

**BASED FACTORS INFLUENCING IMPLEMENTATION OF PHYSICALLY
HANDICAPPED CURRICULUM IN JOYTOWN INSTITUTE, THIKA
MUNICIPALITY, KIAMBU COUNTY**

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This research project is my original work and has not been submitted for a degree in any other University.

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ABBREVIATIONS AND ACRONYMS

| | |
|-------|---|
| APDK: | Association of the Physically Disabled |
| CWD: | Children with Disabilities |
| GOK: | Government of Kenya |
| IEP: | Individualized Education Programme |
| KCPE: | Kenya Certificate of Primary Education |
| KIE: | Kenya Institute of Education |
| KISE: | Kenya Institute of Special Education |
| KNEC: | Kenya National Examination Council |
| MOE: | Ministry of Education |
| PH: | Physically Handicapped |
| QASO: | Quality Assurance and Standards Office(s) |
| SE: | Special Education. |
| SPSS: | Statistical Package for Social Sciences |
| TSC: | Teachers Service Commission |

ABSTRACT

The central problem of this study was the fact that physically handicapped (PH) learners needed changes to the method of instruction rather than the skill and information being taught. This study, sought to find out factors influencing the implementation of the adapted PH curriculum in primary schools in Kenya, with specific focus on Joytown Institution in Thika Municipality. The specific objectives were assessing the current status of the adapted PH curriculum implementation in Joytown Institution, identifying appropriate teaching and learning strategies employed by PH curriculum teachers, investigating the factors that affect effective implementation of the adapted PH curriculum, to investigate how information communication technology influences the implementation of the adapted PH curriculum, and finding out the influence of the government policy on the adapted PH curriculum and how it affects its implementation. The study utilized descriptive research design, employing case study and survey methods. The target population for this study were teachers of PH curriculum and the head teacher of Joytown Institution in Thika Municipality. A census of all the PH curriculum teachers was carried out. They comprise a total of 27 respondents but 19 of them responded. The study utilized questionnaires/ interview schedules and observation guide to collect information. Two types of questionnaires were developed: one for teachers and the other for the head teacher. All of them were composed of closed and open-ended questions. The observation guide was used to observe the availability of teaching and learning resources. Quantitative data from the interview schedules was analyzed with the aid of the Statistical Package for Social Science (SPSS), whereas the qualitative data was analyzed thematically using relationships of variables. The findings of this study will be significant in informing the primary schools in Kenya, especially the management of Joytown Institution, and the Government of Kenya on how to strategize for better implementation of the adapted PH curriculum. The findings will also contribute to knowledge on the adapted PH curriculum in Kenya. The study concluded that PH is an important component of special education that needs special attention. In the realm of teaching resources, the study found out that adequate number of qualified teachers is needed to implement the PH curriculum. In addition, the major challenges facing the implementation of the adapted PH curriculum have more to do with the provision of facilities suitable for the PH learners and also in provision of a more conducive learning environment that encompasses the participation of everyone, including the sub-ordinate staff. Finally, there is limited use of technology in facilitating a conducive learning environment for the PH learners and also for the implementation of the adapted PH curriculum.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter focuses on the background to the study, the statement of the problem, research questions and objectives, significance of the study, scope of the study, theoretical framework to the study, conceptual framework and operational definitions of terms.

1.2 Background to the Study

The Universal Declaration of Human Rights Article 26 of 1948 states, “everyone has a right to education and education shall be free at least in the elementary and fundamental stages with elementary education being compulsory’. In pursuit of economic development and social justice, virtually all the then newly independent countries gave education, particularly primary education top priority. Throughout the world challenged children and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. The 1990 world declaration on Education for All and framework for action to meet basic learning needs conference pledged to achieve universal education by 2000. In relation to special education the conference noted that the learning needs of the challenged demanded special attention and steps needed to be taken to provide equal access to education for every category of such challenged persons as an integral part of the education system (UNESCO, 1990). These categories include visually, mentally and physically challenged.

Fundamental right to education is all about each individual being given an opportunity to achieve and maintain an acceptable level of learning. The legal status of people with disabilities in Kenya

is that they are not seen as full-fledged citizens. Karugu (1995) notes that the “education of the vulnerable such as the handicapped and the children in especially difficult circumstances was singled out at the world summit for children in New York in 1990 as an area that required special attention by government. The education declaration also emphasized the right of all children to education as an empowerment tool. Being a signatory, Kenya has a commitment to ensure access, equitability and quality of special programmes for these disadvantaged groups.

The Children’s Act (2001) addresses the right that a child is entitled to and the role of the government and parents in protecting these rights. These rights are contained in the United Nations Convention on the Rights of the child and the African charter on the Rights and welfare of the child, which the government has committed itself to one of the rights states that children with disabilities must be treated with respect. They should be given the medical care they require and education and training free of charge or at reduced cost, where possible. The Children Act Cap 586 laws of Kenya states, “Every person has the right to education and the state shall institute a programme to implement the right of every child to free and compulsory pre-primary and primary education and in so doing shall pay particular attention to children with special needs”(MoEST,2003).

The first draft of the education bill by MOEST dated December 2002 in relation to special education proposed that “the minister shall provide equal opportunities for all learners with special educational needs by promoting inclusive education in the mainstream and in special school and shall provide and keep under review adequate arrangement, aids and services including resources that would, in appropriate cases, support the provision of free education and training for learners with special education and training for learners with special educational needs. Any persons who denies or prevents any child who is in need of special education from

receiving or gaining access to such education, or prevents a district board from assessing or examining children in and out of school with a view to determine whether or not they are in need of special education services or otherwise prevents such persons from exercising their functions under this Act commits an offence and is liable to a fine or six months imprisonment or both (MOEST, 2003).

For a long time there has been no curriculum for people with disabilities. The current 8-4-4 system of education does not favor them especially the severe cerebral palsy, the deaf among others. They find it difficult to understand pure sciences and mathematics which require concentration. Grading system discriminates against them. The overriding aim and justifications for the disadvantaging of the learner with special needs lies in the desire to ensure the fulfillment of uniform education aims and the development of the child to achieve a common National Standard. Norwich (1993) writing on special education in Britain ponders on the practicability of having common aims of education applications to all children and wonders at the organizations and conceptualizations of what is included in the curriculum. In his opinion some degree of curriculum modification or differentia for different disabling conditions can be accommodated within a curriculum for all.

These modifications may include redesigning the content and adjusting delivery methods to suit the recipients in terms of mental ability or speed of writing (Rainforth, et al., 1992). Therefore, the key to future growth and implementation of the adapted PH curriculum is to identify issues challenging its effective implementation and resolve them. The most persistent and difficult problems affecting the adapted PH curriculum are negative attitude in teachers and learners, inadequate facilities and equipment and lack of trained PH teachers. The curriculum for the physically handicapped is situated within the general realm of special education. It is the

education of students with special needs in a way that addresses the students' individual differences and needs. This process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education (Rainforth, et al., 1992).

Common special needs include learning difficulties, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disorders. Students with these kinds of special needs require additional educational services, different approaches to teaching, access to a resource room and use of technology, which are difficult to access, especially in developing economies. This results in learners with special needs being subjected to general education (UNESCO, 1994). General education is the standard curriculum presented with standard teaching methods and without additional supports.

The provision of education to people with special needs or learning differences differs across countries. The ability of a pupil to access a particular resource depends on the availability of services, location, family choice, and government policy. For example, in some poor countries, Kenya included, pupils with special needs simply cannot attend school. In other countries, educators are being challenged to modify teaching methods and environments so that the maximum number of pupils is served in typical educational environments. This inclusion reduces social stigmas and improves academic achievement for many pupils (Jaynes, 2007). Improved teaching methods and early intervention programs are being implemented by general education teachers to reduce the need for special education through prevention. Special education programs

need to be individualized so that they address the unique combination of needs in a given student (Goodman, 1990).

It based on the above background that the study investigated the school based factors influencing the implementation of physically handicapped curriculum in Joytown institute in Thika Municipality, Kiambu County.

1.2 Statement of the Problem

It is generally recognized and accepted that learners require modifications to the regular program which may include changes in curriculum, supplementary aides or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment to the fullest extent possible (Goodman, 1990). Students may need this help to access subject matter, to physically gain access to the school, or to meet their emotional needs. For example, if the assessment determines that the student cannot write by hand because of a physical disability, then the school might provide a computer for typing assignments, or allow the student to answer questions orally instead.

The education of students with developmental disorders, who require more time to learn the same material, frequently requires changes to the curriculum. Successful special education programs for students with development disorders focus on "only what is necessary for them to know and what they are capable of learning," so that all of the child's time is spent learning high-priority skills, and so that the child is not inappropriately frustrated by advanced subjects that are beyond their capabilities (Thomas and Loxely, 2007). Physically handicapped learners need changes to the method of instruction, rather than to the skills and information being taught, hence the adapted syllabus by KIE. However, there is no evidence of an empirical study that has

focused on the challenges posing instructional obstacles and actualization of the adapted PH primary school curriculum in Joytown Institution of Thika Municipality.

