

**PROBLEMS ENCOUNTERED BY PHYSICALLY HANDICAPPED
CHILDREN OF ST. JOSEPH, PRIMARY SCHOOL IN
EGOJI DIVISION, MERU
CENTRAL DISTRICT
KENYA**

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DECLARATION

I Esther Gakii Ngeera BED/SNE/7070/51/DF hereby declare that this research project is of my own effort, and therefore it is original. It has never been submitted to any other institution of learning for the award of diploma or degree. I also declare that all materials cited in these research projects which have been dully acknowledged and any inconsistencies am solely responsible.


Sign.....

Esther Gakii Ngeera

Date.....

APPROVAL

This work has been done under the supervision of;

Sign 

Mr Edabu Paul

Date..... 

DEDICATION

I dedicate this research work to my dear husband Alfred Karimi, and my two sons Desmond and Arnold.

Thank you all for your concern encouragement and prayers. Keep on praying always. You are the most influential and motivational persons in my life.

ACKNOWLEDGEMENT

In preparation of this research project, I am grateful to the people who supported me and encouraged me through out my entire academic journey which was not simple.

I am thankful to the Lord for his unwavering commitment to enable me succeed through toughest of times and provides me with traveling mercies from Kenya to Uganda.

I thank my husband, parents, my children Mwenda and Muriithi for their emotional and firm belief in my ability to succeed.

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ABSTRACT

The research carried out was on the problems encountered by physically handicapped children of St. Joseph Primary School in Egoji Division, Meru Central District, Kenya. The researcher who is more knowledgeable on the problems of physically handicapped children failed to understand why the number of physically children in school is few in comparison with the normal children, hence the researcher wanted to investigate the problems encountered and address the problem.

The study employed descriptive survey method to determine the problems encountered by physically handicapped children of St. Joseph primary school which had a population of seventeen(17) physically handicapped. The researcher used her own devised instrument which was a questionnaire. On the criteria of strongly Agree, Agree, Disagree, Strongly disagree. The frequencies and percentages were used to determine the analysis and interpretation of the data. The field research is the source of the data found, that poor attitude from parents and community in general, mobility devices as a problem, educational resources, school environments are the major problems encountered by the physically handicapped children which hinders their smooth learning process. This makes the learners have low self esteem on themselves.

Further research by future researchers on the problems encountered by physically handicapped children is necessary so that many people can be able to advocate on the problems. The government should equip the schools where the physically handicapped children are included in the mainstream so that they can learn better with their normal peers in the same classrooms. The minister of education to make curriculum considering the disabled children. District education supervisors to see to it that they organize seminars and workshops to create awareness to parents, teachers, and to educate the community on the importance of educating the children with or without disabilities. Teachers handling these children should be trained on the needs of the physically handicapped children so that they can advocate for them to the stake holders for better help and assistance.

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

The research was concerned with the problems the physically handicapped children encounter in their learning process at St. Joseph school for the physically handicapped. The mobility devices used by the physically handicapped and the attitude of teachers towards these children. The researcher was also concerned with the academic performance of the physically handicapped children.

There are so many physically handicapped children kept idle at home by parents simply because they do not want to be associated with the handicapped children, and they are ignorant of these children's future. They have no hope for their education because they find them useless in life, forgetting that behind any disability there is a human being. What the parents are observed to be informed of is love and protection of these children. The physically handicapped children are not educationally catered for in Egoji area. This evident as there are no special school for them, no special trained teachers, no unit and no integrated programmes in this field, parent appear to be ignorant about them and are not willing to take them to school and pay for their education. It is on this background that the research was carried out to determine the problems, the children faces especially in the regular classroom and investigate advice on the progress to be made.

The study was also centered on the education replace of physically handicapped in Egoji area and the mobility devices they use for example wheel chair, clutches, walking sticks and clippers.

The researcher also highlighted the attitudes of teacher, parents, community in general and pupils themselves about being and going to school of physically handicapped children, more so the researcher explained the

difficulties physically handicapped undergoes in their day to day learning programmes at school.

The researcher gathered data which adapted to bring change in curriculum to assist the physically handicapped children in the existing education system.

The researcher showed area in education system which needed amendments to promote and overcome academic problems encountered by physically handicapped children. In addition the researcher studied the attitude of the regular teachers towards handling the physically children in relation to their ability in classroom and their performance in each and every subject.

The researcher also based this study on the problems the physically handicapped children are facing in the school environment where they are learning. The researcher further established whether the physically handicapped enjoy the right of socialization in the school they are learning, and when out of the school, how parents relates to them.

The researcher was also interested with the modification of the school environment to fit the different mobility difficulties the learners have while moving from one place to another.

Theory

This study was based on the theory of Liptak (1997) which states that physically handicapped children have external and internal deformities which prevent them to perform task that involve bones, muscles and joints as result to nervous system musculatal system or other vital internal organs physically handicapped children are those who non-sensory physically limitations or health problems interfere with school learning in such away that they require special services and these services include training equipments, special materials and others to facilitate their learning and health. Physically handicapped are categorized into three major groups, neurological

impairments, and other health conditions. Neurologically impairment includes conditions that originate in the central nervous system i.e the brain and spinal cord and that affect the nerves and muscles. This impairment include cerebral palsy, seizure disorders (epilepsy) neuro tube defects and traumatic brain injury.

Musculoskeletal impairment affect the legs, arms, spine, making it difficult for the child to walk, sit and limits the use of arms. This problem is both congenital and acquired. Musculoskeletal impairment is a motor impairment that affect the bones and muscles movement of the body involving muscles contraction. The causes include genetic defect infections diseases, accidents or developmental disorders. Examples of children with musculoskeletal impairment include muscular dystrophy, Brittle bones and amputation.

