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MINNESOTA
CHRIST THE TEACHER INSTITUTE
FOR EDUCATION**

**CATHOLIC UNIVERSITY OF EASTERN
AFRICA
TANGAZA COLLEGE**

**CARING AND EDUCATING THE
PHYSICALLY IMPAIRED CHILDREN
A CASE STUDY IN EDUCATION OF THE PHYSICALLY
IMPAIRED IN MACHAKOS SCHOOL OF THE
DISABLED**

**A RESEARCH PAPER SUBMITTED AS A PARTIAL
FULFILMENT OF THE REQUIREMENT FOR A
BACHELOR OF EDUCATION**

MAY 18TH 2001

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DEDICATION

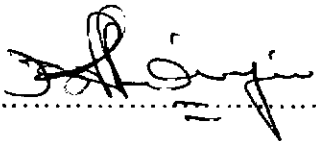
To Jacinta Ndinda my best Sunday school pupil who got physically impaired after falling from a mango tree in 1991.

DECLARATION

This research is my original work submitted in fulfillment of a Bachelor of Science in Education in Christ the Teacher Institute of Education- Nairobi. All sources of information are acknowledged.

STUDENT

Name: Mutiswa Alexander

Signature.......... Date 17 May 2001

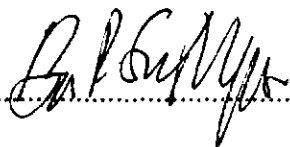
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Director's approval

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Signature.......... Date 19-5-01

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I appreciate the support of my fellow students who journeyed with me since 1997 and supported me in group discussions in the efforts to complete a Bachelor of Science in Education.

ABBREVIATION AND ACRONYMS

C.R.C- Convention of the rights of children.

N.G.O- Non Governmental Organisations.

UN- United Nation.

WHO- World Health Organisation.

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ABSTRACT

Physical impairment does not in any way dehumanise a child but it only limits the child from getting things done fast in the same way as the able counterparts. The important thing in life is to learn to live positively. The purpose of educating and caring for the physically impaired is to support them with tools to meet their challenges. They are faced with challenges due to negative attitudes right from home, school and the community at large. Many people have come to their aid. This is evident in Machakos school of the Disabled, where teachers have worked very hard to improve the lives of the physically impaired.

There are other parties who have done a lot to help the physically impaired. There are none Governmental Organisations like the United Nations (UN) and World Health Organisation (WHO), which have invested heavily on projects of physically impaired children. However, the researcher observes that the problem at present is not the finances or impairment rather the attitudes towards the physically impaired. They continue facing unbecoming responses from the physically abled people. The researcher wonders whether we can have an atmosphere of acceptance where the physically impaired are not viewed as a burden, and not discriminated in education and care. (this sentence seems not clear). Further studies can arise as the researcher confirms that the physically impaired children are human beings with dignity and can achieve very highly in the educational sphere.

CHAPTER ONE

1.0 GENERAL INTRODUCTION

This research work is an attempt to understand the situation of the physically disabled children and their place in education (This phenomenon of physical impairment has a wide range terms of definition such as the crippled, physically handicapped, disabled, neurologically impaired and the orthopaedically impaired). Physical impairment affects children's educational performance and in most cases such children are not given full attention like the other normal children.

The researcher will use the term physically disabled (PD) to refer to the physical impairment in this paper. These Physically disabled children differ from achieving children so the research seeks to understand why majority of the physically disabled lack education unlike their counterparts, the physically abled peers. It involves collection of data through questionnaires to identify problems, which are significant factors in educating the physically disabled.

This paper consists of four chapters. Chapter one forms the general introduction to the entire research work. It includes the statement of the problem, background, scope limitations, objectives of the study and other related headlines.

Chapter TWO presents the review of literature. The relevant printed materials are used in this study. Chapter three makes the research design and methodology.

The last chapter presents the researcher's summary, recommendations and conclusions.

1.1 BACKGROUND TO THE PROBLEM

The researcher considers the situation of physically impaired as an evident phenomenon in human society. This situation is still critical in our modern society and calls for attention. The physically impaired children are human beings with equal rights as the non-impaired peers. This fact makes it not only necessary but more so obligatory to educate the physically impaired.

