

**CHALLENGES FACED BY PHYSICALLY HANDICAPPED LEARNERS IN
INCLUSIVE SETTINGS IN MODOGASHE ZONE,
MODOGASHE DIVISION,
LAGDERA DISTRICT,
KENYA**

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DECLARATION

, Bashir Hassan Sirat, declare that this research project is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature Bashir Hassan Sirat

Bashir Hassan Sirat

Date 20/08/2009

APPROVAL

I certify that the work submitted by this candidate was under my supervision and that his work is ready for submission to be evaluated for the award of a Bachelor of Education at Kampala International University

Supervisor.....

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Date.....

DEDICATION

This research is dedicated to my Dad and Mum for their financial and moral support and giving me enough time to carry out the research. To my brothers and my sister-in-law for their moral support while I undertook my studies

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LIST OF ABBREVIATIONS

WD	–Children with Disabilities
NICEF	–United Nations Children’s Fund
NESCO	– United Nation Education, Scientific and Cultural Organisation
O.K	– Government of Kenya
FD	– Focus Group Discussion
N.D.P	- United Nations Developmental Program

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ABSTRACT

The impact of free primary education has been manifold and complex. The quality and magnitude of the programme has affected not only

The normal physically fit pupil, but also the physically challenged learners in inclusive schools as well as the wider community and society.

The study adopted a Quantitative research design. This enhanced the researcher to obtain a better understanding of the problems and impact of free primary education on the quality of special education for the physically disabled learners in Modogashe division, Lagdera District Kenya. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using narratives, and statistical figures.

This report provides suggestions for more effective approach to physically disabled education in the country. It is designed for policy makers, planners and practitioners who have responsibilities in the area of physically disabled education in Kenya.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Majority of an estimated 150 million throughout the world remain deprived of learning opportunities. *Despite advances in education, in developing countries less than five percent of disabled children go to school.* (UNICEF 2000)

In Kenya the population of people with disability is estimated at ten percent of the total population. About 25 percent of these are children of school going age. Out of the total of 750,000, an estimated 90,000 have been identified and assessed.

(Government of Kenya, 2000). However only 14,614 are enrolled in educational programmes for children with disabilities; while an equivalent number are integrated in regular schools. This implies that over 90 percent of handicapped children are either, at home or in regular schools. (Government of Kenya, 2000)

The increase in the number of slow learners and children with learning disabilities especially the physically handicap in schools in Africa has become a major issue and concern. (Bellany C. 1999), the situation is reflected in various schools –leaving examinations, where an average of 30 percent of the results is below average or failures each year. Although there are no statistical records available in most African countries on the number of children and youth with learning disabilities, it is believed that about 8 percent of the students in school are experiencing learning difficulties in the classroom. (The New Vision 2000).

The schools are not built to cater for any disability .To provide education for the children with any special needs there must be adjustments which have to be financed by someone e to enable free access. The schools are required to adjust to accommodate various needs according to the special disabilities of the children in the local community. Currently there is no law that guides this adjustment, making most schools at no obligation to provide disabilities friendly education. Many have therefore missed school all together

Prior to 2003, of the children with physical disabilities who entered school. Many only able to enroll in special schools or annexes which education which provided vocational training. In 2003, Kenya introduced free primary education which allowed children to receive free education. Children with disabilities were to be the priority beneficiaries of this program. As a result of this, the enrolment of children increased to 150%. However increase in the there was no proportionate increase in the enrolment of children with disabilities.

The free education in primary schools confirms to target children with disabilities but the government has not set on the infrastructures in schools necessary for their integration. The physical structures including the walk ways, toilets, and corridors are not accessible and special education equipment such as Braille machines and bearing aids are not available. (UNESCO 2005). The teachers are not able to attend to the unique learning needs of children with disabilities. Moreover few teachers have knowledge and skills to educate these children. These concerns have contributed to the high drop out rate of children with disabilities.

The Kenya's education system offers an inappropriate curriculum for CWDs. The curriculum at primary level has become increasingly curriculum irrelevant to the skills that these children need in their day today lives out side school. The emphasis is on teaching of independent living skills. (Kandyomunda B.1998).Most CWDs do not go beyond primary level.