Health impairment may lead to problems that may result to decrease fitness for example Hemophilia/Bleeders diseases, which is a sex-linked disorders in which the blood does not have a sufficient clotting component excessive bleeding occurs.

He also talks of their intellectual functioning in relation to those with cerebral palsy some of whom have brain damage and when assessed are frequently found to be performing below average.

The movement have a lot of limitations and hence they need mobility devices to compensate for their movement. He further note that more children achieve at an early age than the physically handicapped children who have a retarded milestone which develops later at a later stage. Due to this they need to be considered in the academic task and be given lighter task with an addition of time to complete any given task.

He talks about motor functioning being the most obvious results of disabilities found in physically handicapped children. He also says due to physical status

of a child being affected the brain too is affected and this led to slow learning and inability to coordinate things and movement is affected.

However he says it should be noted that the disability have a depressing effect on their academic achievement that most of the physically handicapped children are ranked at the bottom in most of the subjects.

He further talks about the socialization of the physically children. Unless they are shown love, this tends to withdraw from social group and form their own group of physically handicapped children only. They are so wild according to the report given by the physically fit children, and in most cases they withdraw from peers discussion showing a feeling of unwanted.

About school environment he says it should be modified to cater for the needs of the learners with mobility problems. Some using walking sticks should not be located classes where the steers are very high to walk. The wheel chairs and crutch users should be very comfortable to move with them within the classroom and the school compound as whole.

Review of the Related Literature

According to Rizzo (1990) the physically handicapped are of normal intelligence. He talks of their intellectual functioning in relation to cerebral palsied children some of whom have brain damage, when assessed are frequently found to be performing in the mental retardation range. But he further says that if physically handicapped children are placed in a well-equipped classroom can learn and achieve like any normal learner.

He further support the learning of the physically handicapped by saying that they should not be left idle at home rather be taken to school and included in the learning system. The researcher supports this idea of inclusive of physically handicapped children by saying that they too can learn as long as they are given proper equipment and materials like book holders, pager turners and book openers and time allocation for each given task to be increased.

Bigge and Sirvis (1991) and Lencione (1992) observed that these children have problems with muscles related to the control and production of speech and sounds. They often have laboured speech, and sometimes produce speech that is difficult to comprehend. He says they need well trained and specialist teachers to handle them in everyday activities.

They further claims that these children the community is terming them as social misfit in the society. Many people do not understand disability and they are not ready to associate with them. Instead they go to mistreat and scorn them by calling them names which does not fit them because most of the people in the village see disability as a disease and nobody wants to be associated with a child who is physically unfit.

Their movement has a lot of limitations and hence they need mobility devices to compensate for their movement. Bonhoof (1993) found that although normal children achieve head up from prone at 1-3 months, cerebral palsied children do this when they are 12 months old. Children attain all their subsequent milestones much later with cerebral palsy than by normal children. Due to this problem they need to be considered and given more time in handling a given task in the classroom with normal children.

Auka and Afedo (1990) and Kennedy (1991) shows that motor functioning is the most obvious result of disabilities found in physical handicap in most of the children. They also say it is due to the fact that the physical status of the child is affected and may include both legs and arms. Gross motor and fine motor abilities can be greatly impaired, thereby limiting not only movement of the arms and legs but also their functional use such as walking, jumping, writing, and holding writing instruments.

They also talks about a disable people being neglected even by the real mother who gave birth to him/her. This is a challenge to the parent of the disabled children because this shows that disabled children are mistreated right from home. The researcher bases her discussion on this because parents should change their negative attitude towards the disabled children and support their education and accept them as their children.

Nduromo (1993) observes the academic achievement of physically handicapped children following the same pattern as intellectual functioning. He says it cannot be said that physically handicapped children are mentally retarded as a result of their disability. However it should be noted that the disability have a depressing effect on their academic achievement for various reasons. Most important is their ability to manipulate reading and writing materials, constant absence from school due to illness and in some cases absence from class in order to attend physiotherapy sessions.

He also feels for the physically handicapped children and say the government should provide the educational resources because not all the parents can accept to buy for their children use. He further says when a disabled child is supported to learn a problem is solved for ever in the family.

He mentions school environment being on obstacle to the learning of the physically handicapped children. He further challenges the head teacher who takes no concerned with the modification of the environment to ease the mobility problems of the physically handicapped children in the school environment. The researcher is also concerned with the school environment.

Heller, Aberto, former, and schwartzman (1998) talked about the causes of cerebral palsy and they said it is caused by brain damage which occur before, during or after birth. Approximately 5,000 babies are born annually with cerebral palsy condition. They are affected the spinal cord which affect the rest part of the body, Hence the child end up becoming physically affected.

Heller etal (1996) talks about Neuro motor impairment a condition that originate in the central nervous system which affect the brain and the spinal cord which affect the nerves and muscles for examples cerebral palsy tube defects and traumatic brain injury. Such a problem will affect the physically handicapped child and he/she cannot have smooth learning in the regular classroom without proper learning aids and devices.

Heller Aberto (1998) talks about the old age as a disability. He says that all the aged people are disabled because not much they can do for themselves and most people do not want their disturbance of doing things for them.

Heller Emilly Ata (1996) mentions about child abuse in the classroom. She further talks about neglect and ignorant of both parents and the teachers. He says to such a child all the environment seems to be hostile for him. He

advocates for disabled children to be loved and cared for at school and at home as the first places where the child get the highest degree of love.

Heller et al (1996) mention about school going child being carried by the mother on the back and taken to school each and everyday to learn. He further says such children should be taken to the assessment centre and placed in the right school where there compensatory devices provided for such a child to learn and fitted in school with such children, so that they can share and socialize together.