There are many cases when the physically impaired children are neglected. To understand the nature and impact of physically impaired children, the researcher attempts to explore the interrelationship of child, family, society and school contexts. There is a big number of physically impaired children left in their families without even the informal basic education. This phenomenon is viewed in some occasions as a myth. The parents who have physically impaired children find it hard or even shameful to identify themselves with the impaired sons and daughters. These children are hidden or mistreated in their own families. The physically impairment are viewed as lacking academic capabilities hence leading to many being left out in academic world.

It is equally important that the educational community debate this issue. The researcher is focusing on the whole development of the physically impaired child. It involves the social status, which mediates the efforts to educate them.

1.2 STATEMENT OF THE PROBLEM

This research is carried out at Machakos District of Eastern Province of Kenya where education is one of the major areas of concern. Children are taken to school as early as age five and upwards. However, it is unfortunate for the physically impaired children who are taken at later age of ten years or even not taken to school at all.

1.3 HYPOTHESIS

- 1.1 What attitudes dehumanize the physically impaired?
- 1.2 What is the role of the parents in caring and educating the physically impaired children?
- 1.3 What is the role of teachers in forming and educating the physically impaired children?
- 1.4 What are the strategies and policies of education of physically impaired children.
- 1.5 How are the parents of the physically impaired involved in their care and education?

1.4. SIGNIFICANCE OF THE RESEARCH

The physically impaired children are human beings who should enjoy all rights a human person has. They are to us children; sons, daughters, brothers and sisters like any other normal child. Therefore, the researcher presents an area of our society, which cannot be neglected by all the members of the community. The present and the future life of the impaired children depends on the formation and support they get from the physically abled members of the society. This fact makes it a matter of obligation for parents, teachers and entire society to answer to the needs of the physically impaired children in the district. This is undertaken to help in improvement of care and education of the physically impaired.

It is evident that there have been efforts made in the past to educate and train the disabled. However, we can only trace quite few impaired people in professional field. The physically impaired children are in most cases left at home. It is assumed that they are unproductive hence viewed as liabilities.

1.5. OBJECTIVES OF THE STUDY

In this study the researcher is investigating the aspect of educating and training of the physically impaired children in Machakos District. The ages of the children range from seven

years to thirteen years. The researcher looks at the services and support they get from the family, society and school and to some extent the churches.

This study tracks the life of the physically impaired child from family state to the school. The researcher considers a fact that the physically impaired children experience rejection in their families and in the society as a whole. It is therefore his interest to include the social life of the physically impaired as an objective to be investigated.

The physically impaired children are sometimes absorbed into the schools where the normal children are studying. However, there is only one school for them. The investigation also involves the aspect of special needs of the physically impaired which can only be met by having special schools with the facilities connected to their difficulties in their own families and by their relatives.

There is no human being who makes a choice of the state of his/her physical being. It is equally factual that there is no parent who makes a choice to give birth to a physically deformed child. The researcher sees the provision of education and vocational training for physically impaired as an aspect of concern in our society. The physically disabled children have dignity. Their disabilities are not facts to confirm unproductivity rather a demand for attention.

Educating the physically disabled should aim at fostering life formation such that they can help themselves and the community at large. There is only one school in the district, which caters for the education of the physically impaired children in primary school. It is only a few who get this chance since the school is limited in offering facility and personnel. There is no secondary school or college for the physically impaired. Therefore, it is important to increase such special schools and to equip them so that their needs can be met. The concern of parents of such children is a very basic aspect. This is why the researcher includes family as a point of concern. The parents contribute a lot to the progress to physically disabled child.

Their involvement will push such efforts to greater heights because the child needs the basic formation and care before and during schooling. Parents and teachers can use this study to create avenues for understanding and identifying with the physically impaired children in families and schools.

1.6 DEFINITION OF TERMS

Physical impairment can be understood as a deformed body look. Equally is another term, which is used commonly to referring to body disability.

These disabilities prevent children from performing adequately in one or more motor activities such as walking, writing, sitting, turning, posture etc. thus rendering such children unable to handle educational materials.

Physical impairment. This refers to the body disability, which prevents the child from performing active motor activities.

Achieving children. It refers to the children who have no major difficulties in engaging in the activities of learning.

Orthopaedically impaired. It means adverse effects in the child's education performance. This is an impairment caused by diseases (e.g. bone tuberculosis) and fractures, burns that can cause contractures.

