

FACTORS AFFECTING PERFORMANCE OF PUPILS IN KENYA CERTIFICATE
OF PRIMARY EDUCATION IN SPECIAL SCHOOLS FOR PHYSICALLY
DISABLED IN KENYA

BY
JAMES KIMONDIU
REG NO E55/5955/03

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE
DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION OF
KENYATTA UNIVERSITY

NOVEMBER, 2012

DECLARATION

This is my original work and has not been presented for a degree in any other university.

Signature

Date _____

James Kimondiu

E55/5955/03

Supervisors

We confirm that the candidate under our supervision carried out the work reported in this research thesis.

Signature. _____

Date _____

Dr. Nelly Otube

Department of Special Education

Signature _____

Date _____

Dr. Daniel Muindi

Department of Communication Technology

DEDICATION

This work is dedicated to my children: Victor, Lynet and Patience.

ACKNOWLEDGEMENT

The researcher acknowledges all those who immensely contributed to the successful completion of the study. Firstly, the researcher thanks the supervisors Dr. Nelly Otube of the Department of Special Education and Dr. Daniel Muindi of the Department of Communication Technology, Kenyatta University for their technical and scholarly advice, guidance and encouragement.

Secondly, the researcher thanks all those head teachers, teachers and pupils in the special primary schools for the physically disabled in Kenya for filling in and returning the questionnaires.

Finally, the researcher thanks Mr. Elly Mutua for tirelessly typesetting the study report.

TABLE OF CONTENTS

	Page
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS/ ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE	
1.0 INTRODUCTION	1
1.1 BACKGROUND TO THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 PURPOSE OF THE STUDY	3
1.4 OBJECTIVES OF THE STUDY	3
1.5 RESEARCH QUESTIONS	4
1.6 SIGNIFICANCE OF THE STUDY	4
1.7 ASSUMPTIONS	4
1.8 LIMITATION AND SCOPE	5
1.9 THEORETICAL FRAMEWORK	5
1.10 CONCEPTUAL FRAME WORK	7
1.11 OPERATIONAL DEFINITION OF TERMS	9
1.12 SUMMARY	10
CHAPTER TWO	
LITERATURE REVIEW	11
2.0 INTRODUCTION	11
2.1 IMPACT OF EXPECTATION ON PUPILS' CAPABILITY	11

2.2	CHALLENGES POSED BY PHYSICAL DISABILITY ON PERFORMANCE	12
2.3	FEEDBACK AND PERFORMANCE	15
2.4	MOTIVATION OF LEARNERS TO PERFORM A SET GOAL	16
2.5	SUMMARY OF LITERATURE REVIEW	22

CHAPTER THREE

	RESEARCH METHODOLOGY	23
3.0	INTRODUCTION	23
3.1	RESEARCH DESIGN	23
3.2	VARIABLES	23
3.3	LOCATION OF THE STUDY	23
3.4	TARGET POPULATION	24
3.5	SAMPLING TECHNIQUES AND SAMPLE SIZE	24
3.5.1	SAMPLING TECHNIQUES	24
3.5.2	SAMPLE SIZE	25
3.6	CONSTRUCTION OF RESEARCH INSTRUMENTS	25
3.6.1	QUESTIONNAIRE FOR HEAD TEACHERS	25
3.6.2	QUESTIONNAIRE FOR TEACHERS	26
3.6.3	QUESTIONNAIRE FOR PUPILS	26
3.7	PILOT STUDY	26
3.7.1	VALIDITY	27
3.7.2	RELIABILITY	27
3.8	DATA COLLECTION PROCEDURE	27
3.9	DATA ANALYSIS	27
3.10	LOGISTICAL AND ETHICAL CONSIDERATIONS	27
3.11	SUMMARY	28

CHAPTER FOUR

	DATA ANALYSIS, PRESENTATION AND DISCUSSIONS	29
4.0	INTRODUCTION	29
4.1	ACADEMIC PERFORMANCE EXPECTATIONS BY THE TEACHERS HAVE ON PUPILS WITH PHYSICAL DISABILITIES IN THE K.C.P.E	29

4.1.1	PERFORMANCE OF THE PUPILS IN CLASSROOM TESTING IN SPECIAL PRIMARY SCHOOLS FOR THE PHYSICALLY HANDICAPPED	30
4.1.2	TEACHERS' OPINION ON PUPILS' PERFORMANCE IN K.C.P.E	31
4.1.3	CAUSES OF DIFFERENCE IN PERFORMANCE, BETWEEN SCHOOL AND K.C.P.E EXAMINATIONS	32
4.1.4	VIEWS OF THE HEAD TEACHERS ON THE PERFORMANCE TARGET IN THE EXAMINATION THEY SET FOR THEIR PUPILS	32
4.1.5	VIEWS OF THE HEAD TEACHERS ON THE PEOPLE THEY INVOLVE WHEN SETTING PERFORMANCE TARGETS IN EXAMINATIONS	33
4.1.6	PUPILS VIEWS ON WHAT TEACHERS TOLD THEM ON THEIR ABILITIES TO PASS	33
4.2	DIFFICULTIES EXPERIENCED BY PUPILS WITH PHYSICAL DISABILITIES WHEN PARTICIPATING IN LEARNING	34
4.2.1	CONDITIONS OF PHYSICAL DISABILITIES PUPILS HAVE IN SPECIAL SCHOOLS FOR THE PHYSICALLY HANDICAPPED	35
4.2.2	LIMITATIONS IMPOSED BY PHYSICAL CONDITIONS ON PUPILS LEARNING ABILITIES	35
4.2.3	MEASURES OF ADDRESSING THE VARIOUS LIMITATIONS DURING TESTING	36
4.2.4	PROBLEMS PUPILS FACE WHEN SITTING FOR EXAMINATION	37
4.3	TO EXAMINE HOW FEEDBACK ON PUPILS' PERFORMANCE IN EXAMINATIONS GIVEN BY THE TEACHERS	39
4.3.1	CORRECTIONS OF PUPILS' WORK	39
4.3.2	THOSE INVOLVED IN DISCUSSING PUPILS' RESULTS	40
4.3.3	PROBLEMS FACED BY PUPILS WHEN SITTING FOR EXAMINATIONS	41
4.3.4	WHOM DO YOU DISCUSS THE PUPILS' PROBLEMS IN EXAMINATION WITH?	42
4.3.5	HOW MANY EXAMINATIONS DO YOU DO IN A TERM?	42
4.3.6	WHEN ARE YOU GIVEN BACK THE MARKED ANSWER SCRIPTS?	43

4.3.	SUBJECTS PUPILS SCORED ABOVE 50% IN EXAMINATIONS	44
4.3.8	NUMBER OF TEACHERS WHO REVISE EXAMINATION QUESTIONS	45
4.4	TO ESTABLISH THE STRATEGIES USED BY THE TEACHERS TO MOTIVATE THE PUPILS TO PERFORM HIGHLY IN THE K.C.P.E	47
4.4.1	HOW DO YOU PREPARE PUPILS FOR K.C.P.E IN YOUR SUBJECT?	47
4.4.2	WHAT DOES THE SCHOOL DO TO ACKNOWLEDGE TEACHERS WHOSE SUBJECT(S) PERFORM HIGHLY IN K.C.P.E?	48
4.4.3	HOW DO YOU ACKNOWLEDGE PUPILS WHO SCORE HIGHLY IN EXAMINATIONS?	49
4.4.4	MEASURES TAKEN TO ACKNOWLEDGE THE TEACHERS WHOSE SUBJECTS EXCELLED IN K.C.P.E	50
4.4.5	TEACHERS ACTION TOWARDS HELPING PUPILS TO OVERCOME PROBLEMS DURING EXAMINATIONS	50
4.5	TO EXAMINE THE OPINIONS OF THE PUPILS AND THE TEACHERS TOWARDS IMPROVED PERFORMANCE IN K.C.P.E	51
4.5.1	SUGGESTED CHANGES TO EXAMINATIONS TO MAKE PUPILS SCORE HIGHLY	51
4.5.2	SUGGESTIONS TO THE SCHOOL TO ENHANCE K.C.P.E PERFORMANCE	52
4.5.3	METHODS OF ENHANCING K.C.P.E PERFORMANCE IN THE SCHOOL	53
4.5.4	SUMMARY	54
CHAPTER FIVE		
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		55
5.0	INTRODUCTION	55
5.1	SUMMARY OF RESEARCH FINDINGS	55
5.2	CONCLUSIONS	57
5.3	RECOMMENDATIONS	58
5.4	RECOMMENDATION FOR FURTHER STUDY	59

REFERENCES	60
APPENDICES	63
APPENDIX I: HEADTEACHERS' QUESTIONNAIRE	63
APPENDIX II: TEACHERS' QUESTIONNAIRE	65
APPENDIX III: PUPILS' QUESTIONNAIRE	67

LIST OF TABLES

TABLE 3.1	SCHOOLS AND TEACHERS DISTRIBUTION
TABLE 3.2	SAMPLE SIZES OF SCHOOLS, TEACHERS AND PUPILS
TABLE 4.1	PUPILS' PERFORMANCE IN EXAMINATIONS SET BY THE SCHOOL
TABLE 4.2	OPINION OF TEACHERS ON THE DIFFERENCE IN PERFORMANCE BETWEEN K.C.P.E AND SCHOOL TESTS BY PUPILS WITH PHYSICAL DISABILITIES
TABLE 4.3	ENCOURAGING PUPILS TO WORK HARDER
TABLE 4.4	CONDITIONS OF PUPILS WITH PHYSICAL DISABILITIES
TABLE 4.5	LIMITATIONS IMPOSED BY PHYSICAL CONDITIONS
TABLE 4.6	PROBLEMS FACED BY PUPILS WHEN SITTING FOR EXAMINATIONS
TABLE 4.7	PROBLEMS FACED BY PUPILS DURING EXAMINATIONS
TABLE 4.8	THOSE INVOLVED IN DISCUSSING PUPILS' PROBLEMS IN EXAMINATIONS
TABLE 4.9	SUBJECT PUPILS SCORED ABOVE 50% IN EXAMINATIONS
TABLE 4.10	PREPARATIONS OF TABLE PUPILS FOR K.C.P.E EXAMINATION
TABLE 4.11	ACKNOWLEDGING PUPILS WHO EXCEL
TABLE 4.12	WHAT TEACHERS DO TO HELP PUPILS TO OVERCOME PROBLEMS DURING EXAMINATIONS
TABLE 4.13	SUGGESTIONS TO ENHANCE KCPE PERFORMANCE

LIST OF FIGURES

- FIGURE 4.1 TEACHERS' OPINION ON PUPILS' PERFORMANCE IN KCPE EXAMINATION
- FIGURE 4.2 MEASURES OF ADDRESSING PUPILS' LIMITATIONS DURING TESTING
- FIGURE 4.3 CORRECTION OF PUPILS' WORK
- FIGURE 4.4 DISCUSSING THE PUPILS' RESULTS
- FIGURE 4.5 EXAMINATIONS DONE IN A TERM
- FIGURE 4.6 RETURN OF ANSWER SCRIPTS TO PUPILS
- FIGURE 4.7 TEACHERS WHO REVISED EXAMINATION QUESTIONS
- FIGURE 4.8 ACKNOWLEDGING OF SUBJECT TEACHERS FOR HIGH PERFORMANCE
- FIGURE 4.9 SUGGESTED CHANGES TO EXAMINATION TO ENHANCE PUPILS' PERFORMANCE

ABBREVIATIONS AND ACRONYMS

KCPE	- Kenya Certificate of Primary Education
KNEC	- Kenya National Examination Council
KIE	-Kenya Institute of Education
UNESCO	-United Nations Educational Scientific and Cultural Organization
SCAA	- School Curriculum And Assessment.

ABSTRACT

Most pupils with physical disabilities enrolled in special primary schools for the physically disabled in Kenya perform below average in total score of the Kenya Certificate of Primary Examination (KCPE). The purpose of this study was to find out factors affecting performance of pupils with physical disabilities in the KCPE. The research design used was survey design. The population of this study was drawn from the five available special primary schools for the physically disabled in Kenya. This population comprised head teachers, teachers and pupils in class eight from these schools. A purposive sample was employed to select four schools from the available five. The remaining school was used for piloting purposes. All four head teachers of the primary special schools for the physically disabled were selected in the sample. Twenty eight (28) teachers teaching in upper primary out of a total of ninety teachers found in all the primary special schools for the physically disabled were selected by use of a stratified random sampling technique. A purposive sampling technique was also employed to select fifty three (53) pupils in class eight in the selected special primary schools who were both boys and girls. The total sample size was eighty five (85) subjects. Data was collected by use of a questionnaire. Three sets of questionnaires were prepared; questionnaire for the head teachers, another for the teachers and the other one for the pupils. The questionnaires were piloted by use of a test re-test method. Their reliability was computed by use of Pearson's product moment correlation coefficient. These were sent to the schools with instructions to the respondents on how to fill and return them to the researcher. Collected data was analyzed by use of descriptive analysis whereby frequency tables, percentages and bar graphs were used. The results were analyzed in order to determine the factors affecting high performance of pupils with physical disabilities in primary special schools for the physically disabled in the KCPE in Kenya. The findings of the study indicated that teachers in special primary schools for the physically disabled had low expectations of their pupils' ability to pass highly in the KCPE; also that pupils had various conditions of physical handicaps and each condition had unique needs which needed to be addressed on its own. It was also established that feedback by teachers was adequate and timely. Another finding established that motivation given to pupils and teachers was inadequate. Finally it was also established that there was need to make appropriate modifications to the KCPE to make it suit all the pupils with physical disabilities. On the strengths of the findings it was recommended that the curriculum of pupils with physical disabilities preparing for the KCPE examination be re-examined with an aim of adapting it to suit all the learners and that the KCPE examination itself be adjusted to suit the needs of all learners with physical disabilities sitting for it.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Kenyan pupils, with or without disabilities sit the examination of Kenya Certificate of Primary Education (KCPE) when they complete primary schooling. According to the Republic of Kenya report (1982), the results of the KCPE are used to indicate the extent to which pupils have acquired numeracy, literacy and practical skills in readiness for higher learning. The results of KCPE help in the placement of pupils in various secondary schools (Bogonko 1992). Those who score high marks get admission in the best equipped secondary schools while those who score low marks end up in poorly equipped secondary schools (Bogonko 1992). Pupils who get admission in well equipped secondary schools have higher chances of performing better in other higher examinations. High performance in examinations enhances a pupil's chance of acquiring job training and placement in the country.

Most pupils with physical disabilities enrolled in special primary schools for the physically disabled in Kenya usually score lowly in the KCPE examination. Results of the KCPE examination by the Kenya National Examination Council (KNEC) for Joy town Special School and Masaku Special School are cases in point. These results normally show a consistent low score by most pupils. In Joy Town Special School, of the seventy six candidates presented for KCPE between the years 2001 to 2003, only twenty scored 250 marks and above. Masaku School for the Physically disabled shows the same trend where of the 31 candidates presented for the KCPE between the years 2001 to 2003, only one candidate scored 250 and above. This trend in performance is similar to the other special primary schools for the physically disabled in Kenya.

Most teachers in Special schools for the physically disabled are trained in Special Needs Education. To this end the government of Kenya has intensified her efforts in training teachers for Special Needs Education. Initially Kenya Institute of Special Needs

Education (KISE) had a two year residential course which offered skills to about 18 teachers for a period of two years. This programme has been expanded by the implementation of distance learning programme by the same institute.