Therefore the education they receive in primary is critical as it is the formulation for their livelihood.

The right to education is universally as fundamental, but this is not the case in Kenya, as over 70 percent of school age children with physical disabilities are either at school at home or enrolled in regular schools with little or no specialized help (Jones, H, 2002) Many people, including teachers, expect pupils with special needs to spend their lives at home and not to work. The situation is made worse when they are physically and spiritually abused and hence need for the study.

1.1 Statement of the problem

It's unfortunate that pupils with physical disabilities still face the same school structures and systems both in instruction and examination. This is unfortunate given the fact that children without disabilities have advantages in various areas and cannot therefore be expected to fairly compete with pupils with disabilities. How can a pupil with out hands face the same examination with a pupil with all the hands in the same time using the same equipment? How can a pupil who uses his/her legs to write be examined on the same time and using the examinations that require the use of hand-based equipment like geometrical set? It's from this that the study will be undertaken.

1.2 Purpose of the study

The purpose of this study was to investigate the challenges children with disabilities face in an inclusive setting.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to examine the challenges of inclusion of children of children with physical Disabilities (handicapped in regular primary schools in Modogashe division, Lagdera District, Kenya.

1.3.2 Specific objectives

Specific objectives of study were:

- To investigate the problems faced by children with physical disabilities in accessing education.
- To examine the teaching and learning materials used in the teaching of the physically handicapped learners.
- Determine the relevance of the education currently offered to children with physical disabilities.
- To establish measures and solutions that can avert the problem

1.4 Research questions

- What are the problems faced by children with physical disabilities in accessing education.
- What are the teaching and learning materials used in the teaching of the physically handicapped learners.
- Is the Kenyan education system relevant to children with physical disabilities?
- What measures should be put in place for the physically handicapped to access education.

1.5 Scope of the study

The study was carried out in the selected primary schools in Modogashe division, Lagdera District, Kenya. The study was limited by the objectives of the study. Any other aspect of topic was not investigated because of the resource constraints.

1.6 Significance of the study

The study raised awareness and discussion among educational planner, public and private stakeholders concerned with providing basic education and the equalization of opportunities for children with physical disabilities.

Children with physical disabilities need special care and patience so that they do not feel out and therefore the study will advocate for proper care and handling g of these children by the teachers, parents and community at large.

The study focused on the relevance and accessibility levels of the education system of Kenya to children with physical disabilities. This therefore helped government to take into consideration what is necessary for children with disabilities in regards to education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to the study. A lot of literature has been written on *children with disabilities for the purpose of the study the following concepts are discussed.*

2.1 Definition of physical disability

According to Gearheart (1980) physical disability are those with no sensory physical disabilities that require the use modified settings, curriculum presentation or other specified materials to permit maximum social education al development.

2.2 problems faced by children with disabilities in accessing education

2.2.1 Poverty

Barton and Wamai (1994) argue that general access to education in Kenya is affected by high *educational costs and household poverty. The cost of educating a child in a private institution that caters for special needs ranges from about 192 to 641 dollars per term- a considerable expense ion a country where, according to the United Nations Human Development Report for 2003, about 46 percent of people live on less than a dollar a day. (UNHDP 2003)*

The extreme poverty that affects may Kenyans means that most children will not attend school and more especially children with disabilities and so most of them remain at home doing domestic work.

Even with the introduction of free primary education in the education sector, families with a low household income have difficulties affording the required uniforms, pens, books and scholastic. (UNICEF 2005)

2.2.2 Attitudes

Family perception of the disabled child greatly affects whether the child would be enrolled in *school, the type of education they would receive, and the type of school they would attend (government or private).* Most of these children are seen as useless and a burden to the family.