Hill (1999) talks about brain damage and he say it is often diffuse or occurring throughout in situations where individuals experience post natal or trauma or extended period of anxia and this results in mixed cerebral palsy. The individual may experience spasticity in the legs and athetosis in the arms or spasticity in all four limbs with low tone (hypotonia) in the trunk and neck.

He also talks about negative attitude from every people who sees the disabled people walk in the community. The unwanted people who do nothing for themselves. The researchers agrees with the author because even in the locality were such a child is born many people does not take any interest with them, on the other hands even the parents themselves does not show any interest love or care.

Kurtz (1992) talks about cerebral palsy being a disorder of movement and posture that is due to non-progressive abnormality of the immature brain the child is unable to coordinate in the learning process. The learner is disadvantage because once put in a classroom without proper lighting he/she cannot see clearly.

He further talks about brain and spinal cord damage which brings about physical disability and uncoordinated steps and movement is seen to an individual. Due to this imbalance in the brain movement and body

coordination becomes a problem; hence such a child can be assisted by use of a mobility device. The research accepts the idea of the author because it is through use of a mobility device that such a child can walk and go to school to learn.

Mac Murray, Jones and Khan (2002) states that most motor classification categories are spastic, dyskinesia, ataxia which affects the physical condition of the child and in such a case the child is unable to interact and associate with the peers due to deformities on the hands and the legs.

They further talks about classification of disabled persons with their disability and mobility devices be grouped too so that after the child is known to have disability is straight away given a device to assist him/her to make a movement right from the childhood. He talks about neglect of small disabled children who are let to walk even on their knees until they reach school going age.

Howker (2002) mentions that dyskinetic cerebral palsy consists of a group of disorders that includes athetosis, rigidity and tremor. It is characterized by involuntary non purposeful movements, particularly in the arms, hands and facial muscles, when movement is attempted, it "overflows" to other muscles groups resulting in movements that range writhing to jerking and tremors rigidity is less common than athetosis and is characterized by stiffness throughout the range of movement. Tremor typically occurs along with athetosis or ataxia which affect the learning ability of the child.

He also states that disability is for the entire human being race. A person born normal may get an accident and eventually he or she becomes handicapped for life. He/she turns to us mobility devices like crutches, walking stick and even others turns to wheel chair the worst condition.

He further talks about school environment being a home for the disabled persons. He says school environment should be modified in such a way that all children with disability enjoy being in such an environment because their needs are met and catered for in all areas.

Schwartzman 1998 talks about classroom learning assistive device. He says in most of the schools physically handicapped children are not assisted in the regular classroom to learn, instead they are attended and taught like any normal child and given equal task with the others. He further pinpoints that in some areas the physical handicapped who are affected the limbs are seen writing using their mouth as penholder. He questions such a behaviour and calls for further measures to be taken to assist these children to learn in more comfortable manner.

Mary Atianto (2004) Advocates for learner with disability being put in the chicken house, so that nobody sees such a child who is a bad omen in the family, she talks and advises parents of such a child to be a God fearing people because such a child was born in accordance to God's will and importance. She calls upon trained teachers to pay a visit to such a family and rescue the child go to school.

The same author mentions about the care and protection of the physically handicapped children in the locality where they are brought up. She says protection alone will not help the child. The child should be taken to school where love care and socialization is given by the teachers and peers. The normal children too learn to live with physical disabled and accept them as partners in the school and as play mates.

The researcher accepts and appreciate the discussion of the author and called for the same suggestions.

Significance of the Study

This study will benefit the following discipline;

The Ministry of Education will be able to get the first hand information on the problems encountered by the physically handicapped children on the present education system, and also provide enough educational resources for the children.

The district supervisor will be able to distribute educational resources to all the schools, which have physically handicapped children, motoring the teaching methods used by the teachers handling physically handicapped children.

The teachers will be able to accept the physically handicapped children without seeing the disability and be willing to include them in the regular classroom.

The parents will be able to accept disability as normal and change their negative attitude to support the education of physically handicapped children by providing the necessary things which may be required for better learning in the classroom.

The students will be able to love and stay with physically handicapped children, play, interact, visit them and give empathy and not sympathy as their peers.

The future researchers will be able to acknowledge the data collected for future research to be conducted.

Objectives

General: This study investigated the problems encountered by the physically handicapped in their learning process at St. Joseph Primary School.

Specific: The study seeks to

1. Determine the profile of the respondents as to:
 - 1.1 Social demographic data
 - 1.1.1 Age
 - 1.1.2 Gender
 - 1.1.3 Academic level.
2. determine the degree of problems encountered by physically handicapped children in relation to:
 - 2.1 Mobility devices
 - 2.2 Socialization
 - 2.3 Attitudes
 - 2.4 Educational resources
 - 2.5 School environment.

Scope

The study was conducted in St. Joseph Primary School, Egoji division, Meru Central District, Kenya. The school (17) physically handicapped children included in the mainstream taught together with the rest of the learners. Hence they are not well catered for. The school is at a distance and it made the researcher to use a lot of money in traveling to the school. The researcher had to board a vehicle in order to reach the school. The school is located in the lower zones of Egoji Division where education is not given a lot of emphasis.

The researcher had to go in the field in person so that she could believe respondents on the questionnaire.

The headmaster of the researcher's school was a problem because he was not ready to grant permission verbally. He wanted a written document which forced the researcher to go for permission from the district education office.

RESEARCH METHODOLOGY

Design

This study employed the descriptive survey method to investigate the problems encountered by physically handicapped of St. Joseph Primary School in Egoji division, Meru District.

Environment

The study was conducted at St. Joseph primary school, in Egoji division, Meru Central District Kenya. The school has physically handicapped children included in the main stream. It is the only school which have facilities for physically handicapped children in the whole of Meru Central District.

The school is well built with stories and iron sheets. It is headed by an headteacher who is so friendly and welcoming. The school is under the sponsorship of Catholic denomination. It has nice and well constructed pavement to ease the movement of physically handicapped children in the school.