Educational community. It refers to the society in which the child gets education. It is applied to imply the full involvement of the parent, society and school society.

1.7 LIMITATIONS OF THE RESEARCH.

This research is carried out concurrently with a Bachelor Degree in Education. The researcher has taken interest in this topic following a programme he was involved in a year ago. This programme involved visiting the physically disabled to identify and promote their talents.

It is a fact that the time assigned for completion of this research is short. Therefore the researcher pushes the study through time constraint to make sure it is completed by eighteenth of May. It involves visiting the location of the research, making appointments and conducting the questionnaire, interview and telephone calls to collect data.

The area of research is out of Nairobi town where the college is situated thus makes the cost of travelling high. The researcher affords to visit the area of research once after every two weeks. Telephoning has also proved helpful in time saving though it adds extra cost. Further cost is incurred in typing and printing of questionnaire and the research paper.

The teachers in this institution have made the research a successful activity. The institute of the research is Machakos School of the Physically Disabled. Through the teachers and the subordinate staff the researcher got the relevant resources and information out of their experiences and practical skills in their field as professionals. The physically impaired children also shared their experiences on how they have lived together with the able-bodied students.

CHAPTER TWO

2.1 LITERATURE REVIEW

2.1.1 INTRODUCTION

In chapter one the researcher has identified the problem, which the study is investigating. Respectfully there are other authors, researchers or professionals who have written and commented on the situation of the physically impaired children. There are also organizations which are involved with the care and education of the physically impaired children. Such organizations are United Nations (UN) and World Health Organisation (WHO).

In this chapter the researcher is going to review the literature on references to the care and education of the physically impaired children starting from home, society and school. The text of course include the important issue of their rights as human beings with dignity.

The physically impaired lived in very difficult situations since they are special in their own ways. History has also played part either helping them or making life difficult for them. The researcher therefore is going to review the literature on elements such as attitudes towards the physically impaired relationships with the parents, teachers and other people considered normal. The researcher will consider what others say in the light of the problem of investigation. The study focuses on how the physically impaired are supported both at home and school for academic development and social growth.

2.1.2 THE PHYSICALLY IMPAIRED CHILD AT HOME

The family is the very first place a child knows. Furthermore it is not his/her choice to be born in that family rather a phenomenon beyond human control. Theodore maintains that the best help a physically impaired child can get in early life is home care from the loving family. The child has the emotional needs, food and security. Like any other child the physically

loving family. The child has the emotional needs, food and security. Like any other child the physically impaired child requires the intimate touch of the motherly love and paternal affection and care (Theodore. p. 97.)

It is at this stage in life that a child of physical impairment deserves education according to his ability. Locking the child in the house does not help rather pushes him/her to further impairment. There is a very great need for a conducive requirement favouring the physical development of such children. The presence of caring persons motivates them to keep trying to learn how to do things on their own or when to call for help. The child depends on the other persons. It is therefore the responsibility of the family members, teachers and fellow peers to look at their abilities and difficulties in relation to their physical impairment (Werner. p. 21). The parents are very significant in care and education of the physically impaired child because they know better than the teachers. They too know the things such a child can do and cannot do. The parents will find that keeping simple records gives them a better sense of how their child is doing. The most important issues they should take into account are the following. First the factors affecting child development, then second the evaluation of the progress of their particular child.

In earlier life the physically impaired children who received home care during their early years can show greater emotional stability. At the age six, placement in a special school may be necessary. It is a pity that some parents see the fact of taking a physically impaired child to a school as giving up the child or "putting it away". The child is still a member of the family. However the fact remains that in very severe physical impaired such a child requires care in the hospital department or institution. The help and advice of the physician is important. This helps to avoid wrong judgement or roughness and cruel acts of forcing the physically impaired to respond normally.

2.3 ATTITUDES OF COMMUNITY TOWARDS THE PHYSICALLY IMPAIRED

2.3.1 Negative attitudes

In a family where there is a physically impaired child, the parents may sink into anxiety and end up in suffering emotional stress. The child will as well feel the tension and react which results in inner reacting distress of the parents. The common attitudes in view of the physically impaired child as a burden who only claims for love attention from the rest of the family (parents, normal sisters and brothers.)