(UNESCO 2001). At school, and outside of school, the peers of children with disabilities participate in name calling and bullying. At extreme cases, peers beat the children with disabilities. The teacher's attitudes also affect the child access to education. (Jones, H, 2002)

2.2.3 School infrastructure

With the introduction of the free primary education, primary school enrolment almost tripled. This surge of pupils poses challenges for the educational facilities, and for the children with special needs who wish to access them. The enrolment of children with disabilities has increased, yet the physical infrastructure remains inaccessible, preventing them from integrating into the school system. Children with motor

Impairments, hearing impairments, visual impairment and mental illness have found it difficult to cope, and often decide to drop out of school. (Jewell, M. 1990)

There are an inadequate number of instructional materials including Braille equipment, textbooks, sports equipment, and other learning aids, both in the inclusive schools and in the special Schools to meet the needs of children with disabilities. In the units, the lack of resources and aids makes it difficult for the teachers to effectively instruct children with disabilities. (UNICEF 2005)

2.2.4 Lack of trained special needs educational teachers

The lack of special needs education teachers is another key challenge. The ratio of special needs teachers compared to the numbers of children with disabilities in inclusive schools is quite large. This strains the teacher, thereby affecting the learning of CWDs. (Christensen, K. 1997).

The current school –based training of teachers in special education is not effective. One the burden of enrolment has led to high teacher / pupil ratio that makes attention for special needs pupils impossible. Inclusion strategies are therefore failing with the introduction of free education. Teachers are burdened by the sheer numbers let alone special needs pupils. (UNICEF 2005).

While some challenges generally affect categories of CWDS, there are some which are specific according to each disability.

Children with movement impairment seem to access education less than their counterparts. This is because they require special resources and materials, as compared with children without disabilities. (Peny M. 2000) Crawling was a big problem for those with movement especially when it is raining or in school that had rough terrain.

With inclusive education, some of the CWDs with physical difficulties find it extremely hard to follow teachers' instructions. The class sizes being high imply that the teachers have less time for those with such problems. (UNESCO 2005)

2.2.5 Poor health and nutrition

Children with physical disabilities have a health problem and affect their accessibility to school since most schools do not have enough health facilities. (Russel-Fox, J. 2001) poor feeding programs also contribute to children with disabilities missing out on education. Most schools do not provide meals for the children and the parents do not have enough money to provide food for the children in school. Some parents have the money but think that it is the responsibility of the schools to provide meals.

2.3 Relevance of the education system to children with disabilities

The school syllabus and mode of instruction tend to benefit the non disabled child more than the CWDs.

2.3.1 Mode of assessment

The mode of assessment is not popular with CWDs especially those in the upper primary section the mode of assessment should suit the special needs of the CWDs especially during final examinations like the Kenya Certificate of Primary Education. (K.C.P.E) (Jones. H. 2002)

2.3.2 Content

The content of instruction in the primary school curriculum includes subjects like English, Kiswahili, Mathematics and others. Some subjects seem abstract especially to children with certain disabilities like the visually impaired. They are not catered for in subjects like science and social studies because they lack Braille instructional materials in such subjects. (Barton T. 1994)

2.3.3 Kenya's education system

The strength of Kenya's education system can be categorized as thus:

According to Coldough (1980), “primary schooling is beneficial to developing countries even when the school quality is low”. Through Kenya’s free primary education policy, a goal was set to achieve Universal primary Education by the year 2010. This is a major milestone in the education sector such commitment is also evidenced by the increasing expenditure in education programmes. (Reloitte and Touche, 2001).

To facilitate the implementation of free primary education, the government has created four grants; the wage bill is for teachers, instructional materials grant is for buying instructional materials. The government with assistance of development partners has

Funded the free education in primary schools. Under the school facilities grant, adopted for the needs of children with disabilities. (G.O.K 2000)

Quality examination at each level of the education system demonstrates a highly competitive education system.

The provision of education services has been privatized and liberalized, reducing the government responsibility. (G.O.K 2000). The impacts on children with disabilities are both positive and negative. Positively, it broadens their opportunity for education through the numerous additional private schools. However, some private schools do not allow children with disabilities to enroll, as they do not have the adapted infrastructure, and they believe that maintaining them at school is quite expensive.]

An effective education system should adapt to the society social and economic changes quietly. It should be highly sensitive to these changes developing the necessary training, and the output of skills most needed by the country at any time. However, as Brown (1990) noted, Kenya’s education system tends to lag behind, which affects the development of society. The weaknesses of Kenya’s education systems are as follows;

The education curriculum is becoming increasingly irrelevant (UNICEF, 1989) and yet in area of skill training, there has not been an increase in opportunities at the primary and post primary level. According to Okech (1995), the centralized curriculum approach to Kenya’s education system is mainstreamed highly competitive and examination oriented.