1.4 Study Objectives

The study was guided by the following objectives:

- i. To assess the status of the adapted PH curriculum implementation in Joytown institution.
- ii. To identify appropriate teaching and learning strategies employed by PH curriculum teachers.
- iii. To investigate how information communication technology influences the implementation of the adapted PH curriculum.
- iv. To find out the influence of the government policy on the adapted PH curriculum and how it affects its implementation.

1.5 Research Questions

In order to investigate the research problem, this study was guided by the following research questions:

- i. What is the status of the adapted PH curriculum implementation in Joytown institution?
- ii. How appropriate are the teaching-learning strategies employed by PH teachers?
- iii. How does information communication technology influence the implementation of the adapted PH curriculum?

- iv. To what extent is the government policy on adapted PH curriculum influencing its implementation?

1.6 Hypotheses

The null hypotheses for this study were

- i. There is no significant relationship between availability resources and implementation of the adapted PH curriculum in primary schools in Kenya.
- ii. There is no significant relationship between government policy and implementation of the adapted PH curriculum in primary schools.

1.7 Significance of the Study

Little research has been done on the effective implementation of the adapted PH curriculum in primary schools. As a result, the findings of the study would yield useful information in the teaching and development of policy pertaining to the adapted PH curriculum.

The findings of this research will be of significance to teachers of PH, curriculum developers, quality assurance and standard officers and book publishers. Teacher trainers will find the study important in that it would help them develop curriculum that would equip prospective teachers with knowledge and instructional skills for handling the subject. Furthermore, it is hoped that the findings would give an impetus to curriculum developers to formally review the adapted PH syllabus so as to come up with a more innovative approaches to the effective implementation of the subject.

The study findings may provide information and data regarding the current situation on the challenges of effective implementation of the adapted PH curriculum. It will provide useful

guidelines on policy matters relating to PH and serve as a source from which future development of this curriculum can be based.

The quality assurance and standard (QASO) officers may use the findings to enforce the teaching and learning of PH as a core subject. Moreover, it will also aid in in-service training courses and workshops for teachers handling the subject.

Finally, this study made suggestions with regard to the guidelines on the establishment of facilities and training of personnel in the implementation of the adapted PH curriculum. In addition, it will contribute to the development of literature in the area of study.

1.8 Scope of the Study

This study covered the teaching and learning of adapted PH curriculum in Joytown Institution in Thika Municipality, Kiambu County. The main area of interest was limited to the challenges in effective implementation of the adapted PH curriculum. The aspects of this study included students-teachers attitudes towards the adapted PH curriculum, teacher training and competence and the teaching resources.

1.9 Theoretical Framework

This study was guided by two theories: (I) Maslow's Hierarchy of Needs Theory, and (ii) Bloom's Taxonomy Theory of Learning Domains.

1.9.1 Maslow's Hierarchy of Needs Theory

This theory was propounded by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". It is commonly referred as Maslow's hierarchy of needs. Maslow's hierarchy of

needs is interpreted and represented as a pyramid consisting of five levels; the lowest level is associated with physiological needs, while the uppermost level is associated with self-actualization needs, particularly those related to identity and purpose. The four lower levels of the pyramid are called deficiency needs: physiological, safety and security, love and belonging and esteem. If these deficiency needs are not met, the body gives no physical indication but the individual feels anxious and tense. The higher needs in the hierarchy only come into focus when the lower needs in the pyramid are met. Once an individual has moved upwards to the next level, his/ her needs in the lower level will no longer be prioritized. If a lower set of needs is no longer being met, the individual will temporarily re-prioritize those needs by focusing attention on the lower levels.

Maslow's need theory model has been used for understanding human motivation. At the heart of Maslow's theory is the idea of each individual having certain basic social needs that must be met.

Thus the primary aims of the adapted PH curriculum are varied but mainly based on the needs of time and space. A contentious issue is the way needs are ranked. Human needs are not necessarily hierarchical. However, it forms a basis of the conditions of human beings; therefore, its application to this study.

The Needs theory is appropriate for this study because it aims at giving priority to the learners' needs. The role of the teacher in this case is to identify these needs and offer guidance through relevant teaching strategies. In addition, the theory recognizes the important role of personality and social development to any human being. The adapted PH curriculum helps in developing positive self-concept and in personality development. The theory has important implications for

education. It provides insight into students' behavior. It gives a way of looking at the full person whose physical, emotional and intellectual needs are all interrelated. The theory has been applied in dealing with personality problems and the behavior resulting from them. Teachers are to get to know all their students to be aware of possible adverse personality traits and try to ensure that everything is done to make the classroom a place where both group and individual needs are fulfilled. The theory remains valid for understanding human motivation management training and personal development.

For emotional aspects, the adapted PH curriculum is recommended to discourage fear, frustrations and positively influence motivation. Therefore, the Needs theory has tremendous implications for the manner in which curriculum for the physically handicapped programs are conducted. The frustration out of the urge to satisfy these needs hinders the overall performance of policy makers, managers, teachers and students, thus also implementation of the curriculum.

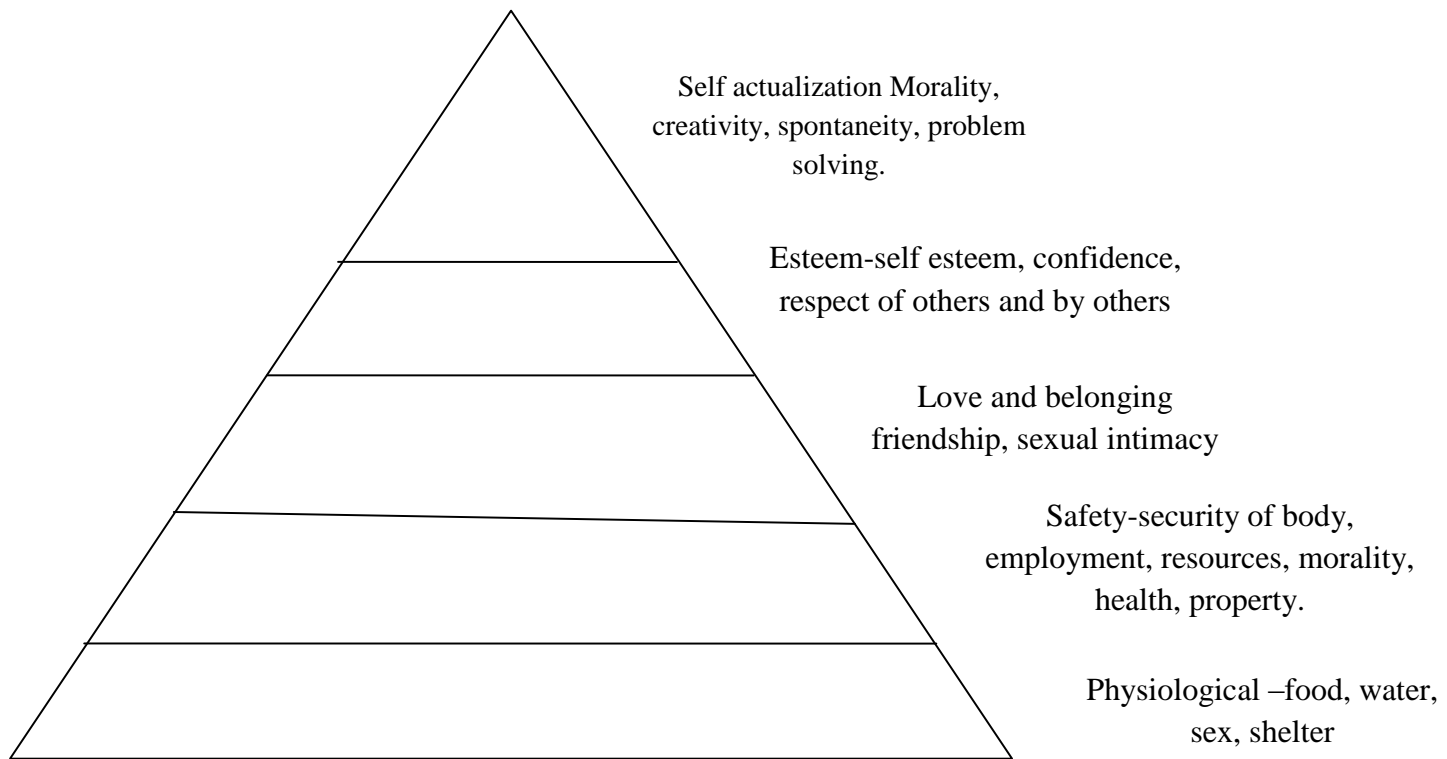


Fig. 1.1: Maslow's hierarchy of needs represented as a pyramid

Source: Maslow (1943)

1.9.2 Bloom's Taxonomy of Domains Theory

Bloom's taxonomy of educational objectives model was initially published in 1956. It describes a three domain structure of learning methods and evaluation: cognitive, affective and psychomotor. The cognitive domain involves intellectual capability i.e. knowledge. The affective domain involves feelings, emotions and behavior i.e. attitudes. The psychomotor domain involves manual and physical skills. The latter domain addresses skills development relating to manual tasks and physical movement. It also concerns itself with social skills such as communication, physical fitness, dexterity and agility and control of the physical body to a considerable level of expertise.