There are parents who at times spend time wondering why they have to give birth to a physically impaired child. It is obvious that the presence of a child means a lot in every area: emotional, social, spiritual and economic. Socially, the family has to face the question of acceptance among the neighbours and friends. Some parents even stop any social contact either to give full attention to their physically impaired child, or to hide that child from the public. Other peers may even be embarrassed to have a visitor in the house. The remedy is counselling of the physically impaired child and cultivation of understanding attitudes on the side of the members of the family and the peers in the school.

The parents and teachers should play their roles of getting closer to the physically impaired so that they can be the first examples.

“Disability is perceived by able-bodied as tragedy, a loss or a deficiency; these powerful negatives elicit fear, pity or admiration depending on how the disabled persons copes”(Coeridge, p. 10).

In many cases the physically impaired are dehumanised and sidelined in the families and communities at large. They are victims of insult and forced labour despite their state. Ndata Kariuki (Wajibu vol. 24 No. 2 July-August, 1989) sees the full humanity in the physically

impaired. They can do and respond like other people but in what they choose to do. They have talents like the other persons.

In many parts of Europe, impairment in the body was still in basis of evil spirits. Such people were isolated or even mistreated, persecuted by the so-called reformers. The age of Christianity kindness became submerged in the era of whips and chains (Theodore. p. 163). Equally is the practice, which was in some African tribes. The Akamba of Machakos in Kenya where this study is based, they associated the physically impaired child with a family sin or a wrong committed against the ancestors and the gods.

Anderson invites us to reflect on oneself. He wonders whether the physically impaired have chosen that state. Consequently he cannot rule out who is fit for this impairment.. “We are wasting our indifference, pity or contempt on problem that could visit us any second”(p.17.)

2.3.2 Positive attitudes

A positive attitude is wholesome for a parent and the physically impaired child. The contact with peers, parents and teachers can be painful but meeting such hardships can lead to heroism for parents, the child and teachers. Physically impaired children can be helped if the parents, peers and the teachers meet the challenges they present. This includes every able person in the community.

In some families the physically impaired are given full care. Traits like kindness, honesty, and faithfulness to duty, truthfulness and cheerful perseverance are compensated for lack of full physical ability. The parents and peers lead in example, the physical impaired follow. There is a lot of positive training through consistency from today up to tomorrow. In correcting misbehaviour, the kind firmness of the parent and the teacher is indispensable. The teacher guides and the parents provide the tender love. If the parents expect less than the child is able to do, there will be no learning. Equally the parents who expect too much will be

disappointed. Usually the child reflects the parent's feelings. A positive helpful attitude in working with slow child encourages good results (Theodore. p. 102-103).

The manner of speaking to the physically impaired child matters in some manner because of the respond.

Manner they respond. They co-operate in better ways through requests than commands and appreciation helps the child to feel worthwhile in school and at home. Pointing at something positive overlaps hurts from unkind comments of thoughtless people. The researcher sees these points as strength to the present study. "It is most encouraging to see many people are getting ready to help the disabled" (Kariuki. Wjibu. vol. 4 No July- August. 1989.)

The Kenyan government has done a lot by starting schools and training centres for the physically impaired. However the researcher seeks to explain why many physically impaired children are still in families without care and education.

2.4 THE PHYSICALLY IMPAIRED IN SCHOOL

The child who has been prepared for school has already a set ground for what school can be like. The physically impaired are prepared on the ways of coping in movement and activities in the school. The parents have to instil confidence rather than fear. An opportunity to visit the school or class would arouse the interest and bridge the transition from home to school. The physically impaired child feels a strong sense of security and morale to keep on studying.

A teacher becomes the second adult the impaired child is to relate to. The child starts feeling that "he/she belongs and somebody wants him/her". The teacher is a reference for the child's knowledge and emotional life (Theodore. p. 110.)

A pupil can be considered for individual needs so that progress can grow to greater heights. However, physically impaired are not necessarily more segregated by being placed in a special class. A child who is in a normal group not accepted by peers may feel more isolated

than the one who is placed among the equals in a separate class. As mentioned before, normal inter-pupil sharing in various activities of the school should be encouraged for the educable impaired child. The school promotes "developmental interaction". In the normal situation a child is only capable of doing one thing at a time depending on the stage of development. Unlike mental, physically impaired can achieve concrete achievements. From about 2-7 years formal language is acquired and dependency reduces coming to seven years. At the stage of 10-11 years physically impaired can as well deal with abstractions (Sapir & Wilson. p. 130). In most cases these children tend to be only channelled to some skill, which may not involve a lot of the movement. However, the researcher seeks to evaluate the physically impaired in terms of what any human being can do.