The attitudes of teachers are often negative and many of them have not been trained on strategies to include children with disabilities which can affect the performance of all pupils.

Career guidance and counseling ensure that individuals make the correct occupational choices to develop their talent. This is not widely available at the primary level, and yet as Barton (1994) notes, lack of career guidance for children and adolescents influences the value they attach to education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the approach that the researcher used, the environment from which *research was carried out and methods of selection of respondents*. It also explains the methods used to collect process and analyze data.

3.1 Design

The research adopted a quantitative study design. Quantitative method was used since it was most likely to give the number of the physically disabled in schools.

3.2 Research study population

The study involved teachers and parents. The sample included 20 teachers 20 parents.

3.3 Instruments of data collection

The instruments used in collecting data included the questionnaire (open and closed), FGDs in collecting the primary and secondary data, schedules and information from correspondents. Questionnaires were used to collect data from students and teachers while parents/ guardians were interviewed in a focus group discussion.

3.4 Data collection procedures

Permission to conduct the research was obtained from the school administrator through a transmittal letter from the Institute of Open and Distance Learning. Questionnaires were issued to teachers and students. The open ended questions allowed freedom for the respondents to express their feelings, while closed question generated information free of influence and kept the correspondents focused on subject.

3.5 Data analysis

The results from the questionnaires, interviews and schedules were analyzed separately. Each was analyzed by tally marks and drawing of the frequency tables, from which the conclusions were drawn.

Formula; Percentage (%) = $\frac{F}{\text{Total number of respondents}} \times 100$

Where F = number of respondents Observed

3.6 Limitations of the study

- The schools selected were far apart and the research had a difficult time moving from each working station to all these schools.
- Money was to buy materials was not available and the researcher had a difficult time financially.
- Some respondents were not cooperative since they never returned the questionnaires.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

In this chapter an attempt is made to interpret and explain the findings. Also key information enables to relate to the specific objectives and give a clear picture of the results.

Data analysis and processing

Table 1: On response rate of the targeted sample

Planned no of response	60	100%
Actual response	40	67%
Non Response	20	33%

Source; primary data(2009)

$$\text{Response Rate} = \frac{\text{Actual response}}{\text{Planned No of response}} \times 100$$

Planned No of response

$$40/60 \times 100 = 67 \%$$



67% is an adequate proportion of the sample size. A breakdown of the above is shown in the table below:-

Table 2: On non-response

Type of response	Planned Response	Actual Response	Non- Response
Parents	30	20	10
Teachers	30	20	10
Total	60	40	20

Source; primary data (2009)

From table 2 above, actual response from the teacher's respondents was 20 while 20 parents responded.

4.1.2 Social-demographic characteristics of the study population

Table 3: Social-demographic characteristics of the study population

	Frequency	Percentage (100%)
<u>Age of respondents</u>		
18 -25	2	5%
26 -30	3	7.5%
31 -35	6	15%
36 -40	8	20%
41 -45	9	22.5%
46 –50	10	25%
50-55 and above	2	5%
<u>Marital status</u>		
Married	32	80%
Single	8	20%
<u>Level of education</u>		
Primary level	12	30%
Secondary level	7	17.5%

College level	21	52.5%
University level	0	0

Source; primary data(2009)

From the findings above 25% of the respondents were aged between 46-49 years,22.5% were aged between 40-44 years, while 15% were aged between 30-34 years. Only 7.5% were aged between 25-29 years, the rest 5% each were aged between 20-24 and 50-55 years.

This was due to the number of teachers in schools being aged as a result from the government freeze on teacher recruitment.

Most of the parents below 29 years were not ready to answer questions; this could be due to lack of awareness to issue pertaining to disability.

Married respondents represented 80% of the respondents while 20% were unmarried.

52.5% of the respondent had college level education, mainly due to the teachers respondents.30% were of primary level,17.5% were of secondary level and no respondent had university level education. This could be due to the locality where most of the parents are not highly educated.