An important premise of the taxonomy theory is that each domain or level must be mastered before progressing to the next. Hence, the learner should benefit from the development of knowledge and intellect, attitude and beliefs and the ability to put physical and bodily skills into effect.

The overriding objective of the adapted PH curriculum should be to provide learners with skills, capacities, values and enthusiasm to promote a healthy lifestyle, physical fitness to instill knowledge and understanding of rules, concepts and strategies. Collectively, the Bloom's taxonomy model is useful and relevant to the planning and design of teaching and lesson plans and learning materials for PH. The model can be useful as a framework to ensure the appropriate teaching and learning of the PH curriculum to develop the capabilities required.

According to the conceptual framework above, successful implementation of the adapted PH curriculum in Kenyan primary schools depends on the influence of student and teacher factors, and government policy factors that include adequacy of teaching resources and equipment, instructional strategies, attitude of teachers, attitude of students, teaching qualifications; and content of adapted PH curriculum in primary schools, aims of ph curriculum, general policy and framework on special education respectively. If the factors impact on the adapted PH curriculum positively, there will be effective implementation of the curriculum. This will be manifested in intellectual development of the students, skill acquisition and life-long learning.

1.11 Operational Definitions of Terms

Challenges: Refers to the problems and/ or setbacks affecting an individual or organization.

Curriculum: The guideline by KIE governing teaching and learning activities in a learning institution.

Disability: This is the loss or reduction of functional ability of an individual due to impairment. It is also a limitation of opportunity that prevents persons who have impairment from taking part in normal life of the community on equal level with others.

Effectiveness: The extent to which the set objectives of the adapted PH curriculum and programs are accomplished.

Handicap: A handicap is a disadvantage or restrict of activity, which has come about as a result of society attitude towards a disability. An individual who is not given opportunity to become independent by society is handicapped.

Public schools: Schools in which the government provides teachers through Teachers Service Commission (TSC) and the community and other stakeholders provide physical facilities and support staff.

Resources: Physical and financial aspects required for maintaining and improving the nature of activities within a school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the development of curriculum in Kenya with special reference to the adapted curriculum for the physically handicapped learners, the factors influencing the implementation of the adapted PH curriculum, and the challenges facing the implementation.

2.2 Development of Curriculum for the Physically Handicapped in Kenya: Aims and Objectives

The Warnock (1978) Report formed the basis for developing policy and law on Special Education and especially in the formation of the 1981 Education Act that again was not implemented until 1983, after a two year delay. This 1981 Act is criticized for being largely irrelevant, empty in content and bearing little resemblance to policy. It is uncommitted to any specified direction of change or any clear end view of the kind of education system the government should be working towards achieving.

However, it would not be fair to brand it useless. It made a significant shift in the legislation of Special Education under the earlier 1944 Act. Local authorities were expected to provide for handicapped pupils in special schools and were merely allowed to do so in regular schools if circumstances permitted. The 1981 act reversed this situation declaring the regular school to be the normal place of education for all pupils, and special schools to be used only when necessity dictates, hence ushering in the policy of integration or mainstreaming. This Act is however criticized for providing glossy cover to the underlying problems in Special Education. It does not spell out exactly when the child is deemed to require special education in special schools or

should special schools be integrated in regular schools nor does it give clear guidelines as to when the provision of this education is the responsibility of the school or of the local authority.

Special Education programmes in Kenya began in 1946 with the Salvation Army for the blind at Thika. This school was started to teach Braille to African soldiers blinded during the World War II. These SE initiatives later developed to cater for the mentally handicapped in 1948, and PH in the 50's. All these early initiatives were by religious volunteers and charitable welfare organizations. Education for the physically handicapped started as charitable ventures as the first schools were homes and centres offering custodial and medical care for physically handicapped children. The first of these, Dagoretti Children's Centre now Dagoretti Children's Home, was started before 1960 by then the British Red Cross Society of the association of the physically disabled of Kenya (APDK) established in 1958. In 1967 Joy Town School for the physically handicapped was established (Ndurumo, 1993).

Despite the fact that special education programmes were started in Kenya in the 1940's. It is only recently that they have received serious attention. The earliest policy guidelines on the provision of this education were provided for under the umbrella of general education documents. Early policy documents such as the 1963 KANU Manifesto and the Kenya Education Report of 1964 commonly referred to the Ominde Commission Report, declared that the new government would provide every child in Kenya with basic primary education. Special education, however, did not come up as a separate mention or policy (Karugu, 1995).

Special Education did not appear to the government top priority. In the acceptance of Mwendwa Report recommendations, the government made it clear in seasonal paper no.10 of 1965 African socialism and its application to planning in Kenya and in its statement on social welfare policy

that her long term objective is to improve general welfare of all its citizens. Special education was not seen to provide for this rapid expansion and thus the implementation of the Mwedwa Report was shelved until the eighties when its recommendation began to reserve some attention. From the literature, it is clear that social education did not emerge as the core theme in the development of education. It was In fact merely a minor factor in the nation's education requirement. No guidelines were given.

According to Eshiwani (1993) a proper development of special education curriculum in Kenya started with the Kenya's Year of the Disabled in 1980, International Year of the Disabled in 1981, and the general change of attitude of both parents and society towards disabled children. Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Abagi, 1999).

The question of adapted PH curriculum should be seen within the general context of curriculum and the educational system at hand. To date, there have been three education systems in the country: the 8-4-2 system that was adopted at the time of independence (1963); the 7-4-2-3 that

was adopted in 1966 and the current 8-4-4 system that was adopted in 1985 (Eshiwani, 1993). Scholars point out that the point of departure between previous systems and the current 8-4-4 system lies in what constitutes curriculum; the 8-4-4 curriculum is based on ‘course work’ while the other systems utilized ‘national text books’ (Kanja, et al., 2001). The current system has been criticized from many angles, amongst them, being a burden to students in terms of workload. Kanja, et al., (2001) lay the blame on the system for overworking students and teachers by expanding content. However, there has not been any emphasis on special education curriculum with special reference to the adapted PH curriculum.

The Kenya government policy to achieve Universal Primary Education (UPE) has been seen within developments in the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted, “that to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices” (UNESCO, 1990).

The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries. This was said to be particularly so in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments

in achieving UPE in the African continent. It set as one of the EFA goals “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015” This was further endorsed by the so-called Millennium Development Goals (MDG). Among other things they set targets “to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling” (Government of Kenya, 2003).

Within this broad policy framework, since independence in 1963, the expansion of learning institutions has been one of the greatest achievements in the education sector. Kenya has achieved an impressive increase in adult literacy. The achievements in literacy have reflected the country’s impressive progress in expanding access to education during the last four decades largely by establishing a comprehensive network of schools throughout the country. The substantial expansion of education has generally resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainment of Universal Primary Education (UPE) has been the long-term objective in the primary education sub-sector. This has also seen the expansion of the special education schools in Kenya. According to KIE (2002) there are a total of 41 special primary schools in Kenya and 3 for the physically handicapped including Joytown Institution that is the subject of this study. However, equipping the schools has been a major challenge to the government.

Implementing the adapted syllabus for the physically handicapped has also been focused within the free primary education scheme. Free primary education has been attempted twice in Kenya: in the 1970s and in 2003. The policies sound commendable as a means of cushioning children from poor socio-economic backgrounds from failing to participate in education or dropping out

of school, as well as being determinative of efforts to achieve UPE and EFA. However, it is argued that the numerous problems that have bedevilled the implementation of the interventions, and the fact that the cost of it is beyond the current education budget allocation, casts very serious doubts on the viability of the current FPE experiment. This is all the more so as the programme seems to have achieved very little in terms of expanding educational opportunities for the marginalized groups (Sifuna, 2005). The catering of the education needs for the physically handicapped has been cushioned with the allocation of additional resources from the treasury. However, it is not enough to provide substantial and quality education.

2.3 Factors Influencing the Implementation of the Adapted PH primary School Curriculum

Earlier literature on school effectiveness placed an emphasis on the ability and social backgrounds of students as factors that shape academic performance, and suggested that schools had little direct effect on student achievement. Coleman, et al. (1966), for example, in a major study of US schools, seemed to cast doubt on the possibility of improving school achievement through reforms to schools. They found that differences in school achievement reflected variations in family background, and the family backgrounds of student peers, and concluded that 'schools bring little influence to bear on a child's achievement that is independent of his background and general social context.