The toilet and latrines are well built to cater for the needs of all the children in the school compound. It is a double streamed school. It has a big coffee plantation and a large garden planted with substance crops to be used to cater for the boarders

The school planted many different flowers round the school compound. It is well fenced and the school has enough water for use.

The school has planted a forest near the school gate to beautify the compound. The school is a well known even for hosting the divisional games and sports competition.

Respondents

This study included seventeen physically handicapped children, in the school. Since the population is few no sampling criteria is used other than recruiting the seventeen physically handicapped in the school.

Instrument

This study was a researcher devised instrument which is a questionnaire that contain questions about the profile of the respondents as to age, gender, academic level and level of problems encountered by physically handicapped children in terms of mobility devices, socialization, attitudes, educational resources and school environment.

Data Collection Procedures

A letter was sent to the Head teacher asking permission to conduct the research in his school and distribute the questionnaires to the physically handicapped children. After collecting the data the researcher treated it with a lot of confidentiality and use it for the purpose of study only. The researcher interpreted the data to get the information needed for the study.

Statistical Treatment of Data

The frequency and percentage were used to determine the profile of the physically handicapped children as to age, gender, academic level, and degree of problems.

Formula

$$F/n \times 100$$

Where f = Frequency

n = Total number

100 = Constant.

The weight mean was used to determine the degree of problems faced by physically handicapped children to attitude, Educational resources, mobility devices, socialization and school environment.

The data obtained was used with the numerical values.

- 3.20 - 4.00 - Strong agree
- 2.5 - 3.25 - Agree
- 2.5 - 2.50 - Disagreed
- 1.00 - 1.75 - Strongly disagreed.

The person product moment corrections coefficient were used to measure the relationship between the degree of problem and the level or profile.

DEFINATION OF TER*1S

For the purpose of this study, the following terms are defined operationally.

Mobility devices which includes the following locally available for use in the environment, enough for every learner with physical handicap, enough room for storage when not in use, well maintained by school and community, provided by the government or parents, different types are found for different impairment, enough space and room for free movement, well properly kept at school, very comfortable and easy to use.

Socialization which includes the following develop cooperation and interaction with the community, encourage learners to participate in class activities, parent shows concern to the physically handicapped children, influences group discussions among pupils with and without disability, friends share the learning materials in the classroom, friends are willing to join in any extra curricular activities, community is always available for any consultation concerning physically handicapped, family members are supportive and encourage in the learning process.

Attitude which include teachers shows concern among pupils with physically handicapped to learn, parents are willing to accept and support physically handicapped children in their families, community is willing to interact with physically handicapped children peers are willing to assist the physically handicapped in class, family members are willing to provide necessary support for their learning, headteachers are ready to listen to the problems occurring; teachers are identifying in behaviour use towards physically handicapped children.

Education resources which includes the following; enough classroom for pupils use towards physically handicapped children, well adequately space for

curricular activities, encourage audio-video aids to motivate the pupils with physical disability, well ventilated and enough light in classroom, well equipped library with books and other materials for physically handicapped children, suitable and well modified equipments for physically handicapped, enough books, penholders, book open and page turners for every learner in the class, enough instructional materials for group discussion.

School environment which includes the following; well modified pavements for movement enough space for learners use, conducive for teacher and learning process, well built proper toilet and latrine for learner with disability, proper security in the school compound, always clean and well; adaptive physical education programmes, well provided enough area for recreation activities.

DATA PRESENTATION AND ANALYSIS

Table 1: Profile of the respondents

Category	Frequency	Percentage
Age		
15 – 16	8	47.06
13 – 14	5	29.41
11 – 12	4	23.53
Total	17	100.00
Gender		
Male	8	47.06
Female	9	52.94
Total	17	100.00
Academic Level		
P6	4	23.53
P7	5	29.41
P8	8	47.06
Total	17	100.00

Source: Field Research

Table 1 shows that the school has physically handicapped pupils ranging from age 11years to 16years of age. They are properly distributed in different classes as per their ages. The most grown ups being age 15 – 16 and with 47.06% are the same pupils found in class eight as per the data collected. On

the side of gender, we have more female physically handicapped than males, because of parental ignorance of taking them to school.

Table 2: Mobility devices as a problem encountered by physically handicapped.

Category	Frequency	Percentage
Strongly Agree	10	58.82
Agree	5	29.41
Disagree	0	00
Strongly Disagree	2	11.77
Totals	17	100.00

Source: Field Research

Table 2 shows that mobility devices are locally available and affordable for use by physically handicapped children in the environment. This is supported by 58 – 82% which shows that which can be got locally like walking stick are very much available and others are bought with less problems.

Table 3: Mobility device: Enough for every learner

Category	Frequency	Percentage
Strongly Agree	4	23.53
Agree	9	52.94
Disagree	3	17.64
Strongly Disagree	1	5.89
Totals	17	100.00

Source: Field Research

In table 3, there is an evidence that mobility device is almost enough for every learner because the data collected indicate that nearly every learner has a mobility device. The 52.94% support this, majority agrees (Kurtz, 1992) talks of disabled children who are yet to walk on their knees until they reach school age.

Table 4: Enough room and space for storage

Category	Frequency	Percentage
Strongly Agree	2	11.77
Agree	3	17.64
Disagree	2	11.77
Strongly Disagree	10	58.82
Totals	17	100.00

Source: Field research

Table 4 is about the school having enough room and space for storing the mobility devices. Here the learners strongly disagree because most of the devices are regularly used and are never kept in store. The physically handicapped children use them regularly. According to Heller (1996) he talks about uncoordinated steps and movement. Such a child can walk to school to learn by just use of walking stick.

