them thought that educating the disabled according to Kirk (1972) states that children with physical disabilities comprises of a heterogeneous group with varying disabilities, each with a unique, problem which limits the effectiveness with which a child can cope with academic, social and emotional needs of the school and the community. The composition of these children has undergone continuous and rapid changes over years due to the advances made in medical field and the availability of medical services, an increasing consciousness of the health and emotional needs of these children, and the continuing effort on the part o education to provide experiences for the spectrum to those children. According to the researchers vies, these children with physical impairments can compete with other normal learner if given an opportunity. Non-awareness majority of teachers in Kapenguria zone felt that it was a miracle for children with physical impairments to be taught and learn in the same school with the normal children.

Perhaps with the poor attitudes of teachers shown towards education of children with physical impairments, it could have resulted from no seminars or workshops conducted in Kapenguria Zone. These findings concur with the view of Horne (1985) who gave an idea that involving parents in education of their children with physical impairments may contribute an attitudinal change. Kiheneas laboads (1983) advocated counseling to help

and support parents in dealing with their thoughts and feeling which includes shame, guilt, rejection and happiness. The teachers should be sensitized on the best learning and teaching methods of adaptive device which are suitable for the physically impaired learners. No wonder as sighted earlier in chapter two, the education and life style of the disabled people in Kenya was influenced by traditional beliefs, attitudes and customs of many tribal grouping in the country. Human conduct has long been regulated by traditions and customs. All cultural groups had their ways of performing things. People tend to stick to their conventions acquired early in life. There is more need to provide guidance and counseling to the community.

5.3. CONCLUSION

Different issues have been discussed from chapter (1-4) of this study about the challenges faced by physically impaired learners, and the attitudes of teachers towards these learners in Kapenguria zone in west Pokot district. From the findings of this study it showed that there was a significant negative attitude of teachers towards the education of the physically impaired. Hence the hypothesis regarding the negative attitudes toward the education of physically impaired learners remains unchanged. For example because free primary education, there are many children in schools. There are no teachers to cater for the needs of the physically impaired learners. It is therefore obvious with this new system of education that the physically impaired learners will continue to be faced with even stiffer education competition in the work and other challenges in life. In Kapenguria zone most of the people depend on farming where by the crops take the whole year before they are harvested. This has led to the people being poor and hence cannot be able to buy adaptive devices for those children who are physically impaired.

5.4 RECOMMENDATIONS

- Organizing seminars and workshops by the government by disseminating information to schools and community at large through pamphlets radios, televisions and advocating positive education for the physically impaired learners.

- Treatment of the physically impaired by the learners by the ministry of health to prevent further damages through referral to hospital by teachers and parents a making follow-up in schools.
- Sensitizing teachers on the best learning and teaching methods, and the use of adaptive devices suitable for these children by the ministry of education through organizing of workshops and seminars. .
- Modify the curriculum to suit the requirement needs and the interest of these children by the ministry of education by making these learners with disabilities to learn at their own pace.
- Training of special teachers to handle the physical impaired learners by the government through motivating them.
- Modify the environment of the learning centers to suit the requirement needs and interest of special needs children.

APPENDIX

The researcher attached the following:

- A. Questionnaire
- B. Work plan
- C. Budget
- D. Letter of Introduction

QUESTIONNAIRE:

Answer the following questions by marking a tick in the appropriate bracket.

1. (i) What is the attitude of regular teachers towards learners with physically impaired? Positive ☐ Negative ☐

ii) What is the attitude of parents towards learners with special needs?

Positive ☐ Negative ☐

iii) Do regular teachers interact with special needs children during break time?

Yes ☐ No ☐

2. (i) How is the school compound environment?

Hilly ☐ Flat ☐

ii) Are the doors of the classrooms wide enough for wheel chairs to pass through?

Yes ☐ No ☐

iii) Are the building stairs free and replaced with ramps in all the entrance?

Yes ☐ No ☐

3. (i) Can children with physical impairment benefit from education by adaptive devices?

Yes ☐ No ☐

ii) Do parents buy educational resources for learners with special needs?

Yes ☐ No ☐

iii) Do the physically handicapped learners have the following resources?

• Mobility devices Yes ☐ No ☐

• Reading devices Yes ☐ No ☐

• Writing devices Yes ☐

No ☐

4. i) What socio economic factors affecting the learners with physically impaired in your school ?

Poverty ☐

Misappropriation ☐

ii) Do they have problems of using toilets with normal children?

Yes ☐

No ☐

iii) Do learners with special need get assistance from regular teacher?

Yes ☐

No ☐

TIME FRAME

PERIOD	ACTIVITY
August 2008	-Developing the title of the proposal writing
September 2008	-Writing of rough research proposal draft.
October 2008	- Develop tools /instrument of research reserving and preparing the budget
November 2008	- Writing the research proposal
December 2008	- Approval of research proposal
January 2008	- Collection and analysis of data and compiling the full draft
March 2009	- Meeting with the supervisor for advice and review of the report
April 2009	- Typing, printing, binding and submission of the bound report during face to face session.