A later analysis of the same dataset by Jencks and his colleagues reached the same conclusion: "our research suggests ... that the character of a school's output depends largely on a single input, namely the characteristics of the entering children, and everything else--the school budget, its policies, the characteristics of the teachers--is either secondary or completely irrelevant" (Jencks, et al. 1972). Criticisms of this early work suggested that the modelling procedures employed did

not take account of the hierarchical nature of the data, and was not able to separate out accurately school, student and classroom factors, especially with respect to free primary education to the physically handicapped (Raudenbush & Williams, 1991).

More recent school effectiveness research has used multi-level modelling techniques to account for the clustering effects of different types of data (Bosker & Witziers, 1996). This study found that school effects account for approximately 8 to 10 per cent of the variation in student achievement. Several studies have concluded that classrooms as well as schools are important and that teacher and classroom variables account for more variance than school variables (Scheerens, 1993; Scheerens, Vermeulen, & Pelgrum, 1989).

Ochieng (2006) in a study on factors affecting student performance in KCSE in Limuru district, identified teacher qualification and performance, availability of physical facilities, teaching and learning resources, family socio-economic background, academic performance, drug abuse and indiscipline as important factors nationally. He found out that most schools had important physical facilities such as classrooms, laboratories, libraries and school furniture. However, there was a shortage of vital teaching and learning resources such as library books, laboratory chemicals, laboratory equipment, students textbooks, wall maps and charts audiovisual teaching aids and other facilities for the physically handicapped. With regard to teacher qualification, it was observed that there was shortage of qualified teachers, hence lower performance by the learners.

A study of trends in performance over the three decades to 1996, in Australia, shows that substantial social class differences persist (Afrassa & Keeves, 1999). Similar results have been reported in the US for the same period, with differences related to social groups (measured by

parental education) remaining strong. According to Eshiwani (1985) the shortage of qualified teachers, use of inappropriate teaching methods and a high turnover of teachers in the schools, has had a negative impact on students performance, especially of special students.

2.4 Challenges Facing the Implementation of the Adapted PH Curriculum

In Kenya scene, as in any other countries' policy documents discourage segregation, which they argue isolates the disabled from the rest of the society; for instance, the Gachathi Report of 1976 recommended that segregated special schools should only be introduced as a last report. Some writers have gone further than just issuing mere statements that schools need to make changes to accommodate the needs to CWD. They seek to identify some of the problems and facilities. Widlake (1980) admits that PH children can be accommodated within a mainstream class but that it is important to take into account the educational implications for a child with one or more of the most commonly recognized disabilities such as cerebral palsy, spinal bifida, hydrocephalus and muscular dystrophy. These children need additional support in written and spoken communication because they usually experience one or more difficulties such as paucity of fine motor skills and poor co-ordination or mobility may be affected, lack of concentration or poor personal organization, visual and hearing defects, and poor articulation.

To combat some of these problems Widlake (1980) suggests that these children should be provided with facilities such as a typewriter to ease writing problems, a back pack with straps to carry their books and support to enable them sit comfortably. However, he does not offer a comprehensive and individualized solution to the education needs of CWD provided by Shea and Bauer (1994). These two writers discuss the individualized education programmes (IEP) used in America and in Asian countries such as Indonesia, Nepal, Korea Malaysia, Sri Lanka, Thailand

and China. The IEP is an individualized syllabus which incorporates and modifies the school curriculum to match the needs of the individual child.

This schedule indicates what a child should learn, and how he or she should be taught. It consists of a statement of the child's present level of performance, annual goals and short term objectives, the specific educational and related services to be provided to the child, including the amount of time to be spent with non-disabled peer, projected dates for the initiation of services and their anticipated duration, and criteria for determining, at least annually, progress made towards the goal and objectives.

This plan may help reduce the irrelevances in education of CWD, whereby some of the content of what they learn is irrelevant to their needs and is also unmanageable to them due to their disabilities.

At the time of the abolition of school fees to pave way for free primary education, no counter measures were announced about how to replace the lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives, school management committees resorted to raising school revenue under the guise of a "building levy." Ostensibly this was aimed at putting up new facilities. With the enlarged enrolment, a country-wide building programme had to be launched to cope with extra classes. This frustrated many parents. With regard to the teaching force, at the time of the pronouncement, the country was already short of properly trained teachers.

With such a teaching environment, high dropout rates in primary education became inevitable. The newly instituted building fund, which was meant to be a purely spontaneous reaction to an emergency, became a permanent feature. Beyond the recruitment of more unqualified teachers,

the government played a very minor role in the implementation of “free primary education.” If anything, it was quite satisfied that school committees had successfully implemented the programme with minimal cost on its part. Overall, the effect of government intervention in primary education and the implications arising out of it made primary education much more expensive than before (Sifuna, 1990). This is even much more serious in special schools.

Free primary education since 2003 has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government’s ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process (Sifuna, 2003).

2.5 Teaching-Learning Strategies by PH Teachers

Rogoff, Matusov, and White (1996) argue that ‘coherent patterns of instructional practices are based on instructional models, and instructional models are based on theoretical perspectives on learning’. They argue that teachers of PH pupils usually hold implicit theories about teaching and learning that inform their planning and day-to-day decision making. Yet these theories are typically under-articulated, unrecognized, underspecified, and quite often inconsistent if not schizophrenic in their application.

An important argument in educational practice today centres on the debate of whether learning can proceed naturally and without much intervention or whether what is learned must be taught. While there is agreement that creating an environment in which kids with disability will naturally

grow and learn is attractive, both Hillocks and Vygotsky (1999) would maintain that teachers who believe or enact only this vision are letting themselves off the hook. Both argue that anything that is learned must be actively taught.

2.6 ICT and PH curriculum

Anand and Krosnick (2005) examined demographic predictors of media use among infants, toddlers and preschools who are physically handicapped. The authors noted that a great deal of research had explored the effects of media use on children with disabilities but little work had explored the factors that determine how much time a child spends interacting with various media. Using data from a large-scale national survey sponsored by the Kaiser Family Foundation and focused on very young children aged six months to six years, they conducted multiple regressions predicting time spent watching television, watching videos/DVDs, reading, playing video games and using computers. Parette, Hourcade and Heiple (2000) considered the use of computers in classrooms with diverse populations including children with disabilities in three small kindergarten classes with a quasi-experimental design. It was concluded that a structured computer keyboard skills training approach was effective for young children with and without disabilities.

Lau, Higgins, Gelfer, Hong and Miller (2005) investigated the impact of teacher facilitation on the social interaction of young children during computer activities. The study compared eighteen dyads of children with and without disabilities who received teacher facilitation during computer activities to a group of children who did not receive teacher facilitation. The study showed that children with and without disabilities benefited from social skill instruction, had more positive social interactions and demonstrated more effective social behaviours than the children in the computer-only group.

Chung and Walsh (2006) examined the dynamics of six dyads' (kindergartners' and first graders') collaboration processes in a computer writing project over two semesters. Examination of video data and children's computer products showed that interaction patterns changed from an independent style to a more integrative style, in sharing control over the mouse and keyboard and written outputs; role patterns emerged that alternated leader and observer; and that the computer served as a reference for interaction and staying on task.

Clements (1998) reviewed the research on computers and social interaction, with children with disabilities spending nine times as much time talking with peers while working at computers than while doing puzzles. Social interactions, it is reported, are influenced by the type of software used and the physical environment surrounding the computer. Effectively integrating technology into the early childhood curriculum includes matching the type of computer software used with skills desired and coupling computer and off-computer activities for maximum learning. It is suggested that computers and other technology offer opportunities to aid learning through making more visible individual and sex differences in approaches to learning.

2.6 Chapter Summary

From the foregoing review of related literature, it is apparent that there are many studies into the history and development of PH curriculum in the world and in Kenya. However, there is limited scholarly attention on the factors influencing implementation of PH curriculum in Kenya.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents and justifies the research design and methodology for this study. It describes the research design, the population and sample procedures. It also contains elaborate data collection procedures and analyses.

3.2 Research Design

This study utilized descriptive research design employing case study method to investigate the factors influencing implementation of the adapted PH curriculum in Joytown Institution, Thika Municipality. The study described the situation as it is and zeroed in on Joytown Institution, hence a case study. The study was primarily concerned with portraying the situation the way it was and that is why it is descriptive in nature. The major purpose of descriptive research is description of the state of affairs as it exists. Kerlinger (1986) points out that descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solutions to significant problems.

3.3 Location of the Study

Joytown Institution in Thika Municipality, Kiambu County, was selected as the study site. It was deemed suitable for this study because it is the only school in Thika Municipality specializing in the education of physically handicapped children.

3.4 Target Population

The target population is the population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). In this study the target population included primary school teachers and head teachers of adapted PH curriculum schools in Kenya. They comprise an estimate of 4,200 teachers in about 400 primary schools.

3.5 Sample Size and Sampling Technique

A census of all the PH curriculum teachers was carried out. They comprised a total of 27 respondents, which are 26 PH teachers and the head teacher. There are 26 teachers teaching PH curriculum in Joytown Institution. Since the number is small, a census method was most appropriate. In this method every respondent was reached.