Currently over four thousand teachers from KISE graduate every year with adequate skills for handling learners with special educational needs in Kenya's primary schools. The skills include those for handling learners with physical disabilities. Teachers in special schools for the physically disabled are given the mandate of making adaptations to the curriculum delivery inline with the various physical conditions of their learners. In this procedure, the time taken to cover a content area can either be altered, the complexity of a content area simplified or the testing of a particular content area altered. The Kenya National Examination Council gives these teachers an opportunity of presenting the diversity of learners and the modification's they require to the council before registering them for any KCPE Examination. This is aimed at ensuring that the modifications done to the examinations reflect those done during instructions. This is done to all pupils with physical disabilities in the KCPE examination.

Most Special Schools for the physically disabled have adequate support services. These include provision of physiotherapy, occupational therapy and nursing care. The paramedics who provide these services are stationed in the schools on attachment. This ensures that less time is wasted by learners who may seek for these services in the nearby hospitals. This ensures that time for curriculum coverage is utilized to the maximum. The physical environment in most Special Schools for the physically disabled is barrier free. Most learners move freely and easily around the environment. Walking rails are fixed along the path ways for support while floors have non-slippery texture. This helps in ensuring that pupils are secure as they move around their schools. This kind of setting should boost the pupils' performance in the KCPE. However, it is not so. The study therefore aimed at establishing why the pupils' performance does not reflect the provisions put forth in the Special Schools for the physically disabled.

1.2 Statement of the problem

Pupils with physical disabilities enrolled in special primary schools for the physically disabled, sit the KCPE examination at the end of their primary schooling. Most special

schools where these pupils are prepared for the KCPE have barrier free environments, which are aimed at ensuring pupils access school facilities and information easily. Most teachers in these schools are specially trained in instructing pupils with physical handicaps. Support services, which complement special instructions, are readily availed in most schools. Paramedics are attached to most of the schools for the physically disabled to ensure continuous provision of physiotherapy and occupational therapy among others. During the actual time for sitting the KCPE examination, there is usually a provision for extra time in every examination paper; this is to ensure fairness for those pupils who are slow in accomplishing their tasks. All these notwithstanding, most of the pupils in these schools score below average in the total score of the KCPE. Low performance in KCPE means that the pupils' transition from primary to secondary is very low. Most pupils drop out of the school system after the KCPE examination. This is because they cannot secure places in secondary schools which admit learners with high scores. This effectively disadvantages persons with physical disabilities as they compete in the world of work. This study therefore intended to find out those factors which affect high performance in KCPE by learners with physical disabilities enrolled in special primary schools for the physically handicapped.

1.3 Purpose of the study

The purpose of this study was to find out factors that affect high performance of pupils with physical disabilities in the Kenya Certificate of Primary Education Examination in Kenya's Special primary schools for the physically handicapped.

1.4 Objectives of the study

The objectives of this study were as follows: -

- To establish the academic performance expectations teachers have on pupils with physical disabilities in the KCPE.
- To find out the difficulties experienced by pupils with physical disabilities when participating in learning.
- To examine how feedback is given to pupils with physical disabilities by teachers on their performance in examinations.
- To establish strategies used by teachers to motivate pupils with physical disabilities to perform better in the KCPE.

- To examine the opinions of pupils and their teachers towards improving performance in the KCPE.

1.5 Research questions

The study aimed at answering the following research questions:

- What academic performance expectations do teachers have on pupils with physical disabilities in the KCPE?
- Which difficulties do pupils with physical disability experience in participating in learning?
- Is feedback given to pupils with physical disabilities by teachers on their performance in examinations?
- What strategies do teachers use to motivate pupils with physical disabilities to perform better in KCPE?
- What are the opinions of the teachers and the pupils towards improved performance in the KCPE?

1.6 Significance of the study

This study aimed at exposing the difficulties pupils with physical disabilities experience when preparing for the KCPE. This finding would be useful to teachers in special primary schools for the physically disabled who prepare the pupils for this examination. The study also hoped to expose the diversity of pupils with physical disabilities who sit for the KCPE and their various needs. This was thought to be helpful to the Kenya National Examination Council which modifies examinations for pupils with physical handicaps. By showing pupils' diversity and their subsequent needs by this study it was hoped that the Kenya Institute of Education would use the findings to adapt curriculum for pupils with physical disabilities.

Finally the findings of the study would be useful to the quality assurance division of the ministry of education which monitors curriculum implementation by highlighting those factors which hinder high performance in KCPE by pupils with physical disabilities in special primary schools for the physically disabled.

1.7 Assumptions

The assumptions of this study were that learners with physical disabilities enrolled in special primary schools for the physically disabled were capable of performing highly in the KCPE. It also assumed that teachers used certain strategies to motivate learners to perform well.

1.8 Limitation and scope

The diverse nature of pupils with disabilities and the various institutions where they are enrolled made it impossible to cover all the pupils with physical disabilities sitting for the KCPE in Kenya. The study therefore was limited to only those pupils with physical disabilities enrolled in special primary schools for the physically disabled. The study was done in special schools for the physically disabled because in these schools, pupils were found with all various conditions of physical disabilities. It was also in these schools where performance in KCPE was very low.

1.9 Theoretical framework

Goal setting theory by Kurt - Lewin

A goal is an observable external event that gives a person information about what performance will be reinforced. Lewin (1935) states that people with goals perform at higher levels compared to those without. Goal setting theory gives six important attributes of goals that influence the effectiveness of the goal achievement process. These include:

- Goal specificity
- Goal difficulty
- Feedback
- Participation in goal setting
- Competition
- Goal acceptance and commitment.

Goal specificity

This is the avoidance of ambiguity in determining the exact goal. Specific goals are more effective than ambiguous ones. Teachers and pupils should set clear goals whose achievement can be measured.

Goal difficulty

This theory further states that difficult yet attainable goals lead to higher performance as opposed to easy goals. A good working definition of the ease or difficulty of a goal is established by a look at the prior performance record of the person or group for whom the goal is being established. The availability of accurate past performance measures facilitates the process of determining the ease or difficulty of a goal.

Feedback

After goals are set the role of feedback cannot be overlooked. Feedback helps to reinforce both the effort to achieve a set goal and the final achievement of this goal. This reinforcement is necessary for one to continue setting and reaching challenging goals. Feedback and goal setting are complementary.

Participation in goal setting

Lewin (1935) observes that the participation of all members of an organization in goal setting helps to boost performance in these goals. He further notes that self set goals are a key element of self management in organizations.

Competition

Competition is wide spread in life. It helps to increase the specificity and difficulty of goals. Internal self-set goals and the resultant performance helps an individual to develop confidence in his/her own abilities. The establishment of a relevant competitive standard can be a most productive way to facilitate performance.

Goal acceptance and commitment

One's performance towards any goal is determined by his or her acceptance and commitment towards the same. When a person accepts and commits himself/herself to a particular goal, his/her performance is usually high. On the other hand, when one fails to accept and get committed to a particular goal the resultant performance is low.

Educationally, goal setting theory is very relevant towards performance by pupils in examinations and more so the KCPE. This is because set goals help teachers and pupils

to focus on the achievement of the goals. The specificity of goals helps to eradicate ambiguities in what is expected in terms of performance. Pupils and teachers are well focused and concentrate on the target goals. This helps to achieve good results. However, failure to have specific goals influences goal achievement negatively.

Feedback from teachers to pupils and from teachers to parents helps to inform the pupils and parents on the extent to which set goals are being achieved. This helps the concerned parties to either put more effort or maintain what they are doing.

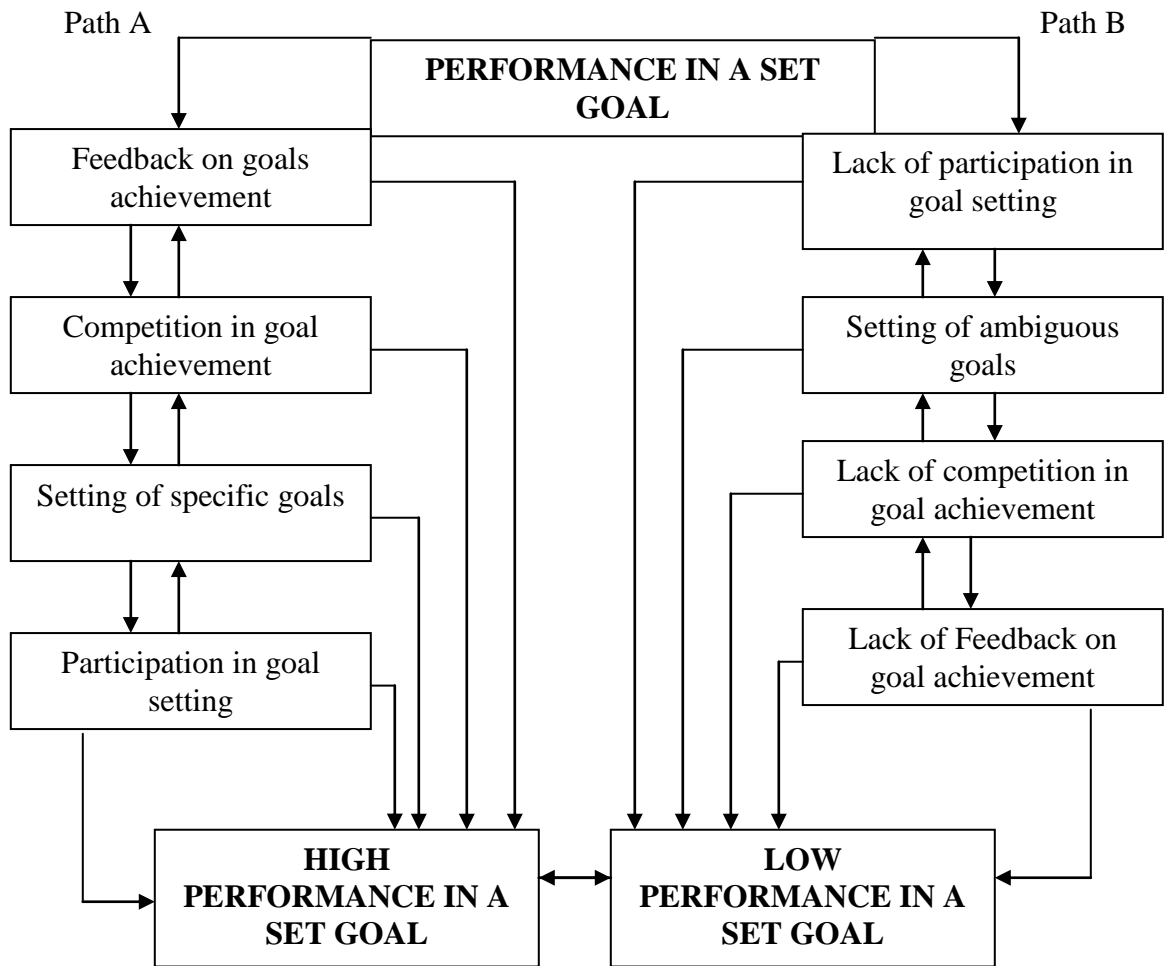
Participation in setting performance goals in the schools by the concerned parties influences the level of performance of the set goals. When all participate, the possibility of higher performance is enhanced. On the other hand, if a few are involved in goal setting the level of ownership to the set goals is reduced. Those who are not involved feel that they do not have a bigger role to play towards the achievement of the set goals. This may contribute to low performance.

The level of competition among pupils and teachers towards goal achievement influence how the goals are performed. Lastly, the commitment by teachers, parents and pupils towards goal achievement have an impact on the performance of those goals. Informed by this theory the researcher set out to find out the factors, which affect high performance in K.C.P.E by pupils with physical disabilities in Kenya's special primary schools for the physically handicapped.

1.10 Conceptual framework

Performance in a set goal is dependent on feedback, competition, participation and specification of a goal. The availability of feedback competition, participation and the setting of a specific goal contribute to high performance in the set goal. On the other hand, lack of feedback, lack of competition, lack of participation and the setting of an ambiguous goal contribute to low performance in the set goals. The following illustration shows this assertion.

Fig. 1.1: Conceptual framework on performance in examinations



Source: Adapted from Goal setting theory by Kurt-Lewin, (1935)

1.11 Operational Definitions of Terms

Adaptation / modification	- Adjustment to instructions based on learner competence
Athetoid cerebral palsy	- A type of cerebral palsy in which body muscle tone is so weak that purposeful movement is difficult.
Atypical	- That which is not ordinary
Cerebral palsy	- Paralysis of some brain cells which causes difficulties in motor activity.
Epilepsy	- A convulsive disorder resulting in seizures, which cause temporary loss of consciousness.
Fine motor	- Movement of small body muscles
Gross motor	- Movement of large body muscles
High performance	- Performance above the mean in a particular examination
Impairment	- Absence or malformation of a body organ.
Integrated programme	- A programme where pupils with physical handicaps are instructed together with the non – handicapped ones primary schooling at standard eight in Kenya.
Mild physical handicap	- A physical condition whose effects cause minor functional limitations.
Muscular dystrophy	- A physical condition in which the body muscles progressively become weaker
Osteogenesis imperfecta	- A physical condition in which the bones of the body break easily
Physical handicap	- Inability to function normally physically due to societal barriers.
Prosthesis	- Devices used in place of impaired body parts
Severe physical handicap	- A physical condition whose effects cause serious functional limitations
Special schools	- Schools that serve handicapped children of same disability category
Rheumatoid Arthritis	- A physical condition where the joints of the body are persistently painful.

1.12 Summary

In this chapter the researcher explored the background of the study, the statement of the problem and the purpose of the study. The objectives of the study were also stated. These were five. Related research questions were also given. The researcher also stated the significance of the study. Later the researcher gave a theoretical framework in which the study is situated. A conceptual framework was formulated basing on the theoretical framework. Finally definition of operational terms was given. All these were aimed at giving an introduction to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores how expectation on pupils' capability influences performance, challenges posed by physical disabilities on performance, the effect of feedback on performance and the motivation of learners towards performance in a set goal.

2.1 Impact of expectation on pupil capability

Teacher and parent expectations of pupil capability influence the level of goals set and the performance of the pupil. Dean (1996) suggests the need for teachers to ask themselves questions about their expectations of the pupils in their classes and their reactions to them. She cautions that it is all too easy to convey to pupils with physical disabilities that not much is expected of them. To avoid this, Dean suggests that the work given to pupils should be demanding while still being within their capacity. Sims and Lorenzi (1992), concur with this view when they state that the setting of difficulty yet attainable goals lead to higher performance.

Supporting Dean (1996), Sewell (1991) says that it is easy for teachers to under estimate the potential of pupils with physical disabilities. This happens when they are tempted to provide learning experiences which are too simple and do not require the pupils to struggle to gain a deeper level of understanding. This causes failure in stimulating cognitive growth. In this case, teacher expectation becomes a hindrance to performance.

Chazan, Laing, Bailey and Jones (1980), assert that teacher expectation of pupils' ability is influenced to a greater extent by the previous contact with pupils with physical disabilities when they note that:-

“It is difficult for a teacher who has had no previous contact with a particular type of handicap to know what to expect by way of general behaviour, self determination or cognitive achievement If the teacher is unsure of how to manage the child and uncertain how far she can ‘push’ him, she may well react by protecting him from learning experiences rather than exposing him to them.” (Chazan et al, 1980:155).

To avoid this kind of reaction by an inexperienced teacher, Burden(1995) suggests the need for effective and reasonable expectations through self-examination. He says that self-examination helps a teacher decide whether his/her expectations are reasonable. This is particularly important for teachers when considering pupils who are different from them. Jones and Southgate(1989), suggest the importance of closely examining the organization of pupils in groups, classes or sets to avoid inevitable expectations of failure and negative self-image. This can result from streaming by ability in a general way and could pose a hindrance to pupil performance.