If provided with facilities and opportunities how can they be considered as abnormal? Many impaired children find it hard to live with people who only see them as not normal.

2.5 THE TEACHER OF THE PHYSICALLY IMPAIRED

The most desirable support an adult can give to a physically impaired child is the opportunity of doing something for or with the adult. The teacher as to prepare the child to accept the attitudes of others: peers, parents; the teacher of physically impaired children is not a boss rather a friend.

Some of these children encounter failure and frustrations when their struggle cannot fit in the environment. There are gestures of friendliness, which a teacher should use to penetrate into the life of this young person. They include greetings the child personally, smiling and talking with him/her about things which the child has interests. The teacher must take time to learn to know the child individually and to like the child. It follows noting the pupils who need sympathy, a child who most needs person-to-person relationship showing easily (Theodore. p. 116-117.)

The teacher must be ready to assist both the child and the parent to contain the impairment by accepting and caring for the child. His/her formation of attitudes as a teacher will be selfless and emotionally secure. Personality qualifications are as important in the teacher as in the parents of the physically impaired children. Both the teacher and the pupil's attitudes create a favourable classroom climate. The teacher should not dislike the pupil with difficulties in internalizing skills and integrating knowledge. The attitude of the physically impaired learner on acceptance and rejection by the peers depend much upon the pattern set by the teacher. These children require a qualified residential school for a routine provision, which avails enough practice. It is unfortunate that such schools are not many in Kenya. There is only one school for the physically impaired in Machakos district which has not catered for the increasing number of physically impaired children.

2.6 RIGHTS OF A PHYSICALLY IMPAIRED CHILD

The leading organisation, which has defended the rights of a child, is the United Nations (UN). The physically impaired are human beings and have a right to care and protection. "Children because of their vulnerability need special care and protection"(UN convention on the child, United Nations assembly on 20 November 1989.) On the issue of the impaired children's rights the Africa charter emphasises about the protection of that child. It defines the impaired child in view of hi/her dignity. It seeks to empower the impaired child for self-reliance. Truly such a child has a role to play in the community. Article XIII of the charter puts it that "every child who is mentally or physically disabled shall have the rights to special measures of protection ..." (African charter on the rights and welfare of the child, Wajibu, vol.8.p3. November. 1993.)

2.7 CONCLUSION

In this chapter, the researcher has talked about the some of ailments the physically impaired children undergo in the home, the school and in the community at large. He has also a role to play in helping them by caring and educating them. Therefore these children should be seen as competent beings. They are able to master certain skills, which promote cognitive power and intelligence. The self-esteem and understanding should be nurtured; to promote better interaction with other children, their parents and the teachers.

The physically impaired have to be committed and enjoy their work and learning. Such strategy calls for rearranging children's home and school environment so that they can provide support systems to help the physically impaired cope with diverse experiences and challenges.

CHAPTER THREE

3.0. RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

In focusing on the aim of the research the researcher seeks to take into account the choice of research design. It is going to show how data are being collected by using telephone, and libraries for secondary and primary materials.

It is also attempting to explain why a particular target population was chosen and how the sampling was done to attain desirable research findings.

The research is attempting to investigate the core and education of the physically impaired children in learning institutions. In application the study explore the educational and social problems encountered by these children. It involves the systematic collection and analysis of data about learning and teaching both in the home and school. The researcher's purpose is to give a description, explanation and prediction of the situation of the physically impaired children.

3.2. TARGET POPULATION OF THE RESEARCH

The target population was composed of the teachers, the pupils and the worker in the institution of educating the physically impaired. This institution is in Machakos town(Machakos district). It caters for pupils from different parts of the district. It accommodates 315 pupils of which 160 are physically inpaired.