3.6 Construction of Research Instruments

The study utilized interview schedules and observation guide to collect information. Two types of interview schedules were developed: one for PH teachers and the other for the head teacher. All of them were composed of closed and open-ended questions. Observation guide was used to observe the availability of teaching and learning resources. An observation schedule is critically important for this study in capturing information that could not otherwise be possible with the questionnaires/ interview schedules; for instance, non-verbal cues or general outlook of the learning environment.

3.7 Piloting

According to Mugenda and Mugenda (2003), it is necessary to pilot-test the instruments to ensure that the items are clearly stated and can be understood by the respondents. The main

purpose of the piloting was to determine validity and reliability of the research instruments. To test the validity and reliability of the instruments the researcher carried out a pilot study on a different school in Thika Town, the selected school had similar characteristics of the study area. The instruments was distributed and collected from the same group of respondents after a period of two days. Results were analyzed and instruments modified.

3.8.1 Validity of Instrument

According to Orodho (2005), validity refers to the extent to which an instrument measures what is was supposed to measure. The instrument was evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents. According to Huck (2000), content validity is done by expert judgment. The study used validated instrument to adequately address the objectives of the study. The researcher sought the expertise of other researchers who conducted research on similar studies to check if the instruments were viable to collect the intended data.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results Mugenda and Mugenda (2003). This study employed half split method to test the reliability of the instruments. Split-half method is a type of reliability based on the co-efficient of internal consistency of questionnaire as a research instrument. It divides the instrument into two halves in terms of even and odd numbers after it has been administered. Each half is scored independently of the other with items of the two halves marched on content, if test is reliable, the score on the

two halves have a high positive association co-efficient Orodho (2005). This procedure was preferred because of its ability to measure internal consistency of the instrument being tested.

3.9 Data Collection Techniques

The researcher obtained a letter from college to assist in obtaining a research permit from the National Council for Science and Technology. After this, the researcher visited sampled school and books an appointment with the head teacher and teachers to administer the questionnaires. The researcher used Teachers Questionnaires, face-to-face interview guide and observation schedules used to collect data. The primary data was obtained from the respondents and secondary data from existing sources, but majorly qualitative. The data of the study was collected through interview schedules and observation guide.

3.10 Data Analysis

The quantitative data, which was collected using structured questionnaires, were analyzed using the Statistical Package for Social Scientists (SPSS). Prior to the analysis, a Coding for the various quantitative variables was done. All the quantitative variables were chronologically arranged with respect to the questionnaire outline. This was to ensure that the correct code is entered for the correct variable. The data, in form of the coded variables, were then entered into the SPSS sheets. Data entry was followed by data editing. This exercise ensured that every data entered for each questionnaire in each variable is correct. After verifying that all data entered is correct, data analysis using the various SPSS tools was conducted and various graphs and pie charts developed for ease of data presentation and clarity. For qualitative data, a qualitative data checklist was developed. It was the principle guide in qualitative data analysis. The checklist was clustered along main themes of the research to ease consolidation of information and

interpretation. The main theme in the checklists included was based on research objectives. The checklist made it possible to put together scattered information under a particular theme. This in turn greatly aided in interpreting information under these main themes.

3.11 Ethical Consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data (Nachmias and Nachmias, 1996). Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants i.e. the teachers. While carrying out this study, cognizance was taken of the fact that this study was investigating very sensitive issues that were likely to elicit insecurity or concealment of the real data required from the participants. Participants were informed of the nature of the study and allowed to choose whether to participate or not. There is wide consensus among social scientists that research involving human participants should be performed with the informed consent of the participants (Nachmias and Nachmias, 1996). The researcher therefore ensured that participants knew that their involvement was voluntary at all times. To safeguard the privacy of the participants, respondents were kept in a private environment away from passersby or intruders. Asking participants not to write their names on the questionnaires during the research also helped ensure anonymity. While preparing for data collection and analysis, the researcher maintained anonymity by separating information such as code numbers from the data itself. During the research, participants were requested not to write their names on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents, interprets and explains the findings of data gathered from the study of school – based factors influencing implementation of physically handicapped curriculum in Joytown Institute, Thika municipality in Kiambu County. The research was based on the following objectives; to assess the status of the adapted PH curriculum implementation in Joytown institution; to identify the appropriate teaching and learning strategies employed by PH curriculum teachers; to investigate how information communication technology influences the implementation of the adapted PH curriculum and to find out the influence of the government policy on the adapted PH curriculum and how it affects its implementation. Next, the main data have been treated under each of the research questions raised in Chapter One, and finally major investigations have been discussed under pertinent research questions. Out of all the 27 questionnaires, 19 (70.3%) were properly filled and returned, 8 (29.7%) were not returned.

4.2 Method of Data Analysis

Data were analyzed both qualitatively and quantitatively. Qualitative data were obtained from the open- ended items in both the teachers’ and the head teachers’ questionnaire and also through observation. The data were grouped into different categories depending on the responses given by the respondents. Those categories helped in establishing themes, which were further be coded and entered in the computer. Through the use of the statistical package for social sciences (SPSS) program the quantitative data were analyzed and presented using descriptive statistics

percentages, frequencies and tables where appropriate. Finally the researcher gave suggestion and recommendations for future action and research based on the findings.

4.3 Results

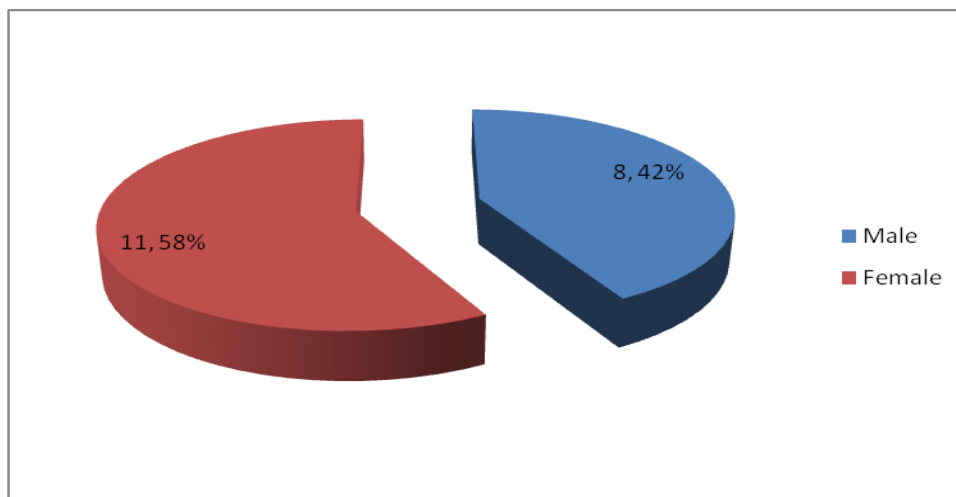
4.3.0 Background Information

Responses from the teachers were analyzed on the basis of their background information. This section focuses on demographic information of the respondents.

4.2.1 Gender of Respondents

In order to ensure that the responses relatively represented both sexes, the questionnaires were issued to both genders. The results were as indicated in Figure 4.1.

Fig. 4.1: Gender of Respondents

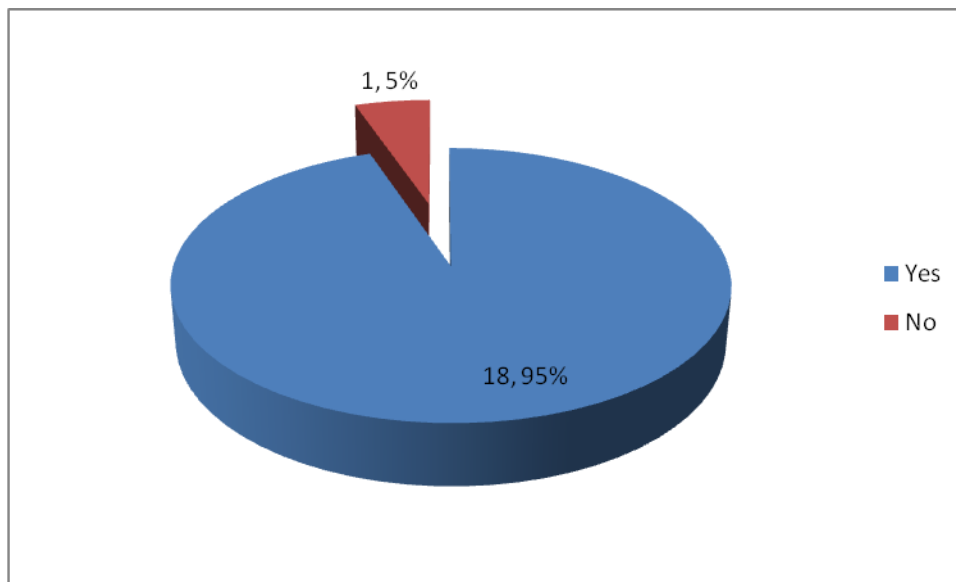


According to findings in Fig. 4.1, majority of the respondents were female 58% and 42 % male. The aim for this was to establish whether a certain gender would have specific school based factors influencing implementation of physically handicapped curriculum.