Chaikin,Sigler and Berlaga(1974) assert that there is a relationship between teacher expectations and pupil performance. They state that teachers who expect a superior performance from their pupils use more positive body language for example smiling more and nodding in response to the pupil to a greater extent. This leads to enhanced performance by the pupil. On the other hand, teachers who expect inferior performance from their pupils do not use positive body language. This leads to low performance by the pupils. There is a general attitude of expecting less from students more so those with special needs. Sometimes a task that is performed lowly may be overrated. On the other hand teachers may fail to motivate learners with special needs by giving them simple learning tasks. All these affect the overall performance of learners.

Though teacher expectations on pupil capability influence goal performance, physical disabilities significantly influence goal achievement.

2.2 Challenges posed by physical disabilities on performance

Calhoun and Hawisher (1979), state that it is important for the teacher to be aware of exactly what physical limitations are imposed on a pupil by a disability. This awareness helps the teacher to ascertain whether the pupil is experiencing pain as is the case with rheumatoid arthritis, whether he/she needs protection or care as is the case with osteogenesis imperfecta, the medications the pupil is taking as is the case with epilepsy and any other physical problems that would influence the day to day school life of the pupil. Knowledge of these provides guidelines for reasonable expectations about a pupil's participation in learning activities. This knowledge also helps in avoiding the extremes of over protection on one hand and carelessness or callousness on the other.

Umbreit (1983), states that teachers should be aware of the functional difficulties faced by the pupil due to a physical disability. This helps in the development of strategies for compensating for these difficulties. These functional difficulties include: intellectual impairments, communication skills, motor development and social/ adaptive behaviours. On intellectual impairments, Umbreit notes that many physically Disabled pupils have intellectual potential in the average or above average ranges. He however states that there are other pupils particularly those with central nervous system damage who experience multiple disabilities. He recommends that measurement of intellectual potential should be obtained to assist in educational planning for this cadre.

Umbreit further notes that for those pupils who experience multiple disabilities, some may need an educational programme that emphasizes language, self care and social skills rather than academics.

Another functional difficulty for pupils with physical disability is motor development. Johnson and Maghrab (1976) state that motor development involve balance, control and co-ordination of movements. They assert that these motor functions make possible the gross motor skills of sitting, creeping, crawling, standing and walking, and also the fine motor skills such as reaching, grasping, releasing and writing. Johnson and Maghrab observe that most physically handicapping conditions adversely affect motor development and motor skills. They give examples of pupils with advanced muscular dystrophy who may have such limited muscle function that they are practically immobile, pupils with athetoid cerebral palsy who may be so uncoordinated that purposeful hand function is impossible and pupils with upper limb absence who have to learn special one handed techniques for fine motor skills that for most of us are two handed techniques.

Concerning social/ adaptive behaviour, Bigge (1982) observes that pupils with physical disabilities have some special obstacles that other pupils do not face on their road to maturity and independence. She states that these pupils have fewer appropriate opportunities for independence than others of their age and gives some of the obstacles they encounter as: restricted mobility which make environmental explorations quite difficult, parental concern for the pupil's comfort and safety which inhibits parents from allowing explorations by the pupil, the emotional climate in which the physically

handicapped pupils find themselves which differs considerably from that of other pupils and the difficulty experienced in attaining motor skills necessary to feed, dress, toilet and transport oneself. Besides these obstacles, Bigge further states that severe pain, frequent hospitalization and the excessive curiosity and pity from their non-handicapped counterparts faced by pupils with physical handicaps contribute greatly to this emotional climate.

The other functional problem faced by pupils with physical disabilities, which has implications on performance, is communication skills. Umbreit (1983) says that a communication skill is the ability to receive and express language. Some pupils with physical disability are limited in their language functioning due to motor involvement, hearing impairment and central nervous system damage. This sometimes impairs the ability of the pupil to use the traditional means of communication that is talking and writing. Pupils with physical disability facing these problems may have knowledge and understanding that they are unable to communicate if they are tested using these traditional means of communication.

Pupils with physical disabilities also have related disorders associated with their handicapping condition. Bigge (1982) says that teachers should be aware of these related disorders in order to seek help if the possibility of one is noted. She gives an example of the relatively frequent occurrence of hearing impairment in conjunction with athetoid cerebral palsy. She suggests that in such a case, a teacher should seek a hearing evaluation for intervention that is more appropriate rather than attributing the difficulty to the physical disability.

Schools for the physically disabled should have staffs who understand the limitations caused by physical disabilities to the pupils. This will help the staff to set viable performance goals for the pupils. Lack of knowledge on the limitations caused by physical disability will result into the setting of unreasonable goals. This will lead to low or non-performance by the pupils. Lewis (1983) notes that although the primary learning characteristics of pupils with physical disability is like that of those without disabilities, a considerable number of associated disabilities present a variety of atypical learning characteristics. She says further that these atypical learning characteristics are caused by related problems with vision, hearing, motor development, intellectual ability, language

and communication. Curriculum adaptation that seeks to address the difficulties faced by pupils with physical disabilities should also target the related problems.

Hegarty, Pocklington and Lucas(1981) observe that teacher commitment towards teaching pupils with physical disabilities can influence how the pupils perform. They note the following about teachers: that they tend to overprotect pupils with physical disabilities instead of treating them appropriately, that they are not enthusiastic about assisting these pupils achieve their goals and that they treat less favourably those pupils with additional disabilities and those with severe physical disabilities. All these have a negative effect on the pupils and lead to poor performance in set goals.

2.3 Feedback and performance

Feedback plays an important role towards goal-performance. It is through feedback where pupils and teachers compare their actual score with the expected score and establish their level of performance. Waterhouse(1983) suggests that there should be regular evaluation on the performance of pupils and teachers. This helps to establish the level of performance in the school. The results of this evaluation should be communicated to both the pupils and teachers.

Smith(1985) notes that feedback is very instrumental in the performance of set goals in a school. He asserts that precision teaching is one way that is very effective in providing feedback. He holds that precision teaching is not a method of teaching but rather a way of trying to find out what 'teaches best' by providing daily feedback on the effectiveness of instructions. Precision teaching also provides techniques for direct and daily measurement charting and evaluation of individual pupil's progress towards mastering of specific educational tasks.

Wolfendale (1987) underscores the importance of feedback. She asserts that so many pupils who experience some learning blockage have not traditionally been enabled to identify the source of their difficulty at an early enough point in time to want to take action. This is caused by lack of feedback in their learning process. Gickling and Havertape(1981) concur with Wolfendale when they note the following about lack of feedback. "Lack of feedback makes children to get further and further behind and get

entrenched in a failure cycle. This happens when for some children the curriculum moves too fast and demands too much in relation to their existing skills” (Gickling and Havertape, 1981:376).

To avoid this, Perverly and Kitzen (1998) argue that it is important to assess the quality of the curriculum as a potential cause of some pupils learning difficulties and not just assess pupils’ performance on the curriculum. They further state that a curriculum should itself be the subject of assessment. One way of assessing a curriculum is through the feedback received from pupils’ performance in examinations set from it.

Jones and Southgate (1989) also state the importance of feedback in examination performance. They note that there is need for schools to monitor examination results and establish the proportion of pupils getting high or low scores in each subject. This is later compared to the school set goal of performance. The results of the comparison should be communicated to all the concerned parties. Feedback is rarely given in time. In this case it does not help in improving the performance of learners. Though the impact of feedback on performance cannot be under emphasized, it is important to note that motivation of learners influence their performance on set goals.

2.4 Motivation of learners to perform a set goal

Sims and Lorenzi (1992), state that the setting of specific goals determines how the goals are achieved. They further state that ambiguous goals are a hindrance to high performance. White and Haring (1980) also support this view when they emphasize that specific goals boost performance of pupils. They state the importance of having a basic curriculum which translates the school mission into specific objectives, which can be mastered by pupils at each level in their progress through school. UNESCO (1994) supporting this view says that educational programmes should be implemented taking into account the wide diversity of the characteristics and needs of pupils. Although the diverse nature of pupils with physical handicaps makes it almost impossible to prescribe goals that meet the needs of every pupil, SCAA (1994) suggests that teachers and schools should be allowed to meet the particular needs of pupils with physical disabilities in ways they judge to be relevant.

Frosting and Maslow (1973), state that for viable specific goals to be set, teachers need to know the pupil's level of functioning, his/her abilities and his/her previous learning in order to be able to adapt the curriculum and classroom management to the pupil and make optimum learning possible. A comparison with the expected performance at the pupil's age level will indicate his strengths and deficits. The Republic of Kenya Report (1976), notes that it is impossible to generalize or standardize in special education due to diversity in handicaps. The report further recommends use of specialized institutions to make the process of making specific learning goals easier.

Assessment goals should also be specific. Acknowledging this Wolfendale (1993), states that there is need to specify what is being assessed and for what purpose. This helps teachers and parents to estimate how effective the goals are for pupils with physical handicaps. She recommends modification of assessment goals for pupils with physical disabilities as a way of making them more specific and effective. Thurlow, Ysseidyke and Silvestain (1995), supporting Wolfendale on modification of assessment goals assert that appropriate modifications should be done to improve participation rates of pupils with physical disabilities in assessments. They state that adaptation should be of different types to cater for individual pupils with special needs. These include, changing the setting in an assessment, varying the mode of responses required and flexibility in the timing or scheduling of the assessment. Commenting on the need for specific assessment inline with pupil capability, Margaret and Martyn (2000), state that controlled assessments for pupils with physical disability create circumstances, which prevent an accurate reflection of pupils' level of attainment.

Anscow and Tweddle (1989) also support specific goals in learning and assessment. They state that it is important to support the learning of pupils with physical disabilities. This is done by determining the purpose of what is to be learnt and identifying appropriate tasks and activities that would bring about the intended learning. This calls for the setting of specific goals. However there is some inadequacy in setting specific goals. This is because the modifications done on the curriculum for learners with physical disabilities are very general. These modifications do not take into consideration all the variables that influence performance of learners with special needs.

Another motivator to goal performance is the participation of all in the goal setting process. This ensures that each member has a stake towards goal achievement and enhances performance in set goals. Commenting on pupil participation in goal setting, SCAA (1994) asserts that the participation of pupils in the making of decisions concerning their learning is important. It says that the national curriculum is an entitlement for all and each must participate.

Breanan (1985) in support of pupil participation in the curriculum process states that the curriculum for pupils particularly those with physical disabilities should be flexible to cater for the development of their unique personalities, potentials and backgrounds. Dean (1996) also asserts that involving pupils in the planning for them is likely to make them respond more positively and enables them to take responsibility for their progress. She further states that such involvement will help self-esteem for pupils for whom it is often low.

Although pupils' participation in their own learning is important, Wolfendale (1987) notes that the direct and conscious involvement of all pupils in their own learning has not been a feature of primary schools. She says that traditionally pupils have not been encouraged to articulate their views about themselves as pupils, how they see their learning, what best motivates them, what activities they prefer, what keeps them on or off tasks and how relevant they perceive to be the various classroom activities in which they engage. The principle ought to be established, agreed, acted upon and solutions found to bring pupils fully into the collaborative processes of meeting their needs.

Nisbet and Shucksmith (1986) supporting Wolfendale's (1987) view predict that learning in the future is likely "to be characterized by a higher degree of independent self – motivated learning and we need to develop strategies which involve a higher level of self-monitoring than teachers have been accustomed to expect from their pupils"(Nisbet and Shucksmith, 1986:91). The temptation of not involving pupils in the articulation of views concerning their learning is further reinforced by the presence of a physical disability.

Concerning teacher participation in goal – setting, Okumbe (1999: 154) says:-

“Participatory decision making makes individuals more satisfied with the decisions they have collectively made and they will enthusiastically support them. It helps teachers to communicate freely on matters concerning their profession and this can be motivating and satisfying”.

The participation of parents towards goal achievement of pupils with physical disabilities is valuable. Dean (1996) says that when a pupil with a physical disability realizes that his/her parents and teachers are working together, it shows him/her that his parents are interested in his performance and that they share the aims of his/her teachers. This realization helps to boost performance by the pupil.

Dean further states that other members concerned with the school should participate in the goal-setting process by stating that teachers have to work with a range of people from the education, health and social services. She observes the following about other members concerned with the school:- “Each of the people involved has his or her particular contribution to make and it is important that the classroom teacher has a chance to talk with them all so that they can exchange information about the pupils with whom they are concerned ”(Dean,1996:143).

It is worth noting that participation of pupils in the goal-setting process contributes to higher performance. The opposite is true that failure to involve pupils in the goal setting process of their learning and testing hinders their performance. The setting of performance goals rarely involves learners. This is particularly so for learners with special educational needs who are thought to be incapable of knowing what is good for them.

In Kenya, though much has not been said concerning performance of pupils with physical disabilities, available literature has implications on their performance. The Republic of Kenya report (1964) states that Kenyan teacher training colleges should acquaint their teacher trainees with the psychological difficulties of pupils with disabilities and the measures that can be taken in the classroom to counteract the physical and mental effects of handicap. This statement implies that knowledge of psychological difficulties enables teachers to come up with specific goals for pupils with physical disabilities and the performance expectations by the concerned teachers.

Sifuna (1975) commenting on the negative impact on pressure to perform on the teacher, asserts that the effects of examinations make primary teachers adopt methods of teaching they are convinced are unpopular. In such cases, teachers do not involve pupils in making decisions on what best suits them in their learning. Pupils therefore follow the teacher's will irrespective of their likes and dislikes. These negatively impact on the overall goal performance.

The Republic of Kenya report (1976) notes that it is impossible to generalize or standardize in Special Needs Education. This is due to the diversity in handicaps. The report recommends the use of special institutions for those with severe disabilities. The acknowledgement that it is impossible to generalize or standardize is an affirmation that pupils with physical disabilities will need specific instructions and specific performance targets. The report recommends use of special institutions for those with severe handicaps whom it thinks seriously need specific goals and performance targets. This is in the belief that special institutions are better placed to come up with specific learning and performance goals for pupils with physical disabilities.

Eaton (1996a) supports this belief about special schools being better placed in offering specific goals and performance targets when he says that in these schools, "goals and contents of instructions are modified to match the ability and learning needs of individual pupils. This results in simplifying the complexity of the content on offer, adjusting the rate at which it is offered, reformulating the learning outcome to be expected, re-orienting the manner in which these learning outcomes are assessed and identified, using appropriate learning strategies and rearranging and reorganizing the learning environment (Eaton, 1996a)". The Republic of Kenya report (1998) also supports goals specificity in its report. It suggests that the Kenya Institute of Education (KIE) should ensure adequate flexibility to allow for adaptability in curriculum implementation for pupils with physical disabilities. The adaptability should involve the setting of goals and the performance targets.

Kennedy (1990) states that for pupils with physical disabilities to perform well, there should be appropriate initial assessment for their placement. This facilitates effective

design of curricula, examinations and teaching methods. Kennedy (1990) further argues that when initial assessment differentiates pupils with physical disabilities in the severely disabled and the mildly disabled, it paves way for placing severely disabled in special schools and the mildly disabled in integrated programmes. Kennedy (1990) believes that special schools are better placed in coming up with appropriate specific goals and performance expectations for pupils with physical disabilities. Barton (1995) supports Kennedy's (1990) belief when he asserts that segregated special provision is in the best interest of a pupil with disability. Firstly, the type of education and protection pupils with disabilities need can only be located in the special school environment. Secondly, teachers with the appropriate expertise, qualities and skills needed to teach pupils with disabilities staff special schools. Thirdly, only in the segregated school environment are teachers able to offer pupils a curriculum flexible enough to prepare them for the rigours of life in the adult world. Finally, by concentrating expensive resources such as specialist teacher and equipment in one place, separate provision is justified on the grounds of administrative and economic efficiency and effectiveness (Barton, 1995).