Table 5: Well maintained and organized by the school and community

Category	Frequency	Percentage
Strongly Agree	2	11.77
Agree	1	5.89
Disagree	7	41.17
Strongly Disagree	7	41.17
Totals	17	100.00

Source: Field Research

Table five talks about organization and maintain of mobility devices being done by the school and community. The findings does not agree because majority tends to disagree and strongly disagrees. It means community is still ignorant.

Table 6: Well provided by the Government or parents

Category	Frequency	Percentage
Strongly Agree	4	23.53
Agree	4	23.53
Disagree	6	35.30
Strongly Disagree	3	17.64
Totals	17	100.00

Source: Field Research

According to the data collected parent and government are not seen working hand in hand providing for the mobility devices. The researcher feels that it is the government providing. Heller (1996) talks about the learner being disadvantaged once put in a class without proper aids. The parents should be enlightened on the problem.

Table 7: Different types are found for different impairment

Category	Frequency	Percentage
Strongly Agree	7	41.17
Agree	5	29.41
Disagree	3	17.64
Strongly Disagree	2	11.77
Totals	17	100.00

Source: Field Research

Table 7 deals with different types of devices for different impairment majority strongly agree which is supported by 41.17%. This means every learner who has a disability is well catered for while in school.

Table 8: Enough Space and room for free movement

Category	Frequency	Percentage
Strongly Agree	3	17.64
Agree	6	35.30
Disagree	6	35.30
Strongly Disagree	2	11.77
Totals	17	100.00

Source: Field research

Table eight is about enough space and room for three movements. As per the data the researcher agrees that there is space and wide room for movement because some use crutches and there is space for movement.

Table 9: Well equipped and fully kept at school

Category	Frequency	Percentage
Strongly Agree	2	11.77
Agree	3	17.64
Disagree	4	23.53
Strongly Disagree	8	47.06
Totals	17	100.00

Source: Field research

Table 9, is about equipping and keeping at school the data collected does not agree, simply because most of the devices are not kept at school. The learners use them even when they are out for vacations. 47.06% indicate that they are used by the pupils but not kept at school. Pupils have strongly disagreed with this and the researcher too agrees with the findings.

Table 10: Socialization as a problem in teaching physically handicapped children. Develop cooperation and interaction with the community.

Category	Frequency	Percentage
Strongly Agree	10	58.82
Agree	3	17.64
Disagree	1	5.89
Strongly Disagree	3	17.64
Totals	17	100.00

Source: Field Research

58.82% shows that the community cooperates and interacts with the physically handicapped children. They are no longer termed as outcast. Liptak (1997) talks about showing love to the physically handicapped through interaction. In school where they are learning the pupils without disability have made friends and associate nicely.

Table 11: Encourages the learners to participate in class activities or group work

Category	Frequency	Percentage
Strongly Agree	2	11.77
Agree	7	41.17
Disagree	6	35.30
Strongly Disagree	2	11.77
Totals	17	100.00

Source: Field Research

41.17% agrees that there is encouragement and participation in class activities and group work of both physically impaired and the normal learners. On the other hand there is 35.30% which disagrees with it. The reason

behind being the mixing of disability and those who are able in the same groups for they cannot participate equally.

Table 12: Parents shows concern to the physically handicapped children

Category	Frequency	Percentage
Strongly Agree	3	17.64
Agree	3	17.64
Disagree	5	29.42
Strongly Disagree	6	35.30
Totals	17	100.00

Source: Field research

35.30% strongly disagrees with the parent showing love and concern to he physically handicapped children. The researchers also support this because according (Bigge and Sirvis, 1991) says that most of people in the village see disability as a disease and nobody's concerned.

Table 13: Encourage group discussion among pupils with and without disability

Category	Frequency	Percentage
Strongly Agree	3	17.64
Agree	3	17.64
Disagree	6	35.30
Strongly Disagree	5	19.42
Totals	17	100.00

Source: Field research

In this the above table, it shows that through 35.30% of disagreement and 29.42% of strongly disagreeing that there is no encouragement of group discussion among pupils with and without disability in the school. The

researcher tends to think that the disabled are grouped separately and the abled ones separately due to their speed and accuracy.

Table 14: Friends share the learning materials in the classroom

Category	Frequency	Percentage
Strongly Agree	4	23.54
Agree	5	29.41
Disagree	5	29.41
Strongly Disagree	3	17.64
Totals	17	100.00

Source: Field Data

According to the data of 23.54% strongly agreeing and 29.41% agreeing shows that physically handicapped shares learning materials in the classroom with the rest of the learners. In the literature review "Rizzo" (1991) talks about physically handicapped children places in a well equipped classroom and learning like any other normal child.

Table 15: Friends are willing to join in any extra curricular activities

Category	Frequency	Percentage
Strongly Agree	1	5.89
Agree	5	29.41
Disagree	6	35.39
Strongly Disagree	5	29.41
Totals	17	100.00

Source: Field Research

According 35.39% disagreeing and 29.41 strongly disagrees it shows that friends are not willing to join in any extra curricular activities. As the researcher I feel they are joining in the extra curricular activities because there is another 29.41 agreeing positively.

Table 16: Community is always available for any consultations concerning the problems of the learners.

Category	Frequency	Percentage
Strongly Agree	3	17.64
Agree	4	23.53
Disagree	6	35.30
Strongly Disagree	4	23.53
Totals	17	100.00

Source: Field research

According to 35.30% disagreeing with community always being available for any consultation concerning the problems of the learners, it shows that community is somehow ignorant with matters concerning physically handicapped children. Once taken to school they want the school to say with them and do not bother.