And the teachers have only attended primary certificate education

Respondents analysis

4.2 Research question one on the problems faced by children with physical disabilities accessing education

Table 4: Teachers response

Problems	Strongly Teachers response agree	agree	Disagree	Strongly disagree	Total
Difficulties in movement	6	9	3	2	20
Doing and completing class work	7	5	4	4	20
Playing with others in the field	12	3	3	2	20
Using sanitary facilities	5	6	4	5	20
Level of performance	10	1	3	3	20

Source; primary data (2009)

Majority of response indicated that children with physical disabilities were faced by a myriad of problems chief among them being the school infrastructure which did not cater for the physically challenged children. While a minority of the respondents indicated that physically disabled children were not that challenged in an inclusive setup.

One teacher respondent cited the lack of facilities catering for the physically challenged as one of the challenges. These included lack of sanitary facilities for the disabled.

Table 5: parents response

Problems	Strongly agree	agree	Disagree	Strongly disagree	Total
Difficulties in movement	6	9	3	2	20
Doing and completing class work	7	5	4	4	20
Playing with others in the field	12	3	3	2	20
Using sanitary facilities	5	6	4	5	20
Level of performance	10	1	3	3	20

Source; primary data (2009)

Majority of the parents response indicated that physically disabled children faced many challenges in an inclusive set up, while a minority of the response indicated that they did not see the physically disabled challenged in an inclusive setup.

4.3 Research questions two on availability of teaching and learning materials used in teaching of the physically handicapped learners

4.3.1 Teachers response

Table 6: Responses on availability of teaching and learning materials used in teaching of the physically handicapped learners

Response	Frequency	Percentage
Strongly agree	4	20%
Agree	4	20%
Disagree	9	45%
Strongly disagree	3	15%
Total	20	100%

Source; primary data (2009)

Most teachers' response represented by 45% disagreed that there were teaching learning materials in schools for the physically disabled children. 15% strongly disagreed, 20% agreed and 20% strongly agreed of the presence of teaching learning aids in the schools.

One teacher respondent said this was true that schools were lacking the needed teaching materials for the physically disabled learners.

Table 7: 4.3.2 parents response

Response	Frequency	Percentage
Strongly agree	1	5%
Agree	3	15%
Disagree	9	45%
Strongly disagree	7	35%
Total	20	100%

Source; primary data (2009)

Parents respondents were unanimous that the teaching and learning materials used in the teaching of the physical handicapped learners were not available in the regular schools. They said this posed many challenges to the physically handicapped who felt out of place.

Parents interviewed cited lack of special curriculum for the physically handicapped as a challenge that contributed to the disabled children staying at home.

4.4 Research questions three on relevance of Kenyan education system to children with physical disabilities.

Table 8: 4.4.1 Teachers response

Response	Frequency	Percentage
Strongly agree	3	15%
Agree	4	20%
Disagree	8	40%
Strongly disagree	5	25%
Total	20	100%

Source; primary data (2009)

Out of 20 respondents 65 percent said that education system in Kenya catered for the physically disabled only in paper and not practically. While 35 percent of the respondents saw the system as well structured to cater for the physically disabled children.

4.4.3 Parents response

Table 9: Parents' Responses on the current education System

Response	Frequency	Percentage
Strongly agree	1	5%
Agree	3	15%
Disagree	9	45%
Strongly disagree	7	35%
Total	20	100%

Source; primary data (2009)

Majority of the parents were skeptical of the current education system being inclusive of the physically handicapped needs. This response represented by 80 percent indicated that the current curriculum was forcing parents with disabled children to keep them at home instead of attending the inclusive school. While 20 percent indicated that the system was catering for all children equally.

4.4 Research question four on measures put in place for the physically handicapped to access education.

4.4.1 Teachers response

Table 10: Measures put in place for the physically handicapped to access education.

measures	Strongly agree	agree	disagree	Strongly disagree	Total
Integrating the disabled learners	6	6	3	5	20
Retraining the teachers	8	4	6	2	20
Establishing Special schools	2	6	4	8	20
Modifying curriculum	7	4	5	4	20
Modifying the infrastructure	10	3	6	1	20

Source; primary data (2009)

Teacher's respondents were unanimous on the need to put into place a better system for dealing with the physically handicapped in an inclusive school. Majority of response said that the government should intervene to mitigate the challenges faced by physically challenged children.