4.3.2 Professional Qualification

In a bid to establish the professional qualification, the research findings were as indicated in Figure 4.2.

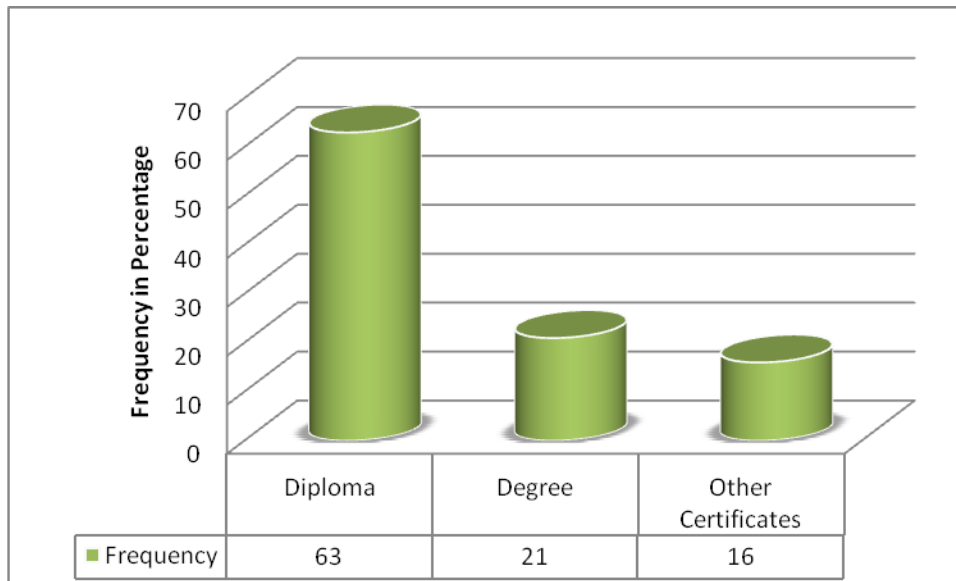
Fig. 4.2: Training Status of Respondents



As presented in Fig. 4.2, majority 95.0% were professionally trained as teachers and only 5.0% were not professionally trained. This implies that most respondents were in a position to give information on factors influencing implementation of physically handicapped curriculum which was important for this study. The study further established that Sixty-three percent (63%) of the respondents had diploma qualifications, followed by 21% with degree and the rest 16% with other qualifications which included certificate courses. Figure 4.3 presents the findings on the professional qualifications of the respondents. According to Ochieng (2006) in a study on factors affecting student performance in KCSE in Limuru district, identified teacher qualification and

performance, availability of physical facilities, teaching and learning resources, family socio-economic background, academic performance, drug abuse and indiscipline as important factors nationally influencing the general curriculum implementation.

Fig. 4.3: Professional Qualification of Respondents



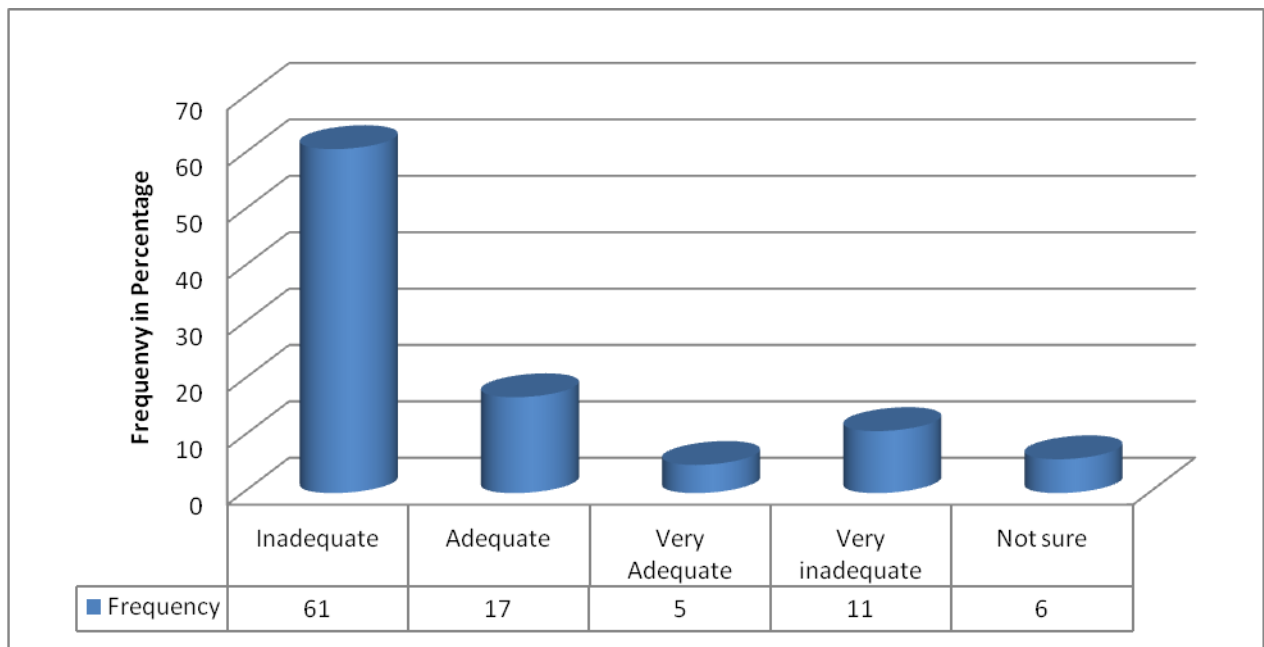
In terms of training on PH curriculum, majority of the respondents (75%) had been trained to teach PH curriculum, whereas a paltry 25% had not received such training. This implies that the researcher engaged people with relevant knowledge to give information regarding school – based factors influencing implementation of physically handicapped curriculum in the school. The study further revealed that in addition to their professional training with respect to PH curriculum, 68% of the respondents had an opportunity to attend related PH support seminars at different times, whereas 32% have not had the opportunity. In the seminars the respondents were taught adaptation of creative arts by KIE; compensatory devices, causes, implication and rehabilitation; inclusive education, which is a KISE programme. To get proper in-depth insight of the curriculum, the respondents indicated that they had variable number of lessons per week,

teaching both lower and upper primary pupils. The number of lessons was more than four for every respondent. According to Eshiwani (1985) the shortage of qualified teachers, use of inappropriate teaching methods and a high turnover of teachers in the schools, has had a negative impact on students performance, especially of special students. Therefore professional qualification plays a major role in the implementation of PH curriculum.

4.4 Status of PH Adapted Curriculum Implementation

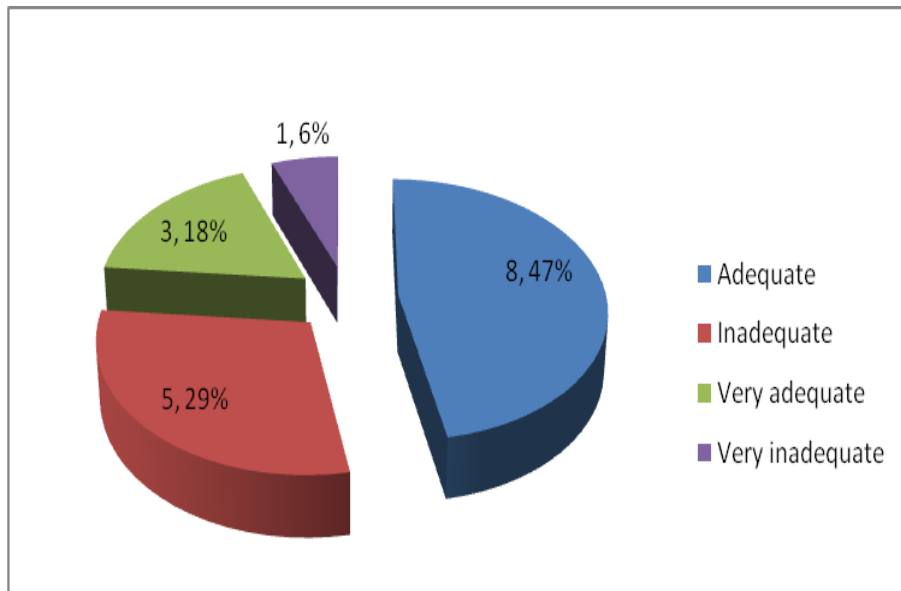
In a bid to establish the status of the implementation of adapted Physically Handicapped curriculum, the respondents were asked to give information on the availability, condition and utilization of teaching and learning resources. They were therefore required to rate the present adapted PH curriculum facilities in their respective schools in term of the level of adequacy. In response, Figure 4.4 presents the findings.