Ndurumo (1993) asserts that modification of goals and performance targets for pupils with physical disabilities make them more specific to individual pupils. He however cautions that when testing the pupils, the effect of modification raises questions on the reliability of the scores obtained. He gives the following areas of concern when testing pupils with physical disabilities: the use of alternative body parts in responding to test items, use of prosthetic devices and the speed with which pupils use them to respond to the test items, and use of different communication techniques. He recommends that the ability of the examiner and the pupil to use communication techniques should be taken into consideration when interpreting the scores.

There is very little consideration on the type of physical disability and the modification done on the curriculum and its testing. The common modification provision is addition of time when sitting for the examination. This only caters for those learners who are slow. A larger group with other problems e.g. poor handwriting and inability to write is usually not catered for. This plays a greater role in affecting performance in exams by pupils with physical disabilities.

2.5 Summary of literature review

The literature review has dealt with the setting of specific goals and its impact on performance, the participation of teachers and pupils in the goal setting process and how it influences the performance of those goals, the role of teacher expectations on pupils capability in achieving set goals, the impact of feedback on performance of set-goals and the challenges posed by physical disabilities towards achievement of set goals.

The literature has exposed the following: that setting specific goals, involving pupils and teachers in goal-setting, high expectation on pupil capability to achieve and frequent feedback on performance towards set goals, lead to high performance. On the other hand, setting ambiguous goals, failure to involve pupils and teachers in goal setting, low expectation on pupil capability to achieve and lack of feedback on performance towards set goals lead to low academic performance. The literature review has identified the following gaps: that the setting of performance goals for learners with physical disabilities is not specific to their learning needs; that learners with physical disabilities are not involved in the setting of their performance goals; that teachers normally have low expectations on learner capability to perform in examinations and that the degree of physical disability is not considered when testing learners with the same disability. Basing on these, the researcher hoped to find out those factors, which affect high performance of pupils with physical disabilities enrolled in primary special schools for the physically handicapped in Kenya Certificate of Primary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, methods that were used to establish the answers to the research questions in chapter one are described. The description was done under the following sub headings; research design, variables, location of study, target population, sampling techniques and sample size, construction of research instruments, pilot study, reliability and validity, data collection techniques, data analysis and logistical and ethical considerations.

3.1 Research design

A survey research design was used to find out factors affecting performance of pupils with physical disabilities in KCPE in special primary schools for physically handicapped in Kenya. Orodho (2004) describes survey as a method of inquiry which deals with the incidence, distribution and interrelations of variables. The method emphasizes on the frequency of answers to the same question by different people. The design aimed at obtaining information from a representative selection of the population called a sample.

3.2 Variables

The independent variables were feedback, strategies, motivation, expectations and the condition of physical disability. The dependent variable was pupil performance in examinations including the KCPE.

3.3 Location of the study

This study was conducted in Kenya's special primary schools for the physically handicapped. Kenya has five special primary schools for the physically handicapped. The five special primary schools include: Joytown Special Primary School situated at Thika town in Thika county, Masaku Special Primary School situated at Machakos town in Machakos county, Joyland Special Primary School situated at Kisumu town in Kisumu county, Joy Valley Special Primary School situated at Bungoma town in Bugoma county and Port Reitz Special Primary School situated at Mombasa town in Mombasa county.

3.4 Target population

The target population of the study was the teachers in the special primary schools for the physically handicapped and all pupils in class eight in the same schools.

Table 3.1: Schools and teachers distribution

School	Number of Teachers
Joy Town Special school	25
Port Reitz Special School	16
Joy Valley Special school	12
Joy Land Special school	18
Masaku Special School	19
Total	90

There are 5 head teachers in the five special primary schools for the physically handicapped, 90 teachers and 78 pupils in class eight. A total target population of 173 respondents. The fact that teachers prepare pupils for the KCPE was considered in choosing them in the population. Pupils in class eight were considered in the population because it is at this level of primary learning where pupils are intensely involved in preparation towards passing the KCPE examination

3.5 Sampling techniques and sample size

3.5.1 Sampling technique

The researcher used purposive sampling to select four special primary schools for the physically handicapped out of the five available schools in Kenya. Stratified random sampling was used to select 28 teachers who teach upper primary classes out of a total population of 90 teachers serving in the selected special primary schools for the physically handicapped. A purposive sampling technique was used to select all 53 pupils in class eight in the selected special schools.

3.5.2 Sample size

All the 4 headteachers from the selected schools were sampled, 28 teachers from a total population of 90 teachers in the four selected schools and all 53 pupils in class eight in the four selected special primary schools. This gave a total sample size of 85 respondents.

Table 3.2: Sample size of schools, teachers and pupils

School	Head Teachers	Teachers	Pupils		Total
			Boys	Girls	
Joy Town Special primary	1	07	10	12	30
Port Reitz Special Primary	1	07	06	05	19
Joy Valley Special Primary	1	07	04	04	16
Joy Land Special Primary	1	07	09	03	20
Total	4	28	29	24	85

3.6 Construction of research instruments

Three different sets of questionnaires were developed: one questionnaire for the head teachers, another for the teachers and another one for the pupils.

3.6.1 Questionnaire for the headteachers

A questionnaire for head teachers was designed to collect data on expectations on pupils' performance, strategies for motivation, feedback and opinion for better performance.

The questionnaire comprised of 7 open-ended items. Each item had a space provided for responses. The questions were clustered as follows:

- i. Expectation on pupils' performance (Qns. 1 & 2)
- ii. Strategies for motivation (Qns. 3&4)
- iii. Feedback (Qns.5&6)
- iv. Opinion for better performance (Qn. 7)

3.6.2 Questionnaire for the teachers

The questionnaire for teachers was designed to collect data on expectations on pupil capability, difficulties faced by pupils with physical handicap, feedback system in the school, motivation strategies used and opinion for better performance. This questionnaire comprised of 11 open-ended items. Each item had a space provided for responses.

The items were clustered as follows:

Teacher expectations of pupil capability (Qns. 1, 2 &3)

Difficulties experienced by pupils with physical handicaps (Qns. 4, 5 & 6)

Feedback system in the school (Qns. 7 & 8)

Motivation strategies (Qns.9&10)

Opinion for better performance (Qn. 11)

3.6.3 Questionnaire for the pupils

A questionnaire for pupils was also designed to collect data on feedback, difficulties faced when taking examinations, strategies for motivation, expectation on performance and opinion for better performance.

The questionnaire had a total of 8 items, 7 items opened-ended and one closed-ended. Each item had a space provided for responses. The items were clustered as follows for the purpose of description:

- i. Feedback (Qns. 1,2, 3 & 4)
- ii. Difficulties when taking examinations (Qn. 5)
- iii. Strategies for motivation (Qn. 6)
- iv. Expectations on performance (Qn. 7)
- v. Opinion for better performance (Qn. 8)

3.7 Pilot study

The pilot study was conducted in Masaku School for the physically disabled. It involved 11 teachers and 12 pupils. The respondents who participated in the pilot study were not used in the actual study. The results from the pilot sample were used to modify the tools. Some of the modifications included spacing of items and changing of wordings in some items.

3.7.1 Validity

Orodho (2004) defines validity as the degree to which a test measures what it purports to be measuring. This is done to guard against misuse of test on the person being tested. To determine the validity of these questionnaires, the researcher gave them to the supervisor and other two authorities in the department of special education in the university seeking their suggestions. Their observations were incorporated into the questionnaires.

3.7.2 Reliability

Reliability is the consistency of an instrument in producing a reliable result. It focuses on the degree to which empirical indicators are consistent in measuring a theoretical concept (Orodho, 2004). To determine the reliability of the instruments, a test retest method was used. The pilot sample was given the questionnaires to fill in. their responses were coded and scored. After two weeks the same questionnaires were administered and the responses coded and scored. A comparison between the first and second responses was done to find out the correlation of the responses. Modifications were done on the tools because some items were giving the same responses.

3.8 Data collection procedure

During the time of the study, the researcher sent questionnaires to the selected samples personally. After establishing rapport with the subjects and the head-teachers, the researcher gave out the questionnaires and then explained the instructions to be followed. The researcher sought assistance from one teacher in each school in guiding the sampled pupils to fill in their questionnaires. Arrangements for the second visit when the researcher would collect the questionnaires were made after consulting with the head teachers of the concerned schools.

3.9 Data analysis

Data was analyzed qualitatively. In qualitative method of data analysis the study used frequency tables, percentages and bar graphs.

3.10 Logistical and ethical considerations

The researcher obtained a research permit from the permanent secretary Ministry of Education. Concerning ethical issues the researcher ensured that all the subjects taking

part in the study were informed on the objectives of the study in order to take part voluntarily. Participants were assured of confidentiality by the researcher concerning the information they would give.

3.11 Summary

In this chapter a description of the research methodology was done. The study used survey research design. The variables of the study were identified as feedback, strategies for better performance, expectations on pupils' performance, and condition of physical disability. The targeted population was all teachers in special primary schools for the physically handicapped and pupils in class eight in the same schools. Three sets of questionnaires were designed targeting the head teachers, teachers and pupils. A pilot study was conducted in Masaku School for the physically handicapped. The results from the pilot study led to modifications in the research tools. Data collection procedure is described and finally data analysis procedure is highlighted.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

In this chapter a presentation of data analysis and discussions of the survey carried in four sampled special primary schools for physically handicapped in Kenya is done. The responses are discussed under the following five major themes generated by the research questions which guided the study.

- To establish the academic performance expectations teachers have on pupils with physical disabilities when participating in learning.
- To find out the difficulties experienced by pupils with physical disabilities when participating in learning.
- To examine how feedback is given to pupils with physical disabilities by teachers on their performance in examinations.
- To establish strategies used by teachers to motivate pupils with physical disabilities to perform better in the KCPE
- To examine the opinion of teachers and pupils towards better performance in KCPE

4.1 Academic performance expectations by the teachers on pupils with physical disabilities in the KCPE

This objective aimed at finding out whether teachers' expectations on pupils' academic performance had an impact on their performance in KCPE. To establish this, the researcher sought opinions from teachers educating pupils with physical disabilities, head teachers of special primary schools for the physically disabled and the pupils themselves. The teachers were derived from classes 4 – 8 from the selected special schools. Headteachers were derived from the selected special schools while the pupils were selected from class 8 in the selected special primary schools for the physically disabled.

Teachers were asked to state their views on the following items:

Item 1: How do pupils perform in your subject during examinations set by the school?

Item 2: How do pupils perform in your subject during the KCPE examination?

Item 3: What causes difference in performance if any between school examinations and KCPE examination?

Head teachers on their part were asked to respond to the following items:

Item 1: What performance target in examinations do you set for your pupils?

Item 2: Who is involved in the setting of the performance target?

The pupils were asked to give their views on what teachers tell them about their ability to pass in examinations.

4.1.1 Performance of pupils in classroom testing in special primary schools for the physically disabled.

Data was collected by the researcher to find out from teachers how pupils in special primary schools for the physically disabled performed in examinations set by the school in various subjects. Their responses are summarized in Table 4.1

Table 4:1: Pupil performance in examinations set by the school

Number of teachers: 28

School	Average		Poorly		Below Average		Above Average		Others	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Joytown	3	11	1	3.6	1	3.5	1	3.5	1	3.5
Joyland	4	14	1	3.6	1	3.5	1	3.5	0	0
Portreitz	2	7	2	7.2	1	3.5	0	0	2	7
Joyvalley	2	7	1	3.6	1	3.5	2	7	1	3.5
Total	11	39	5	18	4	14	4	14	4	14

Table 4.1 shows that out of 28 teachers who responded 11 (39%) said that pupils performed averagely in school tests, 05 (18%) said that pupils performed poorly in school tests, 4 (14%) said their pupils performed above average in school tests and a further 4

(14%) said their pupils performed below average in school tests. Other 4 (14%) of teachers were not specific. This indicates that majority of pupils (39%) had average performance in school tests.

4.1.2 Teachers' opinion on pupils' performance in KCPE?

Data collected by the researcher to establish the performance of pupils in KCPE in various subjects generated the following results as summarized in Fig. 4.1

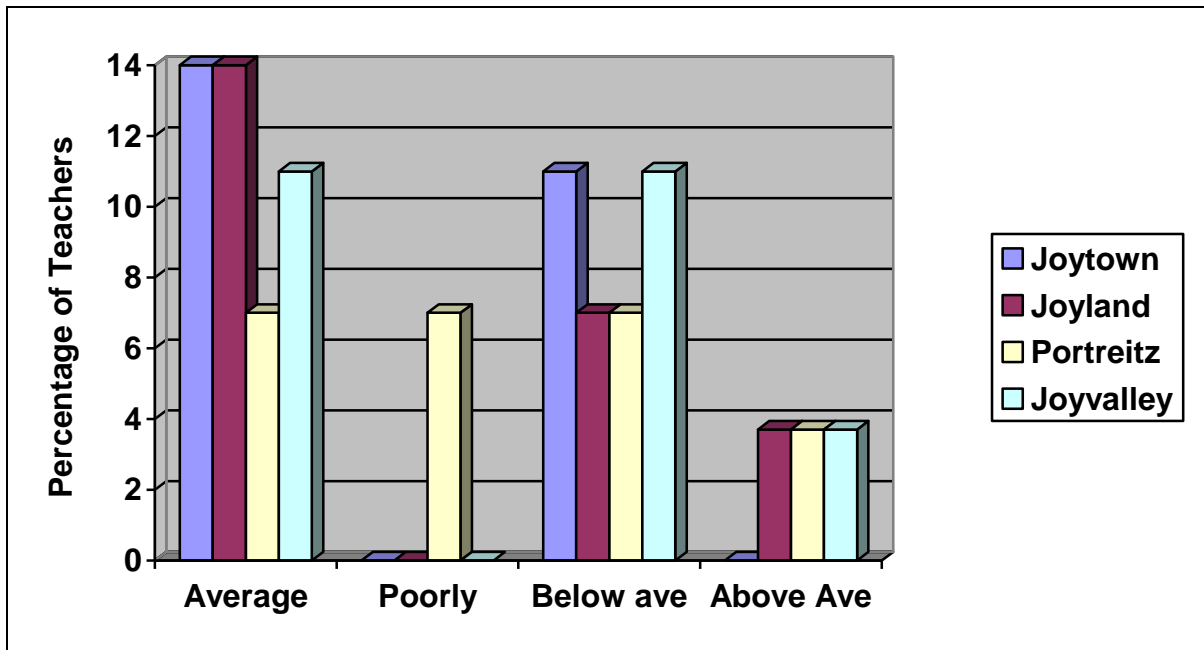


Figure 4.1: Teachers' opinion on pupils' performance in KCPE examination

Number of teachers: 28

From Figure 4.1, 13 teachers who represent 46% of the respondents said that performance in KCPE was average, 36% representing 10 teachers said that pupils performed below average in KCPE, 11% of teachers representing 3 teachers said that pupils performed above average, 7% of the teachers representing 2 teachers were of the view that pupils with physical disabilities performed poorly in KCPE.

The finding therefore indicates that most pupils' performance was average in the KCPE examination. The response rate was 46%.