4.4.3 Parents response

Table 11: Measures to be undertaken

Measures	Strongly agree	Agree	disagree	Strongly disagree	Total
Integrating the disabled learners	4	8	3	5	20
Retraining the teachers	7	5	6	2	20
Establishing Special schools	3	5	4	8	20
Modifying curriculum	7	4	5	4	20
Modifying the infrastructure	10	6	3	1	20

Source; primary data (2009)

Parents with physically disabled children were of the view that the Ministry of Education should set up pilot classrooms in all inclusive schools in the country since they were keeping there children at home.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher discusses the findings of the study by identifying major findings, and commenting on possible reasons why the results appear as they are. These are compared to results of previous research by other researchers. The researcher also will draw conclusion and finally make recommendations from the study findings that will go a long way in solving challenges that teachers face when teaching the physically disabled learners.

5.1 Discussion

Discussion on the problems faced by children with physical disabilities in accessing education the researcher found that the major obstacle to helping learners with special needs is the shortage of teachers trained in special needs. The findings in this study found out that majority of teachers do not have the necessary professional qualifications useful in addressing problems of special needs, since majority of teachers are Primary trained. This category of teachers cannot effectively teach learners with special needs as their training in college did not have in their curriculum special needs. This fact is also detailed by Mwaura (2002) who suggests that Primary I teachers (and they are the majority) advance their training by joining such institutions as Kenya Institute of Special Education.

Discussion on the problems faced by children with physical challenges in an inclusive school. Chief among them was the lack of sanitary facilities which catered for the physically challenged children. This in effect was leading to parents keeping their physically challenged children at home instead of exposing them to the problems they were facing at school.

Discussion on the relevance of the education currently offered to children with physical disabilities it was found out that teachers in all inclusive schools were finding it difficult to cope with physically challenged children in their classes and this lead to them being biased towards treatment of these children. This was catalyzed by the fact that most teachers in primary schools

were not special needs trained teachers.

Discussion on the teaching and learning materials used in the teaching of the physically handicapped learners the research findings found that some teachers as a method of intervention preferred use of the Cain to enforce lessons. The researcher does not agree with this for obvious reasons, that it does not serve any purpose except as a punishment for not grasping facts taught. It is antisocial. The researcher agrees with other intervention strategies from the findings such as use of relevant resources and unit facts teaching. This is also recommended by Ndurumo (1993) who elaborates on task analysis method where a task is carried out in units till the whole task is completed.

Discussion on the measures and solutions the findings of the study also suggest that as a measure before planning intervention teachers should understand learner's problems first. This is backed by Erkwall (1989) who opinions that learners may have many problems such as those of understanding concepts, in languages exercises or Mathematics, hearing or sight, which may hinder efforts made by teachers in planned instructions.

Discussion on the relevance of education currently offered to children with physical disabilities, the findings criticized the curriculum for primary schools for being punitive to physically challenged learners in an inclusive setting. This was seen from findings to the effect that physically challenged pupils were unable to participate in co-curricular activities which are part of the curriculum in primary school education.

5.2 Conclusions

The study revealed that there is a big shortage of special needs trained teachers as majority of teachers in the province are of Primary I professional grades and do not have enough skill, expertise or knowledge to teach learners with special needs.

It was established by the findings that use of relevant teaching resources, unit facts teaching and task analysis method of teachers are relevant in teaching learners with learning difficulties.

It was also revealed that teachers to be effective and for learners to gain from instructions, teachers need to understand learners problems, individual needs and what effective methods to use when teaching after establishing learners needs.

5.3 Recommendations

The researcher has the following recommendations to make, based on the study findings:

There is great need for the Government to train more teachers for special needs education. There is also need for District education offices to organize workshops and seminars for special needs training. This would help to give teachers relevant skills and knowledge in handling all cases in children's learning.

There is greater need for teachers to have relevant skills and expertise in handling learners with distinctive special problems such as attention deficit problems, concentration, memory and recall problems. These need special attention to help learners move in par with the class, and minimize teaching challenges, skills and expertise should come from seminars and workshops for teaching improvement.

It is also recommended that the Government and parents association should provide relevant resources to schools to make teaching easy and possible for all learners. Teachers should also use and explore modern teaching techniques such as unit facts teaching, I.E.P and mediated learning experiences that have now proved successful. In order to reach all learners regardless of problems they may have.