Table 17: Family members are supportive and encouraging, in the training process

Category	Frequency	Percentage
Strongly Agree	6	35.30
Agree	2	11.77
Disagree	4	23.53
Strongly Disagree	5	29.41
Totals	17	100.00

Source: Field Research

They strongly agree on this show 35.30% as the highest. Family encourage the training of these children. According to Bonhoof, (1993) disabled children were mistreated right from home by even their own parents who gave birth

to them. Things have changed because they are even taken to school and included in the means treatment.

Table 18: Attitude as a problem encountered by physically handicapped children: the teachers show concern among pupils.

Category	Frequency	Percentage
Strongly Agree	5	29.41
Agree	5	29.41
Disagree	3	17.64
Strongly Disagree	4	23.53
Totals	17	100.00

Source: Field research

According to the data collected 29.41% strongly agrees that the teachers who are handling physically handicapped children shows concern to them.

Nduromo (1993) talks about academic achievement of physically handicapped children if well cared for by the teacher. According to the research teachers have changed the attitude.

Table 19: Parent encourage the children

Category	Frequency	Percentage
Strongly Agree	6	35.30
Agree	5	29.41
Disagree	4	23.53
Strongly Disagree	2	11.77
Totals	17	100.00

Source: Field research

According to the data collected 53.30% strongly agreeing and 29.41 agreeing parents encourage the children to learn more as, Nduromo talks in his book

"exceptional children" about a concern mother carrying the school going child in her back all way to school each and every day to learn. This is a good encouragement and concern of a parent.

Table 20: Parents are willing to accept and support physically handicapped children in their families.

Category	Frequency	Percentage
Strongly Agree	3	17.64
Agree	3	17.64
Disagree	5	29.41
Strongly Disagree	6	35.30
Totals	17	100.00

Source: Field research

According to the data collected parents are not willing to support the physically handicapped children in their families because some families are very poor to afford the necessary devices; others are ignorant of these children for they see no future in them. Others lack knowledge 35.30 strongly disagrees.

Table 21: Community is willing to interact with the physically handicapped children

Category	Frequency	Percentage
Strongly Agree	3	17.64
Agree	3	17.64
Disagree	4	23.53
Strongly Disagree	7	41.17
Totals	17	100.00

Source: Field research

It seems that community is not willing to interact with the physically handicapped children simply because in some communities they see disability

as a disease or a curse. There is 41.17% strongly disagreeing. The researcher agrees with the findings because in some areas community lack knowledge on disabled.

Table 22: Educational Resources as a problem encountered by physically handicapped children; well ventilated and enough light in classroom

Category	Frequency	Percentage
Strongly Agree	7	41.17
Agree	2	11.77
Disagree	4	23.53
Strongly Disagree	4	23.53
Totals	17	100.00

Source: Field research

According to 41.17% as the highest strongly agree that there is enough classroom for pupils and are well ventilated and there is enough light in classroom. It is very conducive for learning.

Table 23: Enough learning materials like penholders, book openers for every learner in the class

Category	Frequency	Percentage
Strongly Agree	4	23.53
Agree	0	0.00
Disagree	6	35.30
Strongly Disagree	7	41.17
Totals	17	100.00

Source: Field research

According to 41.17% of strongly disagreeing, there is a problem in learning materials like penholders, book openers and other instructional materials for smooth learning of physically handicapped children. The researchers feels

there are a lot of sharing of the few which is in the school. The government or parents should be informed and provide enough.

Table 24: Well enough instructional materials for group discussion

Category	Frequency	Percentage
Strongly Agree	6	35.30
Agree	1	05.89
Disagree	4	23.51
Strongly Disagree	6	35.30
Totals	17	100.00

Source: Field research

According to respondents 35.30% strongly agreed that there is enough instructional material for group discussion. Those who strongly disagreed were 35.30% are contradicting. The researcher tends to think they are those who want to dominate and have theirs alone.

Table 25: Suitable and well modified equipment for the learners

Category	Frequency	Percentage
Strongly Agree	2	11.77
Agree	5	29.41
Disagree	6	35.30
Strongly Disagree	4	23.53
Totals	17	100.00

Source: Field research

According to the researcher, the equipment may be there but not modified for the physically handicapped children use. This is evidenced by 23.53% strongly disagreeing because if it is the field and games equipment they are the same use by these other normal people. The researcher will advocate for the change and provision.

Table 26: School environment as a problem encountered by physically handicapped children; well modified pavements for movement

Category	Frequency	Percentage
Strongly Agree	6	35.30
Agree	5	29.40
Disagree	2	11.77
Strongly Disagree	4	23.53
Totals	17	100.00

Source: Field Research

There is an evidence as per the data collected that 35.30% strongly agrees and 29.40% agrees that there are well modified pavements for easy movement in the school environment. The researcher agrees, with the findings because during the research she found learners using wheel chain without any assistance at all.

Table 27: Enough space for learners use

Category	Frequency	Percentage
Strongly Agree	4	23.53
Agree	4	23.53
Disagree	7	41.17
Strongly Disagree	2	11.77
Totals	17	100.00

Source: Field research

According to the findings there is enough space for learners use. This is evidenced by the 23.53% strongly agreeing and 23.53% Agree. This is very correct because different devices for movement are used in that school environment.

Table 28: Well built proper toilet and latrine for physically handicapped children

Category	Frequency	Percentage
Strongly Agree	3	17.65
Agree	5	29.41
Disagree	6	35.30
Strongly Disagree	3	17.64
Totals	17	100.00

Source: Field research

According to the data of 17.65% strongly agreeing and 29.41% agreeing there is clear evidence that in the school environment there are well built proper toilet and latrines for physically handicapped children. Hygienically they are well catered for.