Figure 4.4: The level of Adequacy of PH Curriculum Facilities



As shown in Figure 4.4, majority of the respondents said that they rated the adapted PH curriculum facilities in the school as inadequate (61%), followed by (17%) who rated it as adequate, (5%) very adequate, (11%) very inadequate and not sure (6%). From this finding it implies that status of facilities required in implementing the curriculum for the physically handicapped, need to be addressed. The findings concur with Widlake (1980) who admits that PH children face challenges due inadequacy, however accommodating them within a mainstream class has educational implications for a child with one or more of the most commonly recognized disabilities. With respect to maintenance of PH facilities and equipments, Figure 4.5 presents the findings.

Figure 4.6: Maintenance of PH Curriculum Facilities



With respect to maintenance of the facilities, majority (47%) said that the facilities were adequately maintained, 29% inadequately maintained, 18% very adequately maintained, and 6% said that the facilities were very inadequately maintained. The study was therefore able to

establish extent and challenges facing implementation of the adapted PH curriculum through an interview with the head teacher. The school also has managed to provide facilities requisite to the advancement of PH curriculum. This was established through the observation guide.

4.5 Teaching and Learning Strategies employed by PH Teachers

In a bid to establish the strategies employed by physically handicapped teachers in teaching, the respondents were asked to give the challenges they face in implementing the curriculum. According to the respondents, negative attitude of the administrators is the worst challenge facing implementation of adapted PH curriculum in Joytown Institution, followed by negative attitude of students, too many students and teaching load and, finally, unsuitable syllabus. In addition, negative attitude towards disabled learners by their parents, lack of basic facilities such as hand magnifier for magnifying letters for easy visualization, lack of text books in large print, subsuming all PH learners in the same curriculum, large classes that make it difficult for every learner to be accorded attention, accommodation problems for the multiply handicapped, and sitting for the same KCPE examinations by PH learners in spite of their challenges.

The head teacher of the school observed that the rate of maintenance of the adapted PH curriculum equipment in the school was adequate. This differed somewhat from the general observation by the respondents that it was inadequate. However, he said that the facilities for teaching the adapted PH curriculum were not adequate, concurring with the respondents. He further observed that the lack of facilities affects learners with multiple handicapping conditions; for instance those that need book-holders, thick-handle pencils for easy grasping. In the same respect, the head teacher said that the school had PH curriculum text books but not the adapted ones. Therefore, he suggested, there was need to redesign the curriculum in all subjects to realize proper delivery to the PH learners.

In addition, the head teacher observed that because of the lopsided ratio of the number of learners and the facilities provided, scheduling problems always occurred. He also observed that learners with multiple disabilities had problems in grasping subject matter, since some have visual or hearing difficulties. These observations were corroborated by the observations made in the course of the study that though the facilities: buildings, libraries, fields, transport have been provided; they are not adequate to cater for the PH learners' needs.

In focused group discussion, the researcher was informed that teaching strategies to educate children with physical disabilities include setting up a buddy system so that another student can take notes for the student with the disability. A paraeducator may be needed to act as a scribe for other in-class requirements.

Specific assignments can be adjusted or modified for pupils, too as explained by the head teacher. A pupil who has difficulty speaking due to cerebral palsy may need an alternative presentation format in place of an oral presentation. *“Do not assume, however, that the pupil cannot or does not want to give the presentation. He may need more time to speak – and better attention from his audience. The key is to make sure all activities include all pupils,”* explained by a respondent in the discussion group.

The researcher was informed that talking to the pupil about what he/she can do will help identify a pupil's areas of expertise. The pupil may have become extremely proficient with the computer, for instance, due to the inability to write. Perhaps he/she can share that knowledge with the class, or show his peers how he uses assistive technology to access the computer. This can provide ways to incorporate computer instruction into a lesson.

Finally, when experimenting with teaching strategies for these types of children, be flexible and accept suggestions. Since most schools or districts employ inclusion specialists, they can provide you with specific guidance in teaching students with physical disabilities. Necessary accommodations or modifications in your classroom can facilitate learning, no matter the impairment. The study was informed that set of the classroom is also a strategy. During the focused group discussion, it was found that regardless of the specific handicap or condition, some general tips apply when teaching students with physical disabilities. For example, one teacher suggested that you should arrange the room so that everyone can move around easily. Even if a student does not use a wheelchair or other medical equipment, he may need extra room to get around in class and avoid falling. A larger desk may help a student balance books, papers, and classroom supplies. This larger table can accommodate a paraprofessional, too, if she is in class with the student. You should also ask the student where he would prefer to sit in the classroom.

4.6 Information Communication Technology influence on PH Curriculum

In a bid to establish the role of ICT in the implementation of PH curriculum, the researcher qualitatively engaged the teachers in a focused group discussion. The study revealed that Information and Communication Technologies (ICT) may offer teachers and PH children educational tools and resources which extend their learning environment. When used to support the aims, principles and objectives of the Primary School Curriculum, these technology tools have the potential to augment and transform classroom learning and teaching.

“The child’s sense of wonder and natural curiosity may be engaged by using content-free software. For example software and pictures of a physically handicapped Child showing

their potential for the dynamic representation of real-world phenomena can enable PH children to show confidence in whatever they do and forget their status,”

as explained one teacher. It was revealed that ICT usage has not been utilized particularly to link with other established countries to ICT can support children as it offers opportunities to revise concepts and skills embedded in game-like situations. This statement concurs with Parette, Hourcade and Heiple (2000) who considered the use of computers in classrooms with diverse populations including children with disabilities in three small kindergarten classes with a quasi-experimental design can help in curriculum implementation for the PH student. It was concluded that a structured computer keyboard skills training approach was effective for young children with and without disabilities.

Content-rich software, that offers tutorials, simulations, and practice problems, can be used effectively for the reinforcement or the revision of concepts. The head teacher explained to the study that:

“It is a fundamental principle of the Primary School Curriculum for PH that children’s existing knowledge and experience should be the starting point for acquiring new understanding. Therefore ICT extends the range of classroom learning tools it offers the teacher and the child. It affords the opportunity to select learning experiences that begin with each child’s knowledge and experience, and are thus most meaningful to the child.”

The study revealed that multimedia tools like video equipment enable children to record and chart their own learning progression, the combined range of ICT tools enable the teacher and child to maintain a useful record of each child’s journey from the unknown to the known in the form of an electronic portfolio. The study found out that the use of ICT in implementation of

curriculum for the PH is not fully utilized. However, use of technology to facilitate a conducive environment and to aid in the implementation of the adapted PH curriculum was not made use by the institution.

4.7 Influence of the Government Policy on the Adapted PH Curriculum

The study established that the government's participation in the provision of SE is minimal. Most of the initiatives in the provision of SE are by non-governmental organizations. The government merely provides ancillary services such as provision of teachers the provision of learning materials, and financial assistance. The government also lays down the policies and guidelines that govern SE, and more recently, provide some learning equipment under the free primary school programme. This study concludes that SE in Kenya is wanting. Policies governing SE ignore the needs of the PH. The prevailing policy calls for their integration with the Non-disabled children (NDC), ostensibly to achieve inclusiveness. The study however found that this only aggravated the plight of the Children With Disability. From the findings of this study through focused group discussions, the following ensued: That SE institutions be made more disabled friendly, The assessment modes and curriculum be adapted to the needs of the CWD " More training and incentives need to be offered to staff working with the PH " Vocational training is essential to prepare the PH for a future career " Rehabilitation must be incorporated in the education of CWD That government policies must reflect the desires of CWD.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the document and conclusions drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

5.2 Summary of the Study

The study sought to find out the school – based factors influencing implementation of physically handicapped curriculum in Joytown institute, Thika municipality in Kiambu County. In chapter one of the Project, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigations. Objectives to guide the study were developed. This study was guided by the following objectives: to assess the status of the adapted PH curriculum implementation in Joytown institution; to identify the appropriate teaching and learning strategies employed by PH curriculum teachers; to investigate how information communication technology influences the implementation of the adapted PH curriculum and to find out the influence of the government policy on the adapted PH curriculum and how it affects its implementation. Research questions were derived from the objectives of the study.

The significance of the study was well outlined. The scope of the study was well stated. Literature review was presented in chapter two based on objective of the study, theoretical and conceptual frame work. Chapter three of the thesis presents the methodology and chapter four the analyzed data used in this study.

5.2.1 Status of PH Adapted Curriculum Implementation

The study found out that most respondents professionally in a position to give information on factors influencing implementation of physically handicapped curriculum which was important for this study. Teacher qualification and performance, availability of physical facilities, teaching and learning resources, family socio-economic background, academic performance, drug abuse and indiscipline are important factors nationally influencing the general curriculum implementation. In terms of training on PH curriculum, study further revealed that in addition to their professional training with respect to PH curriculum, the respondents had an opportunity to attend related PH support seminars at different times. It was revealed that the shortage of qualified teachers, use of inappropriate teaching methods and a high turnover of teachers in the schools, has had a negative impact on students' performance, especially of special students. Therefore professional qualification plays a major role in the implementation of PH curriculum. Majority of the respondents said that they rated the adapted PH curriculum facilities in the school as inadequate which implies that status of facilities required in implementing the curriculum for the physically handicapped, need to be addressed. Therefore PH children face challenges due inadequacy, however accommodating them within a mainstream class has educational implications for a child with one or more of the most commonly recognized disabilities.