4.1.3 Causes of difference in performance if any between school and KCPE examinations?

Data was collected by the researcher to establish the causes of the performance difference between the KCPE examination and school tests. The findings are summarized in table 4.2 as follows;

Table 4.2 *Opinion of teachers on the difference in performance between KCPE and school tests by pupils with physical disabilities*

Number of teachers: 28

School	Pupils with physical disability score lowly		School tests are considerate		KCPE test is inconsiderate		Pupils are serious during KCPE	
	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	3	10.6	2	7.3	2	6.9	0	0
Joyland	4	10.6	3	10.8	1	3.5	0	0
Portreitz	2	7.1	1	3.6	2	6.9	2	7.3
Joyvalley	2	10.6	2	7.3	1	3.5	1	3.7
Total	11	39	8	29	6	21	3	11

Table 4.2 shows that 11 teachers (39%) said that KCPE performance and school testing was the same because pupils with physical disabilities generally score lowly. 06 teachers (21%) said that KCPE testing was inconsiderate. 08 teachers (29%) said that school tests were considerate while 03 teachers (11%) were of opinion that pupils are more serious during KCPE testing.

Most respondents (39%) were of the view that pupils with physical disabilities score lowly in examinations.

4.1.4 Views of the headteachers on the performance target in examinations they set for pupils with physical disabilities

Views of head teachers on the performance target in examinations they set for pupils with physical disabilities were sought.

Data generated indicated that 2 head teachers (50%) of the respondents said they set a target of 250 marks. 1 head teacher (25%) gave a set target of 260 marks while another 1 head teacher (25%) said the set target in the school was 300 marks.

These findings show that most head teachers had a target of 250 marks. This seems to indicate that most head teachers do not have high expectations on performance for pupils with physical disabilities.

4.1.5 Views of the headteachers on the people they involve when setting performance targets in examinations

The information generated through this item indicated that all the 4 head teachers involved both teachers and pupils in the setting of the performance target. The finding seems to indicate that head teachers had faith in teachers and pupils ability towards the achievement of the set targets in examinations.

4.1.6 Pupils' view on what teachers told them on their abilities to pass

The researcher sought the pupils' view on what their teachers usually told them on their ability to perform well in examinations. Data generated from the pupils is summarized in table 4.3.

Table 4.3: Encouraging pupils to work harder

Number of pupils: 53

School	Work hard		Keep trying		Pull up socks		Can do better		cooperate		others	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	12	22.8	2	3.8	4	7.4	2	3.5	0	0	2	4
Joyland	6	11.4	1	1.9	1	1.9	2	3.5	1	2	1	2
Portreitz	7	13.2	3	5.6	1	1.9	2	0	0	0	0	0
Joyvalley	5	9.5	2	3.8	1	1.9	0	0	0	0	0	0
Total	30	57	8	15	7	13	4	7	1	2	3	6

Table 4.3 shows that 30 pupils (57%) of the respondents said that their teachers told them to work hard, 8 pupils (15%) said that their teachers told them to keep on trying, 7 pupils (13%) said that they were told that they can do better while 1 (02%) was told to cooperate by the teachers. This shows that most pupils, over 80% were given encouraging remarks by their teachers. The use of these encouraging remarks seems to indicate that teachers expected their pupils to perform better than they were doing.

The findings of this objective showed that pupils with physical disabilities in special schools for the physically disabled performed averagely on both school tests and the K.C.P.E. Teachers who were of this view had a response rate of 50%. The teachers further said that the reason why the pupils performed lowly was because they naturally are low performers. This therefore seems to indicate that most teachers expected low performance from their pupils. This seems to be supported by the head teachers, majority of who set a performance target of 250 marks in examination for their schools just the average mark. The pupils on their part said that their teachers did not see anything wrong in their low performance and did not take any measure rather than encouraging them to work hard and keep on trying.

The low performance in examinations by pupils with physical disabilities could be due to teachers' low expectation on their ability to perform. Dean (1996) says that teacher's expectations on pupils' ability to perform influence the pupils' performance level.

4.2 Difficulties experienced by pupils with physical disabilities when participating in learning

This objective aimed at finding out whether pupils with physical disabilities experienced difficulties when participating in learning. To find out this the researcher sought opinions of teachers in upper primary and pupils with physical disabilities in class eight (8).

Teachers were requested to state their views on the following items.

Item 1: List the conditions of physical disabilities pupils have in your class.

Item 2: What limitations do the conditions impose on the pupils' learning abilities?

Item 3: How do you address the limitations posed by the various conditions when testing the pupils?

Pupils on their part were asked to give their views on this item.

Item 1: What problems do you face when sitting for your examination?

4.2.1: Conditions of physical disabilities pupils have in Special Schools for the physically disabled

Data collected by the researcher to establish the conditions of physical disabilities pupils had generated the following results summarized in Table 4.4

Table 4.4: Conditions of pupils with physical disabilities

Number of teachers: 28

	Amputation		Cerebral palsy		Muscular dystrophy		Spina bifida		Brittle bones		Post polio		Others	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	6	21.4	7	24.9	5	17.8	4	14.3	2	7.2	1	3.6	5	18.1
Joyland	5	17.8	4	14.2	2	7.1	1	3.6	1	3.6	1	3.6	3	10.8
Portreizt	4	14.3	6	21.3	2	7.1	1	3.6	1	3.6	2	7.2	4	14.5
Joyvalley	6	21.4	3	10.7	0	0	1	3.6	1	3.6	1	3.6	1	3.6
Total	21	75	20	71	9	32	7	25	5	18	5	18	13	47

Table 4.4 shows that there are various conditions for pupils with physical disabilities. These are stated as amputation by 21 teachers (75%), cerebral palsy 20 teachers (71%), muscular dystrophy by teachers (32%), Spina bifida by 7 teachers representing (25%), of all teachers who responded, and Brittle bones by 5 teachers representing 18%. Other 5 teachers (18%) said they had post polio conditions. Chronic health problems, epilepsy and hydrocephaly conditions were each indicated by 11% of all the teachers who responded. Spinal curves and dwarfism each represented 07% of the total respondents. This response shows that amputation cerebral palsy, muscular dystrophy and spina bifida were the most common conditions affecting pupils in special primary schools for the physically disabled.

4.2.2 Limitations imposed by physical conditions on pupils' learning abilities

The researcher collected data to find out the limitations caused by the physical conditions on pupils' learning abilities. The results of the findings are summarized in table 4.5

Table 4.5: Limitations imposed by physical conditions

School	Muscle weakness in Cerebral palsy		Low concentration in Spina bifida		Mobility problems in amputation		Poor limb control in Cerebral palsy	
	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	7	24.9	7	24.9	6	21.5	4	14.3
Joyland	7	24.9	6	21.4	6	21.5	5	17.9
Portreiz	7	24.9	7	24.9	4	14.4	2	7.2
Joyvalley	6	21.3	5	17.8	6	21.5	1	3.6
Total	27	96	25	89	22	79	12	43

43% of the respondents said that pupils with cerebral palsy have poor hand control and are slow in writing, 89% of the respondents said that pupils with spine bifida had very low concentration in tasks and had problems in bowel and bladder control. 96% of the respondents said that pupils with muscular dystrophy had significant muscle weakness and slow in handwriting while 79% of all the respondents said that pupils with amputations had mobility problems and also problems grasping the pen. This shows that pupils with physical disabilities faced various limitations basing on their specific condition.

4.2.3 Measures of addressing the various limitations during testing

The researcher sought to establish the various measures taken by teachers to address the limitations caused by the various conditions. The results of the findings are summarized in Fig. 4.2

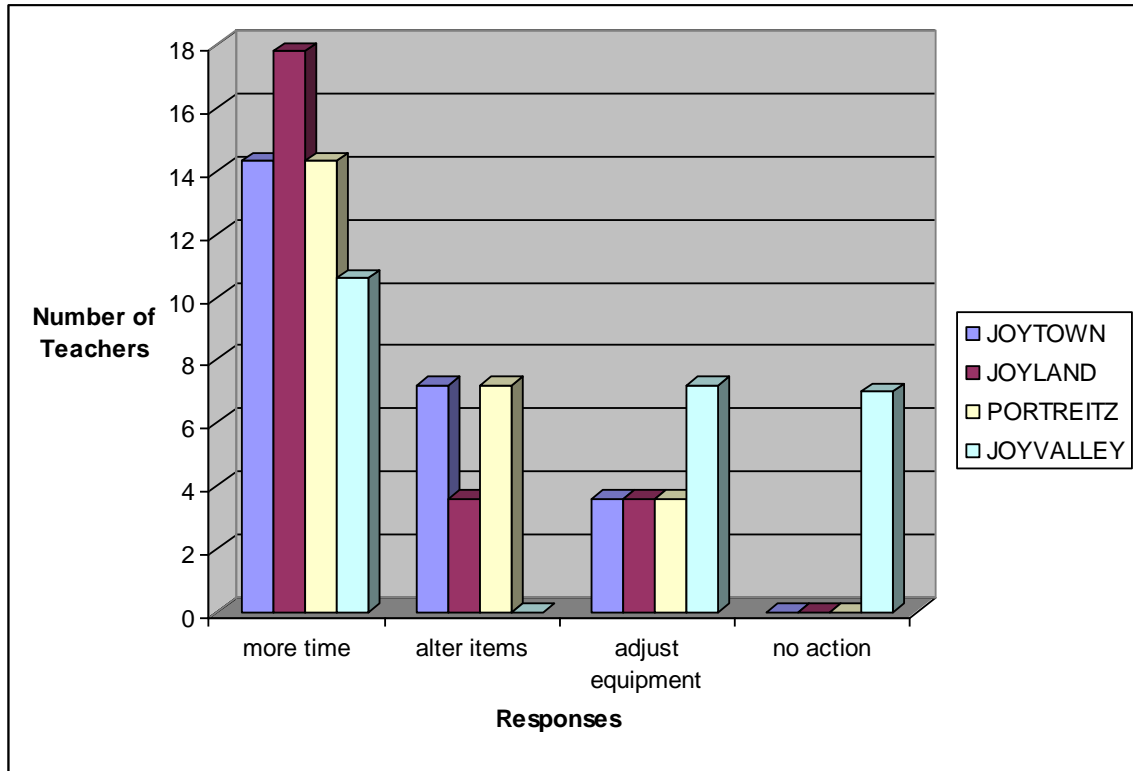


Figure 4.2: Measures of addressing pupils' limitations during testing
Number of teachers: 28

Figure 4.2 shows that 16 teachers (57%) gave the pupils more time to do their exams, 5 teachers (18%) altered exam items, and another (18%) adjusted the equipment used by the pupils while 02 teachers (07%) took no action.

This finding shows that some teachers 57% gave pupils extra time as the measure for addressing limitations caused by the various physical conditions. This seems to indicate that not all the pupils needs were catered for during testing and hence the reason for low performance in the examinations.

4.2.4 Problems pupils face when sitting for examinations

Data collected to establish the problems faced by pupils with physical disabilities when sitting for examination generated the following findings summarized in Table 4.6

Table 4.6: Problems faced by pupils when sitting for examinations
Number of pupils: 53

School	Inadequate time		Misunderstand questions		Slow in writing		Panicking		Difficulty reading		No problem	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	6	11.3	4	7.7	7	13.3	0	0	3	5.4	2	4
Joyland	4	7.5	3	5.8	1	1.9	2	3.6	1	1.8	1	2
Portreitz	5	9.4	4	7.7	1	1.9	1	1.8	0	0	0	0
Joyvalley	2	3.8	2	3.8	1	1.9	2	3.6	1	1.8	0	0
Total	17	32	13	25	10	19	5	9	5	9	3	6

Table 4.6 shows that 17 pupils (32%) said that the time given for examinations was inadequate 13 pupils representing (25%) said they misunderstood the questions, 10 pupils (19%) stated that they were slow in writing. while 05 pupils (9%) said they panicked during examinations. A further 05 pupils (9%) stated that they had reading difficulties. However 3 pupils (6%) said they had no problem during examinations.

This finding, therefore, shows that most pupils had a problem with the time given for taking examinations.

The findings of this objective established that pupils with physical disabilities in special primary schools for the physically disabled had various conditions majority of which included; amputations a response rate of 75%, cerebral palsy a response rate of 71%, muscular dystrophy a response rate of 32% and Spina bifida a response rate of 25% of the teachers. These conditions caused various limitations in the pupils. The teachers further gave some of the limitations caused by the physical disabilities basing on the specific condition as, poor hand control and slow in writing for pupils with cerebral palsy, low concentration in learning tasks and problems in bladder and bowel control for pupils with Spina bifida, significant muscle weakness and slow in handwriting for pupils with muscular dystrophy, and mobility and problems in grasping objects for those pupils with amputations. The objective therefore found out that pupils with physical disabilities in special primary schools for the physically disabled had varied difficulties. This therefore implies that there was need to use various measures in addressing their difficulties. This finding is supported by Umbreit (1983) when he stresses that a teacher

should be aware of the functional difficulties faced by the pupil due to a physical disability. This helps him/her in developing strategies for compensating for the difficulties.

4.3 To examine how feedback on pupil performance in examinations is given by the teachers

This objective was intended at finding out whether pupils with physical disabilities received feedback on their performance in examinations from their teachers. Opinions were sought from teachers head teachers and pupils from special primary schools for the physically disabled.

Teacher's views were sought from the following items:

Item 1: Whether pupils were given corrections of work done

Item 2: Those involved in discussing pupils results.

The views of head teachers were sought on the following items:

Item 1: Problems pupils face when sitting for their examination

Item 2: With whom do you discuss the problems of pupils?

Pupils' opinions were also sought from the following items:

Item 1: How many exams do you do in a term?

Item 2: When are you given back marked answer scripts?

Item 3: Subjects pupil scores above 50% in exams

Item 4: Subject teachers who revise examination questions

4.3.1 Whether pupils were given corrections of work done

The researcher collected data from teachers to establish whether pupils were given corrections of work done. The findings are summarized in Fig. 4.3

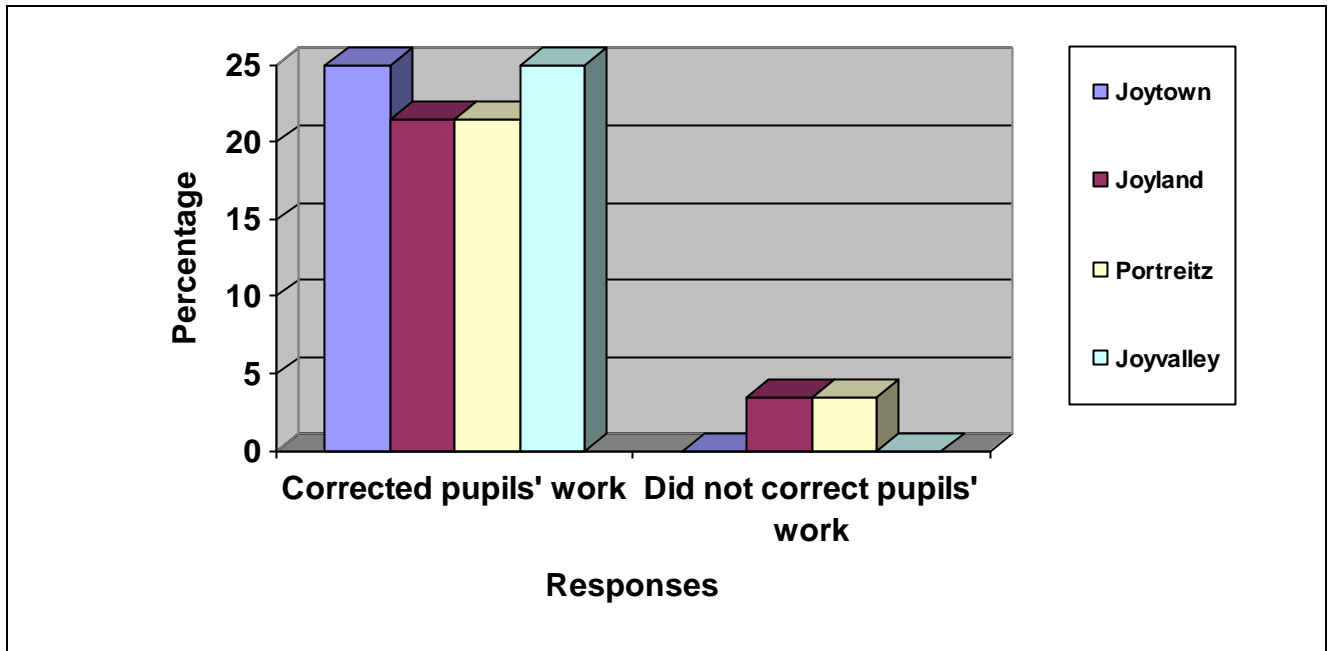


Figure 4.3: Correction of pupils' work.