3.3. SAMPLE OF THE RESEARCH

The sampling was done in the same school but for three parts. The first part comprised of the teaching staff of 31 teachers. The second is composed of both teachers and

subordinate staff' as the parents of the physically impaired. The third group is of thirty physically able children and thirty physically impaired children. The school is mixed (boys and girls) and offers the Kenya Primary school curriculum as well as the special attention given to the physically impaired.

3.4. RESEARCH TOOLS AND SOURCES

The researcher used two forms of sources; the secondary and the primary sources. The primary sources brought the researcher close to the target population in a school institution and the secondary resources where materials from other authors who have written or researched on the area.

3.5. PRIMARY DATA

The researcher used primary ways in collecting primary data. It involved questionnaires, interviews and telephones.

3.6 SECONDARY DATA

The researcher consulted written materials from three different libraries; Tangaza, Catholic University and United Nations.

3.7 RESEARCH QUESTIONNAIRES

Questionnaire processes applied to all three groups in Machakos School of the Physically Disabled. The first questionnaires were meant for the physical impaired children. These questionnaires aimed at getting the feelings and responses from the respondents . The first part of questionnaire was meant for both the normal and impaired pupils from whom responses were to help the researcher to pursue the case study on the care and education given to the physically impaired.

The second part of questionnaire was for the teachers to respond as the members of staff. They were to give information covering the curriculum and their evaluation on the pupils. The third part of questionnaire was for both teachers and subordinate staff. They were responding as parents. The respondents were those who are parents whether they are single parents or couples.

3.8 RESEARCH INTERVIEWS

The researcher used interviews to get the data which come straight from the physically impaired children themselves and their teachers. It also included the subordinate staffs who are married so that they can give their experiences as parents.

The people who were interviewed were those who hold the roles in the school. Among those interviewed were the deputy head of the school. This is a very key person from whom a lot of information concerning administration were obtained. Further information which the deputy head of the school gave was about the involvement of the parents in the care and education of the physically impaired. Other teachers who were interviewed were the discipline master and one class master belonging to the class from which student answered the questionnaire.

The researcher interviewed two physically impaired children(a boy and a girl) and two of their able counterparts. The researcher aimed at getting the detail of students feelings and attitude when they are living together.

The last person to be interviewed was the school nurse who takes care of the sick pupils. This nurse spends full time in the school and her contribution was of great significance in the study of care and education of the physically impaired.

The secondary data were collected from different libraries and institutions. The researcher used books from Tangaza Library, Catholic University of Eastern Africa(CUEA) and United Nations Library.

The researcher also sought for secondary data through consulting books from individual lecturers who have had experience of working with the physically impaired. These books, magazines, documents and video were very helpful because they guided the researcher to make a critique of what other people have researched. They also assisted in making the study academic work worth crediting.

3.9 TELEPHONE

The means of telephone was used by the researcher to get information from the deputy head teacher. It was easier to reach him through telephoning than making many trips to the school. Part of the efforts was to get the process of questionnaire moving smoothly.

CHAPTER FOUR

4.0 DATA ANALYSIS

4.1 INTRODUCTION

The data collected was used in analysis to get the detailed information on the care and education of the physically impaired. The response from students, teachers and workers was good though it took quite some time. Respondents liked talking in interviews and telephone calls, but, as for the part of the pupils there were some of them who needed guidance in answering the questions. This was an area they are not familiar with especially when it comes to saying directly what they feel. The teachers were very co-operative. This also helped in guiding the pupils in understanding the questions so that they can answer what is true to themselves.

4.2. RESEARCH FINDINGS.

4.2.1. TABLE I. RESPONSE FROM STUDENTS.

RESPONSES	FREQUENCY	PERCENTAGE
Loved at home	4	6.8
Like being in school	9	15.6
Teachers talk to me often	7	11.9
Learned to count while at home	1	1.7
Irritated by mockery names	8	13.6
Make their own choice	3	5.7
Play with other physically able-bodied pupils	3	5.1
Like company of physically impaired pupils	6	10.2
Free self expression in public	2	3.4
Talk freely about their impairment	1	1.7
Have good movement facilities	8	13.6
	59	100

Table one shows the response of the physically impaired pupils. The researcher gave out sixty questionnaires and fifty-nine were returned. The table shows that many of the pupils have problems at home 6.8% of those who were are loved at home is very low.