5.2.2 Teaching and Learning Strategies by PH Teachers

Negative attitude of the administrators is the worst challenge facing implementation of adapted PH curriculum in Joytown Institution, followed by negative attitude of students, too many students and teaching load and, finally, unsuitable syllabus. It was further observed that learners with multiple disabilities had problems in grasping subject matter, since some have visual or

hearing difficulties. These observations were corroborated by the observations made in the course of the study that though the facilities: buildings, libraries, fields, transport have been provided; they are not adequate to cater for the PH learners' needs. The study therefore found out that strategies to educate children with physical disabilities include setting up a buddy system so that another student can take notes for the student with the disability, A pupil who has difficulty speaking may need an alternative presentation format in place of an oral presentation; the researcher was informed that talking to the pupil about what he can do will help identify a pupil's areas of expertise. Finally, teachers should be flexible and accept suggestions, Necessary accommodations or modifications in your classroom can facilitate learning, no matter the impairment. The study was informed that set of the classroom is also a strategy.

5.2.3 I C T influence on PH Curriculum

Information and Communication Technologies (ICT) may offer teachers and PH children educational tools and resources which extend their learning environment, particularly when used to support the aims, principles and objectives of the Primary School Curriculum. ICT usage has not been utilized particularly to link with other established countries to ICT can support children as it offers opportunities to revise concepts and skills embedded in game-like situations. The study concluded that a structured computer keyboard skills training approach was effective for young children with and without disabilities. Content-rich software, that offers tutorials, simulations, and practice problems, can be used effectively for the reinforcement or the revision of concepts. Multimedia tools like video equipment enable children to record and chart their own learning progression, the combined range of ICT tools enable the teacher and child to maintain a useful record of each child's journey from the unknown to the known in the form of

an electronic portfolio. The study found out that the use of ICT in implementation of curriculum for the PH is not fully utilized.

5.2.4 Influence of the Government Policy on the Adapted PH Curriculum

The study established that the government's participation in the provision of SE is minimal as most of the initiatives in the provision of SE are by non-governmental organizations. The government merely provides ancillary services such as provision of teachers the provision of learning materials, and financial assistance. The government policies and guidelines that govern SE, and more recently, provide some learning equipment under the free primary school programme does not adequately address the plight of pupils with disabilities in the Government curriculum.

5.3 Conclusion

In conclusion, the study observed that PH is an important component of special education that needs special attention. In the realm of teaching resources, the study found out that adequate number of qualified teachers is needed towards implementation of the adapted PH curriculum. Government policy is also needed because it is the role of the government to ensure that all the requisite facilities are provided and maintained. In addition, the study observed that the major challenges facing the implementation of the adapted PH curriculum have more to do with the provision of facilities suitable for the PH learners and also in provision of a more conducive learning environment that encompasses the participation of everyone, including the sub-ordinate staff. Finally, there is limited use of technology in facilitating a conducive learning environment for the PH learners and also for the implementation of the adapted PH curriculum.

5.4 Recommendations from the Study

From the study findings, the following are the recommendation to ensure adequate implementation of the adapted PH curriculum by the school:

- The non-teaching staff also need to be trained on how to handle PH students in order to enrich the learning environment of the PH learners
- The Government through Ministry of Education should post more teachers so that the teachers will introduce Individual Education Programme (IEDP) to the PH learners.
- The learning environment should be improved to become more PH friendly. The buildings should not have stairs, and support bars should be provided on the side of each pavement.
- KIE should speed up adapting the curriculum for PH in all subjects.
- Subjects like Mathematics that need constructions or measurements should be deleted in the adapted PH curriculum.
- Learners with multiple handicaps should not be exposed to the same curriculum with PH ones.
- A different mode of evaluation of the teaching of adapted PH curriculum should be introduced.

5.5 Suggestions for Further Study

This study concentrated on the factors influencing the teaching and implementation of adapted PH curriculum in primary schools in Kenya. In order to complement the findings of the study,

bringing in a comparative element, there is need to focus on factors relevant to the implementation of adapted syllabus in other areas of special education such as Mentally Handicapped (MH) or even Visually Handicapped (VH).

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APPENDICES

Appendix 1:

Questionnaire for the Head Teacher

1. Indicate your sex

Female

Male

2. Are you a professionally trained teacher?

Yes No

3. What is your highest professional qualification?

4. Have you been trained to teach the PH?

5. How would you rate the level of maintenance of the adapted PH curriculum equipment in your school? (Tick one)

a) Adequate

b) Inadequate

c) Very Adequate

6. Would you say that the facilities available for teaching the adapted PH curriculum in your school adequate?

Yes No

7. How does the adequacy or inadequacy of equipment affect the teaching of the adapted PH curriculum in your school? _____

8. (a) Does your school have any PH curriculum textbooks for teachers?

Yes No

(b) If your response is no in 8(a), how does this affect the teaching of the adapted PH curriculum in your school?

7. Considering the number of classes in the school in relation to the number and size of facilities available, do scheduling problems occur?

Yes No

8. What other problems affect the teaching of PH in your school?

9. Suggest any ways of improving the teaching of the adapted PH curriculum in primary schools in Kenya.

Thank you

Appendix 2: Questionnaire for Teachers
Section A

1. Indicate your sex

Female Male

2. Are you a professionally trained teacher? (Tick one)

Yes No

3. What is your highest professional qualification?

Diploma

Graduate

Other (specify) _____

4. Which class do you teach the adapted PH curriculum?

5. Are you trained to teach PH curriculum?

Yes No

6. (a) Have you ever attended any seminar, workshop or in-service training on the adapted PH curriculum? Yes No

(b) If yes in 6(a) specify the courses you have attended.

Section B: Availability, Adequacy, Condition and Utilization of teaching and learning resources

5. How would you rate the present adapted PH curriculum facilities in your school? (Tick one)

Very Adequate Adequate Inadequate

Very Inadequate Not Sure

6. How would you the maintenance of PH facilities and equipment in your school. Tick one.

Very Adequate Adequate Inadequate

Very Inadequate Not Sure

10. What is the total number of PH curriculum lessons do you teach in a week?

1.) 4 2.) 3 3.) 2 4.) 1

5.) Other.....

Section C: Factors influencing the teaching of the adapted PH curriculum

Listed below are some factors which may constrain the teaching of PH. Rank them according to their adverse effects to the implementation of the adapted PH curriculum. Use scale 1-6, with 6 to mean the one with the most adverse effects while 1 to the one with the least effects.

(a) Unsuitable syllabus

(b) Teaching load

(c) Inadequacy of facilities

(d) Negative attitude of administrators

(e) Negative attitude of students

(f) Too many students

2. List down any other problems not included in the above list that you encounter in the implementation of the adapted PH curriculum.

Thank you.

Appendix 3:

Observation Schedule

1. Name of the school _____
2. Location _____
3. Type of the school _____
4. Proximity of the school to main road _____
5. Means of transport provided by school _____

6. Condition of school building
Very good () good () fair () Poor ()

7. School compound and buildings
Well maintained () fairly maintained () poorly maintained ()

Brief description _____

8. Classrooms
Well equipped () Poorly Equipped () Ramps ().

9. Number of classrooms _____ number of pupils per class
_____ workshops for repairs of students / school equipments
_____ Room for physiotherapy and other medical services

Describe briefly

10. Is the library adapted to pupils needs? _____

11. Other features _____

Swimming pool _____

Playing fields _____

12. Toilets are they modified to the needs of disabled

Number of toilets ()

State of toilets,

Very good () Good () Fair () poor ().

Type of toilets

Asian () European () Pit latrines ()

Suitability to the disabled:

Suitable () Not suitable ()

Describe _____

Distance from classroom _____

Distance from dormitory _____

Distance from playing field _____

Other areas like bathrooms:

Bath tubs () Showers () None ()

Suitability to the disabled: Suitable () Not suitable ()

13. Distance of dormitories from class _____

Type of beds _____ (specify if they are suited to the needs of
physically handicapped e.g. height, comfort _____)

Are they well spaced () congested ()

The general state of dormitories

Explain _____

Who cleans them _____

Are the doors in all areas modified to suit physically challenged _____

14. Books and equipment

Are the textbooks provided by

School () Sharing () No per book ()

Condition of books:

Good () fair () poor ().

Are stationery provided by school: Yes () No ().

Are there facilities for either producing or maintaining wheelchair, crutches and other mobility aids? Yes () No ()

Other facilities to enhance learning _____

Locomotion and movement _____