Number of teachers: 28

Figure 4.3 Shows that 26 teachers (93%) corrected pupils' work while 2 teachers (07%) did not. This shows that most teachers corrected pupils' work a percentage of 93%.

4.3.2 Those involved in discussing pupils' results

Data was collected by the researcher to find out the various people involved in discussing pupils' examination results. The findings are summarized in Fig. 4.4

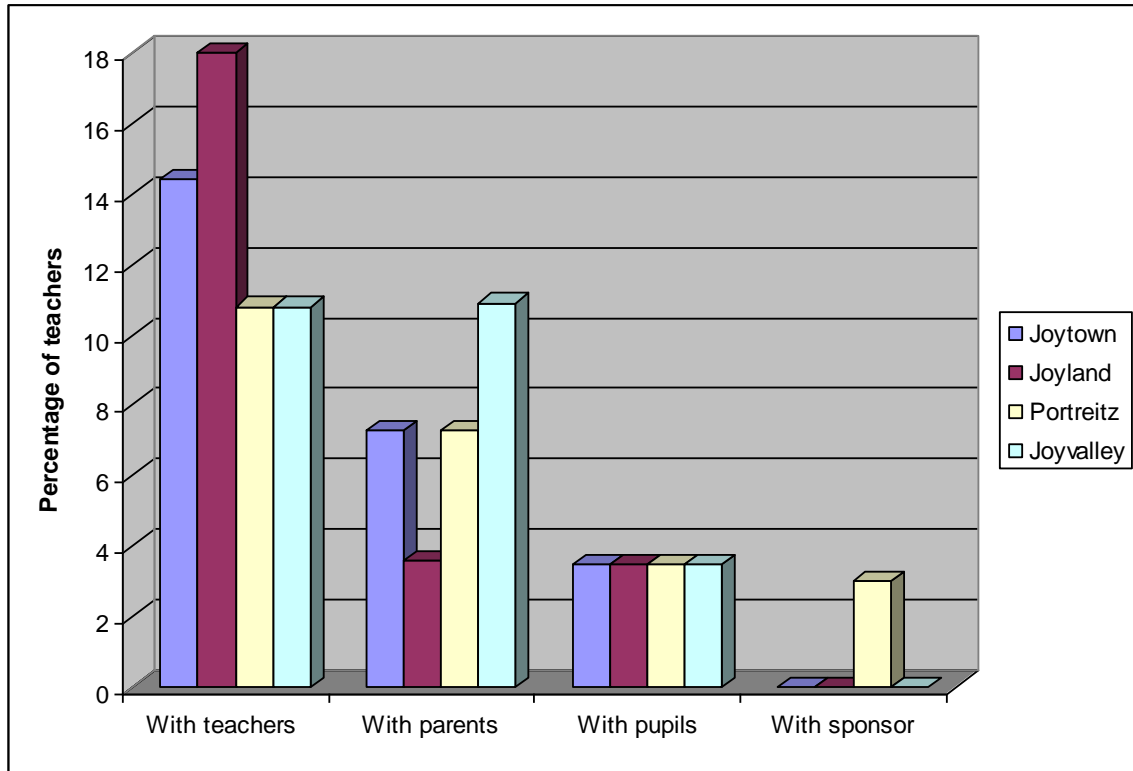


Figure 4.4: Discussing pupils' results

Number of teachers:28

Figure 4.4 shows that 54% of teachers discussed pupils' results with their colleagues (teachers), 29% said they discussed the results with parents,14% said they discussed the results with pupils, while 3% of the teachers said they discussed the results with the sponsor.

The findings show that most teachers discussed the pupils' results with their colleagues. This was a response rate of 54%.

4.3.3 Problems faced by pupils when sitting for examinations

Data was collected from headteachers to establish the problems pupils with physical disabilities faced when sitting for examinations. The findings are summarized as follows:

Table 4.7: Problems faced by pupils during examinations**Number of headteachers: 4**

<i>Response</i>	<i>Frequency</i>
Expressive problems	1
Mobility problems	1
Slow speed in writing	1
Low ability	1

Table 4.7 shows that all headteachers of special primary schools for the physically disabled stated different problems as follows; expressive problems, mobility problems, slow speed in writing, and low abilities.

4.3.4 Whom do you discuss the pupils' problems in examinations with?

Data collected from headteachers concerning the people they discussed pupils' examination results generated the following findings summarized in table 4.8 below.

Table 4.8: Those involved in discussing pupils' problems in examinations**No. of headteachers: 4**

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Teachers	4	100 %
Education officers	2	50 %
Parent	2	52 %
KNEC	1	25 %
Sponsors	1	25 %

The findings show that headteachers discussed pupils' problems in examinations with teachers, education officers, parents and sponsors. Most headteachers preferred to discuss in pupils' problems with the teachers.

4.3.5 How many examinations do you do in a term?

Data was collected from pupils in class eight on the number of examinations done per term to establish whether pupils were given examinations by their teachers. The results of the findings are summarized in Fig. 4.5

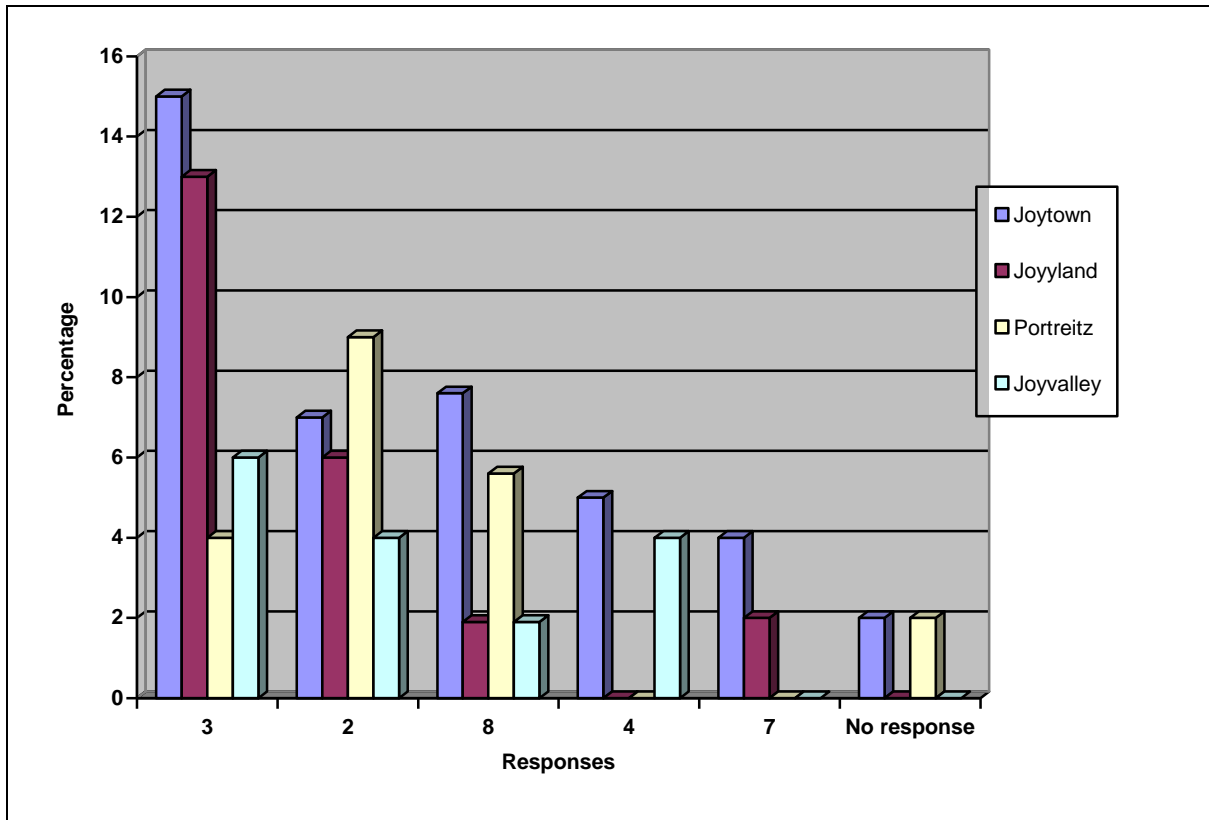


Figure 4.5: Examination done in a term

No of pupils: 53

Figure 4.5 shows that 38 % of pupils took 3 examinations per term, 26 % took 2 examinations in a term, 17 % of the pupils took 8 examinations in a term, 9 % of the pupils took 4 examinations. A further 6 % took 7 examinations per term. Two pupils did not respond to the item.

The findings show that most students sat for 3 examinations in one term. The response rate was 38 %.

4.3.6 When are you given back marked answer scripts?

Data was collected from pupils in special primary schools for the physically handicapped to find out when answer scripts were given back after an examination. The responses are summarized in Fig. 4.6:

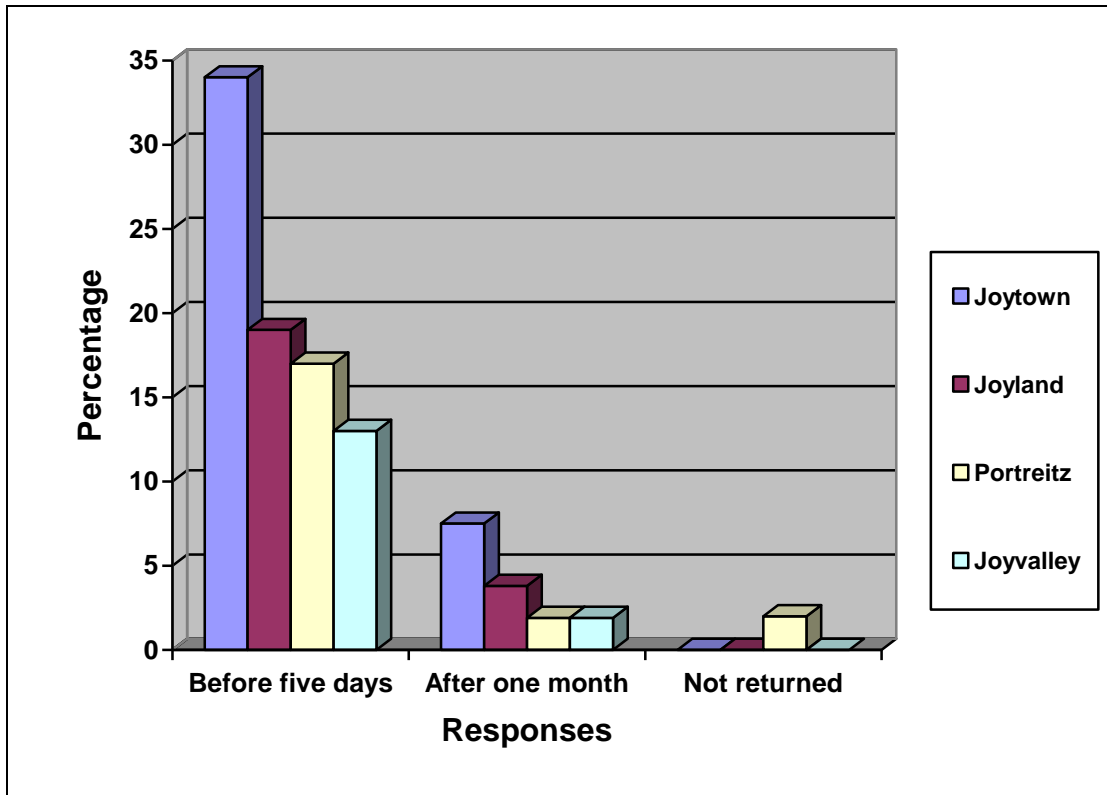


Figure 4.6: Return of answer scripts to pupils

No. of pupils: 53

From figure 4.6, the response rate shows that 83 % of the pupils were given back their marked scripts before five days were over, 15 % of them received their answer scripts after one month, while 2 % of the pupils said that they never received their marked scripts.

The findings of this item indicate that most pupils received their marked scripts before five days were over after an examination. This is represented by a response rate of 83 %.

4.3.7 Subjects pupils scored above 50% in examination

The researcher collected data from pupils to establish the subjects they scored above 50 % in examinations. This item was intended at finding out whether pupils actually received their marked scripts from their teachers. The responses to this item are summarized in table 4.9

Table 4.9: Subject pupil scored above 50 % in examination**No of pupils:53**

School	Kiswahili		Science		English		Maths		S. studies	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	13	28	12	23	14	27	10	19	5	9
Joyland	4	8	10	19	10	19	8	15	6	11
Portreitz	10	19	7	13	2	4	3	6	4	7
Joyvalley	7	13	6	11	4	7	4	7	8	15
Total	36	68	35	66	30	57	25	47	23	42

Table 4.9 show the following: 68 % of pupils scored above 50 % in Kiswahili, 66 % scored above 50 % in Science, 57 % scored above 50 % in English 23 % scored above average in Social Studies.

The findings in this table show that most pupils scored 50 % and above in Kiswahili, Science and English.

4.3.8 Number of teachers who revise examination questions

The researcher sought to establish from pupils the number of teachers who revised examination questions after examinations. The responses are summarized in the Fig. 4.7

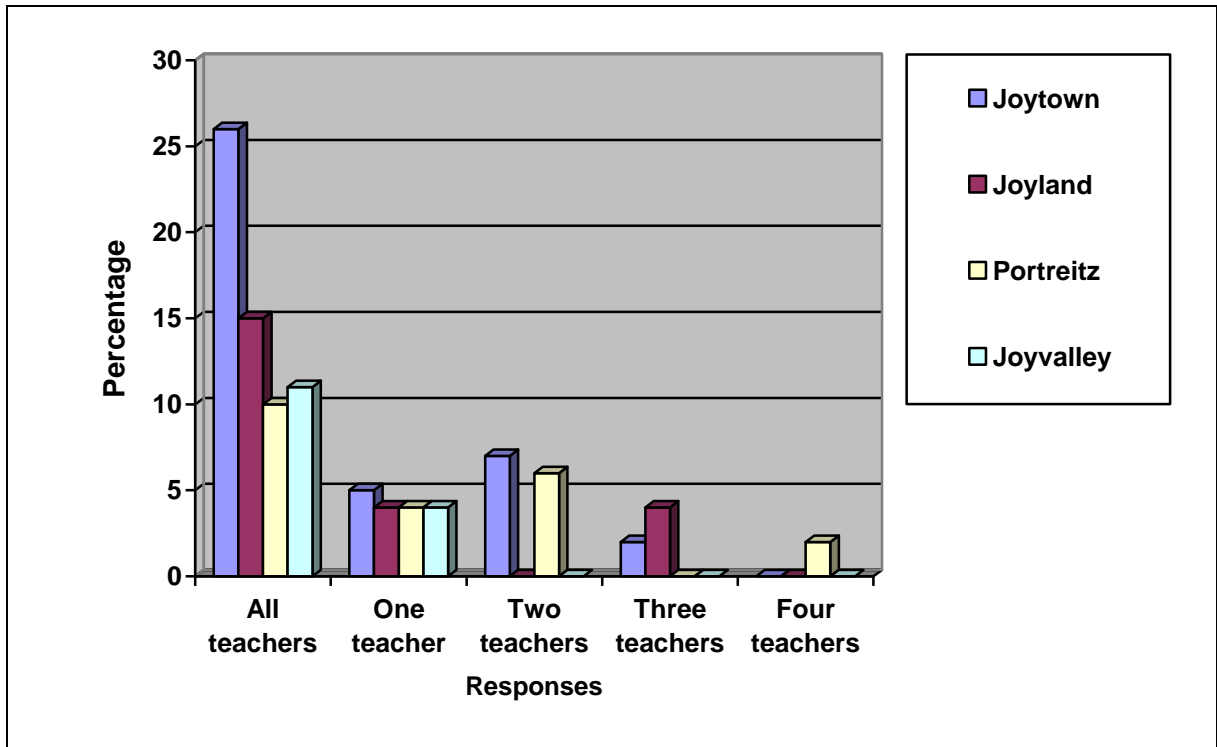


Figure 4.7: Teachers who revised examination questions

No. of pupils: 53

The responses show that 63 % of the pupils said that all teachers revised examination questions after an examination, 17 % said that only one teacher used to revise examination questions, 13 % of the pupils said two teachers used to revise the examination questions, 6 % of the pupils said only three teachers revised examination questions while 2 % of the pupils said that four teachers used to revise questions after an examination.