Table 29: Suitable for adaptive educational programme

Category	Frequency	Percentage
Strongly Agree	4	23.53
Agree	2	11.77
Disagree	4	23.53
Strongly Disagree	7	41.17
Totals	17	100.00

Source: Field Research

There is strongly agreeing with 23.53% and disagreeing with the same percentage of 23.53. Here the researcher feels that physically handicapped children are not well catered for because, there is even 41.17% strongly disagreeing. Future researchers are advised to conduct on the same problem.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was conducted at Egoji division, Meru Central, Kenya. The school has physically handicapped children included in the main stream. It is the only school which have facilities for physically handicapped children in the whole of Meru Central District and having boarding facilities for those who come from far in the district. It is well built with stones and iron sheets. It has nice and well constructed pavements to ease the movement of physically handicapped children in the school.

The study included seventeen (17) physically handicapped children from primary six (P.6), Primary Seven (P.7) and Primary eight (P.8) and it was both boys and girls.

In the school some learners cooperate and interact with physically handicapped children and share learning materials. There is a poor adaptive educational facility on the side of games and sports because the physically handicapped children are not well catered for community at large seems supportive because there is proper interaction at home. Toilet and latrines are well built and maintained by the community around the school. The mobility devices needed by the physically handicapped children are locally provided by the community for example the walking sticks and others locally needed, the community provides with ease.

In the school different types of devices as per the disability are found in the school and earners feels comfortable and belonging in the environment. The government is doing good work in providing the devices which cannot be got locally like crutches, wheel chairs and others which are too expensive for parents to afford.

In some areas of Meru central District Kenya due to ignorance and lack of knowledge some parents are seen unwilling to support their children born physically handicapped for see no future in them. These are traditionalists they needed knowledge and workshops to educate them on the disability.

In school the physically handicapped children among the physically fit learners their achievement has not been going on smoothly because teachers ignore them as low achievers and go for higher achievers who will uplift the mean scores for the class and school at large. Parents in particular have a low attitude towards their education.

Conclusion

Many are the academic problems encountered by the physically handicapped children in the regular classroom and in the existing educational system. There is no environmental adaptation seen done in the inclusion set up. Physically handicapped are socially cut off from the others, and in most cases they interact with other physically handicapped children. The society in general tend to ignore the physically children because they are thought weak when playing and interacting with the physically fit children. No right of socialization enjoyed by the physically handicapped children. Their educational set up should be looked at by the curriculum developers to fully benefit them.

Recommendations

The researcher recommended parents to fully support in the education of the physically handicapped children in the same line they are supporting the other normal children.

At home and at school let physically handicapped children interact and socialize with physically fit peers and do all activities done by age mates and parents to stop hiding them in the house.

The ministry of education through the curriculum developers to see to it that the physically handicapped children are included and teachers who are knowledgeable about the education of these children are assigns to teach them.

There should be many seminars and workshops held to create awareness, about disability because in some areas it is taken as a curse or a disease.

The researcher also recommends further research to be carried out on the same topic by the future researchers to finalize the problems encountered by the physically handicapped children. The researcher feels there are other problems like financial, teachers handling the physically handicapped children, organization and arrangement for trips and educational tours for physically handicapped children.

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Appendix A

TRANSMITTAL LETTER TO THE HEAD TEACHER OF ST JOSEPHS PRIMARY SCHOOL

MR. JAMES MBAYA
ST. JOSEPH'S PRY SCHOOL
P.O. Box 74
EGOJI-MERU

Dear Sir/Madam,

I am a student of Kampala international university pursuing a degree course in special education in distance learning progrmme. As a part of requirement students are expected to conduct research and submit a written dissertation based on it. I kindly request you to grant me permission to distribute questionnaire to your physically handicapped learners to have clear information about the study.

The information collected at the school will be for the purpose of the study, I promise to treat it with a lot of confidentiality.

Thanks in advance

Yours faithfully

ESTHER GAKII NGEERA

Noted by:

CYBELLE A. GONZALES, BSED, MATS

Adviser

GEOFFREY KASOZI, BCOM. ACCA

Assistant Director, Academics, ICDS

Appendix B - Questionnaire

Profile of the problem

Age

Gender

Male ☐

Female ☐

Academic level

P 6

P 7

P 8

Mobility devices

- 1 locally available and affordable for use in the environment
- 2 enough for every learner with physical handicap
- 3 enough room for storage
- 4 well maintained by the school and community
- 5 provided by the government or parents
- 6 different types are found for different impairment
- 7 enough space and room for free movement
- 8 will fully be kept at school
- 9 very comfortable and easy to use.

Socialization

- 1 develop cooperation and interaction with the community.
- 2 encourage learners to participate in class activities
- 3 parent shows concern to the physically handicapped children
- 4 influences group discussions among pupils with and without disability

- 5 friends share the learning materials in the classroom
- 6 friends are willing to join in any extra curricular activities
- 7 community is always available for any consultation concerning physically handicapped children.
- 8 family members are supportive and encouraging in the training process

Attitude

- 1 the teachers shows concern among pupils with physically disability handicapped children.
- 2 parents encourage physically handicapped children to learn
- 3 parents are willing to accept and support physically handicapped children in their families
- 4 community is willing to interact with the physically handicapped children
- 5 peers are willing to assist the physically handicapped children in the class
- 6 family members are willing to provide necessary support for their learning
- 7 Headteachers are willing to listen to the problems occurring in the school.
- 8 teachers are aware of his or his behaviour

Education Resources

- 1 enough classrooms for pupils with physical disability to use.
- 2 well adequate space for curricular activities
- 3 encourage audio – Video aids to motivate the pupils with physical disability
- 4 well ventilated and enough light in the classroom
- 5 well equipped library with books and other materials for physically handicapped children

- 6 suitable and well modified equipments for physically handicapped
- 7 enough learning materials like penholders, book openers for every learner in the class.
- 8 well enough instructional materials for group discussions.