Many pupils who are physically impaired like being at school and enjoy the company of their- able bodied counterparts. This fact shows how that physically impaired children like the social life and education that any child should get. Many of these children get a chance to talk to a teacher often while at school.

Majority of the students indicated that there isn't much education provided at home prior to joining school. The situation at home seems to be unfavourable for them. The problems they have at school show that their formation in social and academic needs have not been met right from their homes. It is quite a few who play with other students and express themselves freely in public. This aspect of social life is very important for the learning and development of the physically impaired children.

Their response showed that they have a positive attitude towards education. Their problems are commonly centred on social life and provision for facilities. It is evident that the school has tried to link the children with their sponsors who have provided funds for their well-being. This fact shows how the teachers are very much concerned with the welfare of the pupils. The responses shows that the physically impaired children like the school environment. In open dialogue, the responses showed that, the school has contributed very much to their moral and academic growth. Mutua, one pupil remarked, " I don't like the closing day because I know I am going to be lonely at home." Many of such children see the school as their home. They like their studies and they admire the lives of their teachers from whom they get the inspiration of being teachers after school. The able-bodied pupils at school helped to push the wheel-chairs of the impaired or assisted them whenever necessary.

4.2.2 TABLE II: RESPONSES FROM TEACHERS.

RESPONSE	FREQUENCY	PERCENTAGE
Like teaching physically impaired pupils	5	22.7
Pupil learn from each other	4	18.2
Ridiculed by able-bodied pupils	3	13.4
Rejection and loneliness of pupils in school	2	9.1
Availability of teachers motivate pupils in learning	8	36.4
	22	100

Table two shows the responses from the teachers. The researcher gave out twenty five questionnaires to teachers and twenty-two were returned. The teacher co-operated despite their busy schedule. A good number of the teachers like teaching children with impairment. Their observation and experiences have shown that some physically impaired pupils face relational problems in the school. This situation is caused by the attitude the other people at home and at school has towards them. Often they are called names, ridiculed or rejected. The teachers said that their availability is a source of motivation for the pupils. The is a teacher in-charge of each class and who makes sure that the pupils problem are amicably solved and their social life is improved. The teacher takes time to talk to pupils to make them feel accepted. It is during this sharing and talking that the teacher gets to know the difficulties the child is encountering. The teacher then provides the necessary remedy or refers the pupil to the administration staff for further assistance.

The teachers emphasised on the advantage of having the physically impaired children with the able-bodied ones studying together. They learn and compete and in the process, the disabled come to know that they are as well academically gifted as the physically fit pupils. In

the long learn the able-bodied pupils are meant to change their attitude and appreciate the impaired students as equally the same as them despite the disabilities.

4.2.3 TABLE III. How teachers eradicate educational and social problems of both physically impaired pupils and able-bodied pupils.

RESPONSES	FREQUENCY	PERCENTAGE
Organising social activities and games	5	22.7
Appreciation promotes pupil's self esteem	8	36.4
Counselling for pupils and their parents	4	18.2
Pupils are talented and perform well in school	5	22.7
	22	100

Teachers solve the problems encountered by the physically disabled in Machakos school of the Disabled. This school is situated next to two schools, which deal with cases of impairment; Machakos school of the deaf and Machakos school of the blind. Teachers organise a day for social activities like music, games and joint academic programmes which involve visitation and joint examination competitions. After the competitions, rewards are given to the best pupils and the winning team. The pupils self esteem is an area of great concern for the teachers. A pupil who has no positive self-image cannot learn. This is why majority of the teachers (36%) value appreciating what the physically impaired children can do. It makes them feel worth and wanted in school.

The teachers also make great efforts to provide counselling for parents and their children. There are four percent of teachers who could only see counselling of parents as the only remedy. Parents are called into the school and asked to take time with their children. These sharing between the parents and children help the children to cope with school

challenges like emotional drain, loneliness and psychological alienation. However, the big percentage of the parents does not co-operate. It is 18% who show interest and concern. Many teachers strongly maintained that the disabled children are talented and perform very well in examinations.