The findings therefore indicate that all teachers revised examination questions with their pupils after an examination. The response rate was 63 %. The findings of this objective indicate that pupils with physical handicaps in special primary schools were tested three times in a term. Teachers' response rate on this was 43%. It was also established that most pupils were given timely corrections on examinations taken with 83% of the pupils saying that they received their marked scripts and corrections within five days of sitting for the examination. It was further established through the head teachers that the pupil's results were discussed in the school. All the head teachers stated this. However all head teachers preferred discussing the pupils results with the teachers only and ignored the

pupils. This therefore could be a reason why most pupils scored lowly in examination for they may never have got the appropriate feedback. Wolfendale (1987) supporting the need for appropriate feedback says that many pupils who experience some learning blockage and are not given feedback are unable to identify the source of their difficulty at an early enough point in time to want to take action. This makes them keep on performing lowly in examinations.

4.4 To establish the strategies used by the teachers to motivate the pupils to perform highly in the KCPE

This objective sought to establish from teachers and pupils the strategies that were used to motivate pupils with physical disabilities perform better in KCPE.

Teachers were requested to state their views on the following items:

Item 1: How do you prepare pupils for KCPE in your subject?

Item 2: What does the school do to teachers whose subject(s) pupils perform highly in KCPE?

Headteachers on their part were asked to state their views on the following items:

Item 1: What activities do you involve your teachers and pupils in order to encourage them achieve highly in KCPE?

Item 2: What do you do to pupils who perform highly in examinations?

Item 3: How do you acknowledge teachers whose subjects are well done in KCPE?

Pupils were requested to state their views on the following item:

What is done by teachers to encourage you perform highly in KCPE?

4.4.1 How do you prepare pupils for KCPE in your subject?

Opinion was sought from teachers on how they prepared pupils for high performance in KCPE. Their opinions are summarized in Table 4.10 below.

Table 4.10: Preparation of pupils for KCPE examination**No. of teachers: 28**

School	Practice on KCPE models Papers		Cover syllabus		Remediation classes		Group Discussion	
	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	6	21	2	7	1	3.5	3	11
Joyland	5	18	2	7	1	3.5	1	3
Portreitz	3	11	2	7	3	11	0	0
Joyvalley	4	14	4	14	2	7	2	7
Total	18	64	10	35	7	25	6	21

Table 4.10 shows that teachers used various methods in preparing pupils for high performance in KCPE. These include practice on KCPE past papers 64 %, coverage of syllabus 36 %, remediation classes 25 % and group discussion on various topics 21 %. The findings indicate that most teachers preferred involving pupils in practice on KCPE model test papers. This had a response rate of 64 %.

4.4.2 What does the school do to acknowledge teachers whose subject(s) pupils perform highly in KCPE?

The researcher sought opinion of teachers on what the school did to acknowledge them for high performance in KCPE. Their responses are summarized in Fig. 4.8.

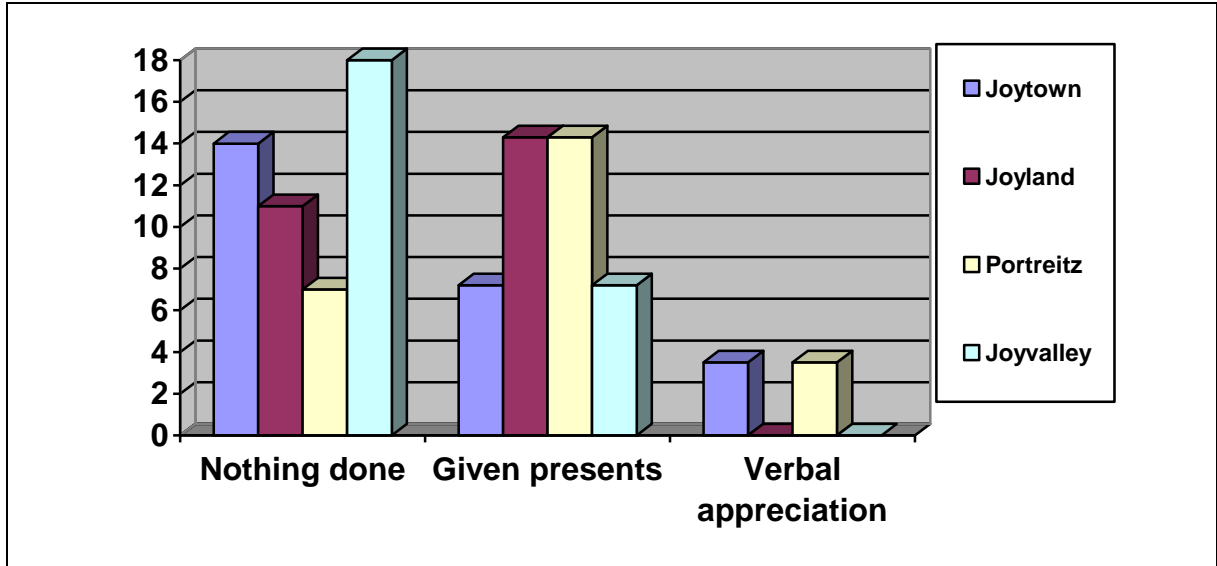


Figure 4.8: Acknowledgement of subject teachers for high performance in KCPE
No. of teachers: 28

The figure shows that 50 % of teachers were never acknowledged by the schools, 43 % of teachers were given presents while 7 % of the teachers said that they were given verbal appreciation.

This finding indicates that most teachers were never acknowledged by the schools for high performance in their subjects.

4.4.3 How do you acknowledge pupils who score highly in examinations?

The researcher sought head teachers views on how they acknowledged pupil's who did well in examination. Data generated indicated that all the 4 head teachers (100%) gave rewards to those pupils who excelled in examinations.

Table 4.11: Acknowledging pupils who excel

No. of teachers: 4

	Frequency	Percentage
Rewards	4	100%
Others	0	0%

4.4.4 Measures taken to acknowledge the teachers whose subjects excelled in KCPE?

Views given by head teachers on what was done to teachers whose subjects excelled in the KCPE examination stated the following: that majority of head teachers 3 representing (75%) rewarded those teachers whose subjects excelled in the KCPE however one head teacher representing (25%) said that he did nothing to acknowledge teachers whose subjects excelled in the KCPE for it was their duty to ensure good performance in their subject(s).

4.4.5 Teachers action towards helping pupils to overcome problems during examinations?

The researcher sought the opinions of pupils on what their teachers did to help them overcome the problems they faced during examinations. Data gathered from this item is summarized in table 4.12

Table 4.12: What teachers do to help pupils to overcome problems during examinations

Number of pupils: 53

School	Encouragement		Assistance		Addition of time		Sympathy		No response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	9	17	5	9	4	8	2	4	2	4
Joyland	4	8	2	4	3	5.7	3	5	0	0
Portreitz	5	9	3	5.5	2	4	0	0	1	2
Joyvalley	0	0	3	5.5	3	5.7	2	4	0	0
Total	18	34	13	24	12	23	7	13	3	6

Table 4.12 shows that 18 pupils 34% were of the view that teachers encouraged them, 13 pupils (24%) said that their teachers assisted them ,12 pupils (23%) said that their teacher added them more time while 7 pupils (13%) said that their teachers only sympathized with them, 3 pupils representing 6% did not respond to the item.

This finding indicates that most pupils were only given encouragement by their teachers as a way of helping them overcome their problems during examinations

The findings of this objective show that all head teachers usually rewarded their pupils who excelled in KCPE. However there were conflicting views on whether teachers were given any rewards for motivation. 75% of head teachers rewarded teachers whose subjects excelled. However most teachers, 50% said they were not appreciated by their head teachers. This, therefore, seems to indicate that motivation was done selectively in the schools. It could be a reason for low performance in examinations and later the KCPE.

4.5 To examine the opinions of pupils and teachers towards improved performance in KCPE.

This objective was aimed at examining the opinions of pupils with physical disabilities and their teachers on what would enhance performance in the KCPE examination.

Pupils were requested to state their views on the following item:

What changes do you suggest should be made to examinations to make you score highly?

The teachers' opinion was sought on the following item:

What suggestion can you give your school for improved pupils' performance in the KCPE?

Headteachers' opinion was also sought by the following item:

What suggestion can you give to help enhance KCPE performance in your school?

4.5.1 Suggested changes to examinations to make pupils score highly

The researcher sought opinions of pupils in class eight from special primary schools for the physically disabled on the changes in examinations that would make them score highly. The pupils' opinions are summarised in Fig. 4.9

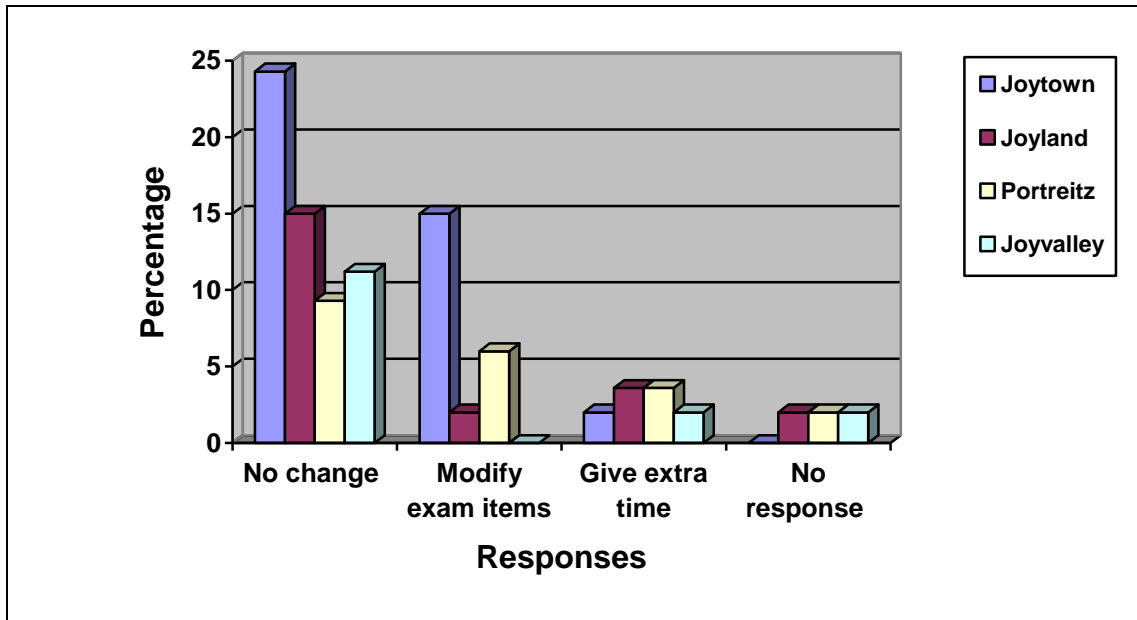


Figure 4.9: Suggested changes to examinations to enhance pupil performance

Number of pupils: 53

Figure 4.9 shows that 60% (32) of the pupils were of the view that examinations should not be modified. 23% (12) of the pupils said that there was need to reduce the examination items. 11% (06) of the pupils were of the view that extra time be provided for in every examination paper. 6% (3) of the pupils did not respond to the item. The responses show that most pupils did not favor any changes to examinations; a response rate of 60%.

4.5.2 Suggestions to the school to enhance KCPE performance

The researcher sought the views of teachers on the suggestions they would give to their schools to help enhance performance in the KCPE examinations. The findings are summarized in Table 4.13

Table 4.13: Suggestion to enhance KCPE performance**Number of teachers: 28**

School	Motivate and pupils by rewards		Reduce curriculum content		Complete syllabus		Give remedial work		Reduce examination items		Recruit more teachers	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Joytown	1	3.6	2	7	0	0	2	7	2	7	0	0
Joyland	3	10.7	2	7	1	4	0	0	1	4	0	0
Portreizt	4	14.3	1	4	0	0	1	4	0	0	1	3
Joyvalley	4	14.3	0	0	2	7	0	0	0	0	1	3
Total	12	43	5	18	3	11	3	11	3	11	2	6

Table 4.13 shows that 12 teachers (43%) were of the view that there was need to motivate teachers and pupils, 5 teachers (18%) of the respondents said that the curriculum for KCPE should be adapted by reducing the content.3 teachers (11%) said teachers should strive to complete the syllabus , another 3 teachers (11%) said that pupils should be given remedial work, other 3 teachers (11%)of the respondents said that the KCPE exam should be adapted by reducing the exam items. 2 teachers (6%) said there was need to recruit more teachers.

The findings therefore indicate that most teachers were of the view that teachers and pupils should be motivated by rewarding them. The response rate was 43% while those who suggested the recruitment of more teachers were the fewest comprising a response rate of 6%.

4.5.3 Methods of enhancing KCPE performance in the school

The researcher sought views of headteachers on the methods of enhancing KCPE performance in their schools. Their views are summarized as follows:

One headteacher suggested use of oral examinations in the KCPE, another head teacher suggested that “insha” and composition components of Kiswahili and English respectively should be done away with, another headteacher suggested that more paramedics should be attached to schools to curb absenteeism while another head teacher said that registration of pupils with physical disabilities for KCPE should be pegged on their ability to pass in academics.

The findings of this objective established from teachers that they should be motivated together with their pupils; it was also found out that the curriculum content for KCPE should be reduced. Head teachers on their part suggested the inclusion of oral examinations in the KCPE, the eradication of “Insha” and “composition” components from Kiswahili and English Examination papers respectively for learners who had problems in handwriting and lastly the registration for KCPE be for only those candidates who could pass in the academics. The findings seem to indicate that there should be variations in the KCPE examination items to suit the various needs of all the learners. This view is supported by the Republic of Kenya report (1976) when it notes that it is impossible to generalize or standardize teaching and testing procedures for learners with special educational needs because they have diverse needs.