School Environment

- 1 well modified pavements for movement
- 2 enough space for learners use
- 3 conducive for tidy and learning process
- 4 well built, proper toilet and latrine for physically handicapped
- 5 always clean and well organized school play ground
- 6 suitable for adaptive educational programme
- 7 will provide entertainment areas for recreation activities
- 8 suitable items for games and sports

Appendix C - Plan for Data Presentation

Table 1
Profile of pupils

Category	Frequency	Percentage
Age		
15 – 16		
13 – 14		
11 – 12		
Total		
Gender		
Male		
Female		
Total		
Academic Level		
P6		
P7		
P8		
Total		

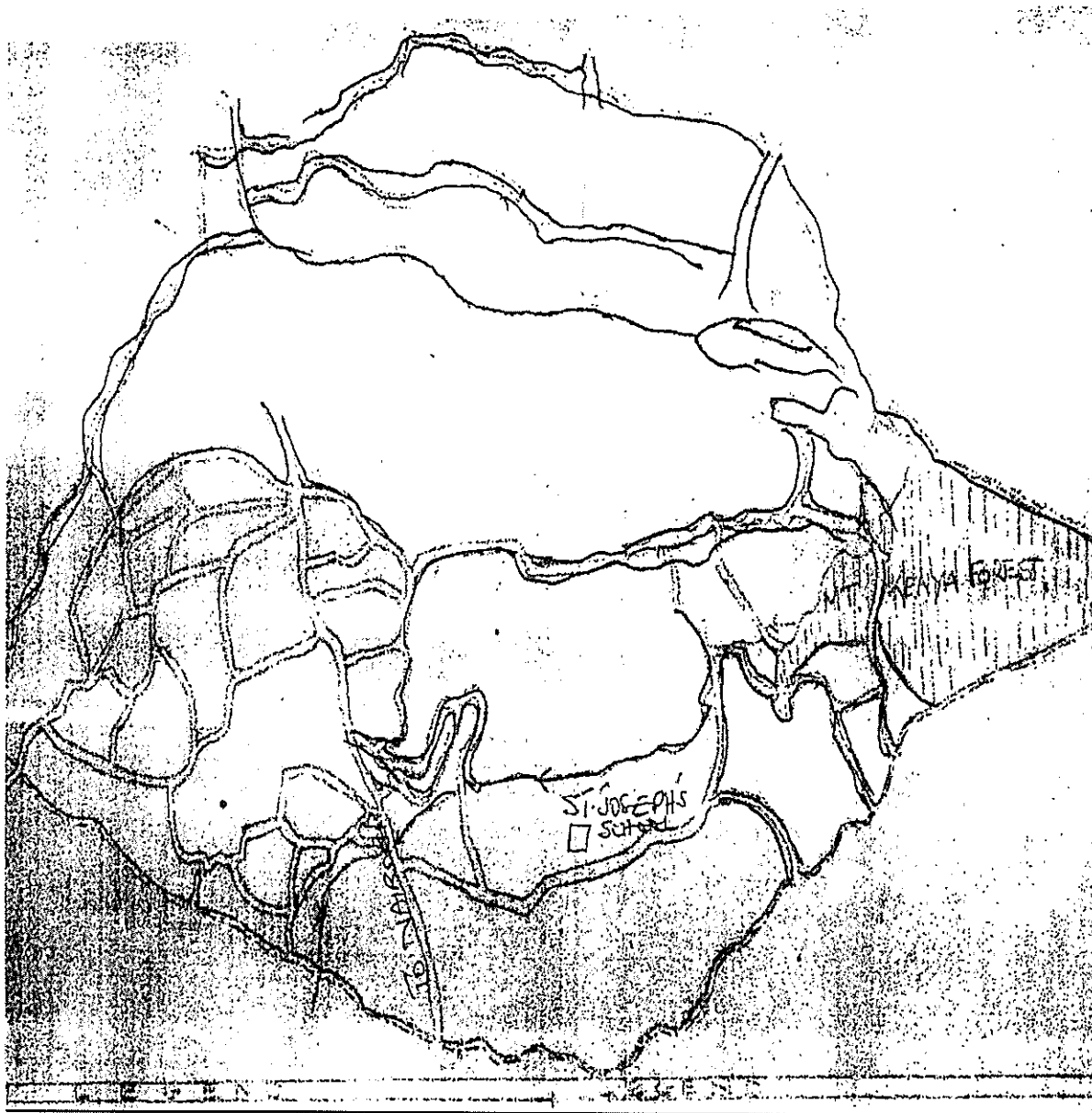
Table 2

Level of problems Encountered by physically handicapped children

Category	Mean	Interpretation	Rank
Mobility Devices Socialization Attitude Educational Resources School Environment			
Total			

APPENDIX D

MAP OF RESEARCH ENVIRONMENT



CURRICULUM VITAE

Personal Background

Name : Esther Gakii Ngeera
Reg. No. : BED/SNE/7070/51/DF
Age : 41
Gender : Female
Civil Status : Teacher Tsc Employee
Address : Box 517 Nkubu – Meru District, Kenya
Date of Birth : November 30, 1965
Contact No. : +254725289005

Education Background

College : Kampala International University
Bachelor of Education in Special Needs
2005 – 2007.
: Kenya Institute of Special Education
Diploma in Special Needs Education
2002 – 2004
: Kenya Institute of Special Education
Certificate of Special Education
2001 – 2002
: Meru teachers College
Certificate in profession
1992 - 1994

Secondary : Kithau Secondary School
Kenya Certificate of Education
1981 – 1984

Primary : Mikumbune Primary School
Certificate in Primary Education
1973 – 1980

Research Experience

Bachelor of Education in Special Needs

"PROBLEMS ENCOUNTERED BY PHYSICALLY HANDICAPPED CHILDREN
OF ST. JOSEPH PRIMARY SCHOOL IN EGOJI DIVISION, MERU
CENTRAL DISTRICT, KENYA"