The subject of curriculum should be looked into by Kenya Institute of Education; variations, correction, moderation, overhauling and having specialized curriculums for different categories of special needs learning.

The government should embark on rehabilitation programme targeting all facilities in primary schools in the country so as to make them compliant to physically challenged pupils in the country.

The issue of movement of the physically disabled is a major problem which needs to be tackled for them to access education. Wheelchairs need to be provided to make it easier for them to access school. Clutches need also to be availed to those in need rather than them using walking sticks commonly used, which may end up causing another disability. The government should provide financial assistance in case a physically disabled child comes from a poor family.

The government should also issue a policy and put laws that guide the adjustment to be put in place to make schools provide disability friendly education. Due to the increase in the number of children enrolled in regular school after free primary education the sizes of classrooms, and other facilities like desks should be standardized, special modification should also be catered for depending on the extent of the disability a child may have.

Teachers should be trained on handling the physically challenged children and more workshops and seminars should be organized where experts will be invited to address teachers on issues of disability.

5.4 Areas of further research

More research should be carried out on the impact of free primary education on the physically challenged learner's education. But a starting point should be a study on the challenges faced by teachers when handling physically challenged learners in an inclusive school.

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APPENDICES

APPENDICE A

INTERVIEW GUIDE FOR PARENTS

1. .Do you have a physically disabled child at your home?
2. .Which problems do the physically disabled learner's experience?
3. Do you think the physically disabled learners are adequately provided with teaching and learning materials in schools?
4. Do the physically disabled learners enjoy co-curricular activities?
5. Do you think teachers use the teaching and learning materials adequately to help the physically disabled learners?
6. Is the Kenyan Education system relevant to children with physical disabilities?
7. Do you think the physically disabled learners are fairly assessed?
8. Do you think these learners should have their own special schools?
9. Do you think teachers are well trained to handle such learners?
10. What measures should the government put in place to overcome the challenges facing these children?

APPENDICE B

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Bashir Hassan Sirat, a teacher and a student from Kampala International University, Institute of Open and Distance Learning.

I am collecting data in relation to challenges faced by learners with physical disabilities in Modogashe division, Lagdera district, Kenya. I request for your cooperation and promise not to take a lot of your time.

General instructions

- a) This questionnaire is to be filled by teachers
- b) Please assist and answer the appended questions after reading carefully
- c) Please tick in the space of choice provided
- d) Write comments in the provided space where necessary
- e) Do not write your name on the questioner
- f) The information collected will be confidentially kept and will only be used for academic purpose.

SECTION A

Personal details

A) Sex: Male Female.....

B) Age

Age bracket	Tick where appropriate
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 -50 years	

50-55 years and above	
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B) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

1) Do you have any physical disabled learner in your school?

Yes ☐

No ☐

2) Which problem do physical disabled learners experience in your school?

Tick where appropriate

(a) Difficulties in movement			
(b) Doing and completing class work			
(c) Playing with others in the field			
(d) using the sanitation facilities			
(e) level of performance			
(f)			

3).Do you think the physical hand capped learners are adequately provided with teaching and learning materials in schools?

Tick where appropriate

Strongly agree	
Agree	
Disagree	
Strongly disagree	

4) Do you think teachers use the available teaching and learning materials adequately to help the physically disabled learners during their learning process.

	Tick where necessary
Strongly agree	
agree	
disagree	
Strongly disagree	

5) Is the Kenyan education system relevant to children with physical disabilities.

Yes No

Briefly explain

6) Do you think the mode of assessment for the physically disabled learners used in Kenyan education system is fair?

	Tick where necessary
Strongly agree	
Agree	
Disagree	
Strongly disagree	

7) Do you think the physically handicapped children should be in the mainstream classes in special schools or units?

	Tick where necessary
Strongly agree	
Agree	
Disagree	
Strongly disagree	

8) Do you think teachers are adequately trained to handle such learners in regular schools?

	Tick where necessary
Strongly agree	
Agree	
Disagree	
Strongly disagree	

9) What measures do you think should be put in place to cater for the physically disabled learners?

Briefly explain