4.5.4 Summary

The analysis of data has been done following the objectives of the study which included; academic performance expectations of teachers on pupils with physical disabilities, difficulties experienced by pupils with physical disabilities when participating in learning, feedback process in the schools, motivation of pupils and teachers and opinion of pupils and teachers towards improved performance in KCPE. The study established that most teachers had low expectations on their pupils' ability, that most pupils with physical disabilities had various difficulties that made them perform lowly in KCPE. It was also established that teachers gave feedback to the pupils on their performance in Examinations. It was also established that the motivation of pupils and teachers was inadequate. Lastly the study found out that there is need to consider the diverse needs of pupils with physical disabilities when modifying the KCPE Examination.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the summary of the findings of this study was done. The summary is divided in parts guided by the objectives which the researcher aimed at achieving. The summary is followed by conclusions based on the findings of the study also made in connection with the objectives of the study. After the summary and conclusions the researcher makes an attempt of suggesting some recommendations on enhancing performance in KCPE. Lastly, the researcher makes suggestions on area for further research.

5.1 Summary of research findings

The study aimed at finding out factors hindering high performance of pupils in Kenya Certificate of Primary Education in special schools for the physically disabled. The summary of the results of the study are presented in accordance with the objectives of the study as follows:

1. To establish the academic performance expectations teachers have on pupils with physical disabilities in the KCPE
2. To find out the difficulties experienced by pupils with physical disabilities when participating in learning.
3. To examine how feedback is given to pupils with physical disabilities by teachers on their performance in examinations.
4. To establish strategies used by teachers to motivate pupils with physical disabilities to perform better in the KCPE
5. To examine the opinions of pupils and their teachers towards improving performance in the KCPE

5.1.1 The findings of the study on academic performance expectations teachers have on pupils with physical disabilities in the KCPE was that most teachers expected low performance from their learners. Most head teachers had set a performance target of 250 marks for the pupils showing that they did not expect high performance in the examinations from the pupils. Most pupils said that their teachers did not see anything

wrong in their low performance and only encouraged them to work hard. This finding concurs with Dean (1996) who states that teacher and parent expectations on the pupil capability influence the level of performance by the pupil. Chaikin et al (1974) also concur with this finding. They assert that there is a relationship between teacher expectation and pupil performance. Teachers who expect superior performance from pupils show it through positive body language. This influences high performance in pupils. On the other hand, teachers who expect inferior performance from pupils fail to show positive body language to their responses. This facilitates low performance in pupils' learning tasks. This is true of learners with physical disabilities in special primary schools for the physically disabled. They perform lowly in examinations because their teachers expect them to perform at that level.

5.1.2 Concerning the difficulties experienced by pupils with physical disabilities when participating in learning the study found out that the pupils had diverse limitations including poor hand control, slow in writing, low concentration in learning tasks, problems in grasping objects, poor bladder and bowel control and mobility problems which hindered movement when participating in learning tasks. Supporting this finding Bigge (1982) says that pupils with physical disabilities face special obstacles that other pupils without the disabilities do not face on their road to maturity and independence. This finding implies that for pupils with physical disabilities to overcome the obstacles that are directly caused by their disability, they need assistance. Failure to do this will affect their learning and performance in examinations negatively.

5.1.3 On feedback by teachers to their pupils, the study found out that teachers provided feedback to pupils by giving back marked scripts in time, revising examination items after an examination and discussing the pupils' performance after an examination. However, the study found out that most teachers did not involve their pupils in discussing about their performance but instead discussed the results among themselves. This was cited as a possible cause for continued low performance by the pupils. These findings are in line with Jones and Southgate (1989) who found that feedback enables schools to monitor examination results by comparing the pupils' performance against the school performance target. They further state that the results of the performance should be communicated to all the concerned parties in schools for the physically handicapped; it

appears that the results of pupils' performance are only communicated to the teachers only. This leaves out the pupils themselves. Failure to communicate to the pupils may be the reason why most pupils perform lowly in the KCPE examinations.

5.1.4 The study also established that there were strategies used to motivate pupils to perform better. These included mostly the giving of rewards to those learners who excelled in their examinations. Contrary to this finding, Dean (1996) says that when pupils are motivated they tend to perform highly in the set goals. She says that one strategy of motivating pupils with physical disabilities is involving them in their own learning. The reason why the findings of the study and the findings of the literature review contradict may be that the motivators used by teachers and the schools were not effective in motivating the learners

5.1.5 The study finally sought teachers and pupils opinions for improved performance in KCPE examination. This examination needed to have oral components for those pupils with physical handicaps who had difficulties in handwriting. It also established that the Insha and Composition components of Kiswahili and English papers should be done away with for pupils with physical handicaps and that the content tested in KCPE be reduced for learners with physical handicaps. However most pupils suggested that they needed to work harder to perform better in KCPE This finding is strongly supported by Thurlow, et al (1995) when they assert that appropriate modifications be done to improve the participation rates of pupils with physical disabilities in both instructions and assessments. Assessment modifications for pupils with physical disabilities are very important. This is because these pupils have varied needs. The modifications should be diverse to suit the varied needs of all pupils.

5.2 Conclusions

The central task of the study was to find out factors affecting high performance of pupils with physical disabilities in the KCPE in special primary schools for the physically disabled in Kenya. The conclusions of the study therefore are; that teachers had low expectations of pupils' ability to pass. These expectations influenced the pupils' performance in the KCPE. Another conclusion was that pupils with physical disabilities in special primary schools for the physically disabled had various limitations basing on

their specific conditions. These pupils could therefore not perform highly if each pupil's specific need was not catered for during instructions and testing. The study also found out that feedback to pupils was provided in time by their teachers. Another finding was that motivation for pupils and teachers though provided was inadequate and could therefore be a factor causing low performance in the KCPE. Teachers asserted that the schools did not appreciate their efforts.

The study further established that there was need to make adjustments to the KCPE examination to suit the diverse needs of pupils with physical disabilities. Some of the suggested adjustments included, having an oral component of the KCPE items for learners who could not write, removal of "insha" and "composition" components for those pupils who had difficulties in hand writing and registering for KCPE only those candidates with physical disabilities who could pass in the academics.

5.3 Recommendations

The purpose of the study was to find out those factors affecting high performance of learners with physical disabilities in the KCPE. The emphasis was on those learners enrolled in special primary schools for the physically disabled in Kenya. On the strengths of the study findings, the following recommendations are made:

- The ministry of education should conduct in-service for Teachers in special primary schools for pupils with physical disability on the capabilities of learners with physical disabilities with an aim of changing their low expectations on their learners' ability to pass highly. The study found out that teachers had low expectations on the pupils' ability to pass highly in examinations.
- The ministry of education through the Kenya Institute of education should re-examine the curriculum offered to learners with physical disabilities in special primary schools to ensure that it caters for the diverse needs of all. The study established that learners with

physical disabilities in special primary schools had varied conditions which posed various learning and testing challenges.

- The ministry of education through the Kenya National Examinations Council should re-examine the testing of learners with physical disabilities and make the necessary adaptations to cater for the needs of all. The study established that most learners had problems with speed and handwriting and could advantage from oral testing and elimination of the “Insha” and “composition” sections in the Kiswahili and English papers of the KCPE respectively.

5.4 Recommendation for further study

The researcher recommends that further study be conducted on the following:

- The relationship between modifications in curriculum and modifications in examinations for students with physical disabilities.
- Considerations made in admitting students with physical disabilities to secondary schools.

REFERENCES

- Anscow, M.A. & Tweddle, D.A. (1989) Encouraging Classroom Success. London Sutton Publishing Ltd.
- Barton, L. (1995) Segregated special Education. Some critical observations in G. Zab (ed) Removing disabling barriers. London: Policy Studies Institute.
- Bigge, J. (1982) Teaching Individuals with Physical and Multiple Disabilities. Columbus: Charles E. Merrill.
- Bogonko, S.N. (1992) History of Modern Education in Kenya. Nairobi: Evans Brothers
- Breanan, K.W. (1985) Curriculum for Special Needs. Philadelphia: Open University Press.
- Burden, P.R. (1995) Classroom Management and Discipline. Toronto: Long man Publishers.
- Calhoun, M.L. & Hawisher M.F. (1979) Teaching and Learning Strategies for Physically Handicapped Students. Baltimore University Park Press.
- Chaikin, A.E., Sigler, A. & Berlaga, U. (1974) Non-verbal Mediators of teacher Expectancy Effect. Journal of Personality and Social Psychology vol. 30:144-9
- Chazan, M. Laing, A.F., Bailey M.S. & Jones, G. (1980) Some of our children. London: Open Books.
- Dean, J. (1996) Managing Special Needs in the Primary School. London: Routledge.
- Eaton, V. (1996) Differentiated Instructions. Saskatchewan: Saskatchewan Valley School Division.
- Frosting, M. & Maslow, P. (1973) Learning Problems in the Classroom. New York: Grune and Stratton.
- Gickling, E.E. & Havertape, J.F. (1981) Curriculum Based Assessment in J.A. Tucker (ed) Non – test based assessment: A training Module. Minneapolis, MN: National School Psychology In-service Training Network, University of Minnesota.
- Hegarty, S., Pocklington, K. & Lucas, D. (1981) Educating Pupils with Special Needs in

- the Ordinary School. Windsor: NFER – Nelson.
- Johnson, R.B. & Maghrab, P.R. (1976) Developmental Disorders. Baltimore: University Park Press.
- Jones, N. & Southgate, T. (eds) (1989) The Management of Special Needs in Ordinary Schools. London: Routledge.
- Kennedy, W.M. (1990) An investigation of current practices in Education of the Physically Handicapped in Kenya and their Effects on Curriculum Development Examination and Methods of Teaching.
(Unpublished manuscript)
- KNEC, (2001 – 2003) KCPE Results Marks and Grades: Nairobi Government Printers
- Lewin, K(1935) A dynamic Theory of Personality. Newyork:McGraw-Hill
- Lewis, R.B., (1983) Teaching Special Students in the Mainstream. Columbus: Bell and Howel co.
- Margaret, J. & Martyn, R. (2000) Special Education and School reform in the United States and Britain. London: Routledge.
- Ndurumo, M.M. (1993) Exceptional Children. Nairobi: Longman Kenya Ltd.
- Nisbet, J.and Shucksmith, J. (1986) Learning Strategies. London: Routledge and Regan Paul.
- Okumbe, J. A. (1999) Educational Management Theory and Practice. Nairobi: Nairobi University Press.
- Orodho, A. J. (2004) Elements of Education and Social Research Methods. Nairobi: Masola Publishers.
- Pervely, S. T. & Kitzen, K.R. (1998) Curriculum Based Assessment for Reading Skills: Consideration and Caveats for School Psychologists. Psychology in the Schools 35(1):29 47.
- Republic of Kenya, (1964) Report of the Kenya Education Commission. Nairobi: Government Printer.
- Republic of Kenya, (1976) Report of the National Committee on Educational Objectives and Policies. Nairobi: Government Printers.
- Republic of Kenya, (1988) Report of the Presidential working Party for Manpower Development for this Decade and Beyond. Nairobi: Government Printer
- Republic of Kenya, (1982) Report of the Presidential working Party on the Establishment

- of the Second University in Kenya. Nairobi: Government Printers
- SCAA, (1994) The National Curriculum and its Assessment (final report). London: HMSO
- Sewell, F. (1991) The release of Cognitive Resources. What can enabling Technology enable? In Hegarty, J.R. The Present and Future of Microcomputers for People with Learning Disability. Market Drayton: Change Publications.
- Sifuna, D.N. (1975) Revolution in Primary Education. The new Approach in Kenya. Nairobi: East African Literature Bureau.
- Sims, H.P. & Lorenzi, P. (1992) The New Leadership Paradigm. London: SAGE Publications.
- Smith, C. (ed) (1985) New Directions in Remedial Education. Lewes: Falmer Press.
- Thurlow, M.L., Ysseldyke, J.E. & Silvestain, B. (1995) Testing Accommodations for Students with Disabilities. Remedial and Special Education 16: 260 – 270.
- Umbreit, J. (ed) (1983) Physical Disabilities and Health Impairments. Columbus: Charles R. Merrill.
- UNESCO, (1994) World Conference on Special Needs Education: Quality and Access. Salamanca, Spain, Paris: UNESCO.
- Waterhouse, P. (1983) Managing the Learning Process. Toronto: Longman Publishers.
- White, D. R. & Haring N.G. (1980) Exceptional Teaching. Columbus: Charles E. Merrill.
- Wolfendale, S., (1987) Primary School and Special Needs. London: Cassell.
- _____, (1993) Assessing Special Educational Needs. London. Cassell.

APPENDICES

APPENDIX I: Head teachers questionnaire

Instructions

This questionnaire is aimed at collecting information on factors affecting performance of pupils with physical disabilities in the K.C.P.E. You are kindly requested to answer the questions as honestly as possible. Your responses will be treated with utmost confidentiality. Indicate your response in the spaces provided after each question.

School _____

Province _____

Expectations on pupils

What performance target in examinations do you set for your pupils?

.....
.....

Who is involved in setting this performance target?

.....
.....

Strategies for motivation

What do you do to pupils who perform well in school examinations?

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

How do you acknowledge those teachers whose subjects are well done in both school examinations and KCPE?

.....
.....

Feedback

What problems do pupils face when sitting for their examinations?

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

With whom do you discuss the problems in question 5?

.....
.....

Opinion for better performance

What suggestions can you give to help enhance KCPE performance in your school?

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

Thank you for your response

APPENDIX II: Teachers' questionnaire

Instructions

This questionnaire is designed to collect data on factors affecting performance of pupils with physical disabilities in the KCPE examination. You are kindly requested to provide honest answers to the items. Your responses will be treated with strict confidentiality. Indicate your answer by filling in the blank spaces after each question.

School _____ **Subject taught** _____

Expectations on pupil performance

How do pupils perform in your subjects during examinations set by the school?

.....
.....

How do pupils perform in your subject during the KCPE Examination?

.....
.....

In your opinion, what causes the difference in school tests and KCPE Examination performance if any?

.....
.....

Difficulties experienced by pupils

4. List the conditions of physical disabilities pupils have in your class.

- i.
- ii.
- iii.
- iv.

5. What limitations do these conditions impose on the pupils learning abilities?

Condition

Limitation

- i.
- ii.
- iii.
- iv.

6. How do you address the limitations in Q.5 when testing the pupils?

.....
.....

Feedback

7. Do you go over the corrections with the pupils when you give their results back?

.....
.....

8. With whom do you discuss the pupils' results?

.....
.....

Motivation

9. How do you prepare pupils for K.C.P.E in your subject?

.....
.....

10. What does the school do to acknowledge teachers whose subject(s) pupils perform highly in the KCPE?

.....
.....

Opinion for better performance

11. What suggestions can you give your school for improved pupils' performance in the KCPE?

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

Thank you for your response

APPENDIX III: Pupils' Questionnaire

Instructions

This questionnaire is prepared to find out why pupils with physical disabilities perform lowly in the KCPE. You are requested to answer the following questions as honestly as possible. Your responses will be treated confidentially. Indicate your answer by either filling in the blank spaces provided OR ticking against the correct response.

School _____

Sex: Male []

Female []

Class _____

Feedback

1. How many examinations do you do in one term?

.....
.....

2. When are you given back your marked answer scripts by the teachers?

- i) Before five days []
- ii) After a month []
- iii) After three months []
- iv) Not given at all []

3. Which subjects do you score above 50% in the end of term examinations?

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

4. Which subject teachers revise examinations questions with you?

.....
.....

Difficulties faced by pupils

5. What problems do you face when sitting your examinations?

.....
.....

Strategies for motivation

What is done by teachers to help you perform highly in examinations?

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

Expectations on pupil ability

What do your teachers tell you about your ability to pass in examinations?

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

Opinions for better performance

What changes do you suggest should be made to examinations to make you score highly?

.....
.....

Thank you for your response