4.2.4 TABLE IV RESPONSE FROM PARENTS (TEACHERS AND WORKERS)

RESPONSES	FREQUENCY	PERCENTAGE
Have physically impaired children	2	7.7
Physically impaired can be educated	6	23.1
Physically impaired children work	3	11.5
Physically impaired children need love and education	8	30.8
Physically impaired children isolated at home	7	26.9
	26	100

The response from parents was given by twenty two teachers and four workers. Among the four workers one is a nurse and two teachers have children with physical impairment. These two teachers were very helpful of this research. Their experience showed that they liked and accepted their children. This table shows that physically impaired children can be educated. However, it is only 11% of the parents who affirm that their children are improving. The teachers also feel that the physically impaired can work better given the opportunity, and the right tools and instructions. Thirty one percent (31%) of the parents felt that the physically impaired children need love, which should start at home and continuing in school environment. They singled out love as a factor, which can help the child to build a positive image of his/herself. The parents also showed the great need of education for these children

with disabilities. The table shows that there is a big percentage of children who are isolated at home. Isolation makes the children develop self-pity and hatred towards themselves and makes them unable to integrate themselves well with the rest of school children or people at home.

4.2.5 TABLE V RESPONSE ON PARENTS INVOLVEMENT IN THE SCHOOL PROGRAMME.

RESPONSES	FREQUENCY	PERCENTAGE
Shame of parents hinders care and education	9	34.6
Not aware of therapy care	5	19.2
Parents visit pupils once per term	4	15.4
Parents don't visit their children in school	8	30.8
	26	100

Table five shows the reality these parents have encountered while helping the physically impaired children. Many parents are ashamed of having physically impaired children. Thirty-five percent (35%) of parents said that many children are hidden in families and are never given access to education. This fact makes these children closed only closed to the family environment. They do not develop socially, intellectually and psychologically. The child needs exposure and experience of life with other children. Nineteen percent (19%) of parents brought up the issue of lack of therapeutic care due to lack of awareness. The children need doctors' attention so the parents that many of them are denied this chance.

4.2.6 INTERVIEWS

The interviews were carried out to investigate further the case study of care and education of these children with disabilities. Interviews provide expressions, which reveal emotions. These emotions are very good in their study because they have something to say about either the negative attitudes or the positive attitude. It is very easy for people to show feelings as they talk than in writing.

Talking to the deputy head teacher was fruitful for the researcher in his attempt of collecting data. This administrator gave a full picture of the situation as pertains the participation of the parents in the care and education of the physically impaired. Well-wishers sponsored many of the pupils, by taking the initiative of paying school fees unlike parents who have behaved as if they have dumped their children. The teacher maintained that placement of physically impaired children in a school should not be used as a way of ignoring the child. However, there are 20% of parents who care but the big number is 80% who only bring the child on the day of opening and pick him/her up on the closing day. Further more there are others who have ignored their roles and they expect the sponsors or sympathisers to take care.

It is important to mention the contribution of two class teachers interviewed. One felt that the problems of physically impaired children begin at home. This point came out again as views on impairment were given. It was also the central point of argument of the administrator. The question of the interview ranged from personal to general views such as;

- Who pays for the cost of care and education of the physically impaired?
- Does lack of care make development of the physically impaired difficult?

The researcher interviewed four pupils; two were physically impaired and two were physically fit. These pupils responded to the following questions.

4.2.7 Questions for the physically impaired children

- Does your impairment prevent you from socialising or learning with other physically fit children.
- Do you appreciate the assistance of other physically impaired children, able-children, parents and teachers.

4.2.8 Questions for the two physically able children

- what is the importance of mixing physically impaired children with the able counterparts.
- What challenges do you face in studying in one class with the physically impaired pupils.

The contributions of the pupils revealed that there is no sound relationship between the two parties. The impaired pupils felt that their identity and performance in school is associated with their impairment. They go through hard time of being called names connected with their impairment. On the other hand the physically able pupils find it hard to cope with the impaired pupils who are sometimes rude to them..

The researcher made telephone calls three times to make appointments and to clear information from the administration offices. Telephone calls were faster and enabled the researcher to reach the busy teachers in the school. One issue, which succeeded through the telephone, was the information about the number of students and teachers in school.

CHAPTER FIVE

5.0 GENERAL CONCLUSION

5.1 EXECUTIVE SUMMARY

There are many issues concerning the education of the physically impaired, which have not been done. The researcher attempting to describe the situation of care and education of the physically impaired has focused on the general evaluation of care and education provided. The areas of concern at present would include; philosophy, psychology, programming and education methodology. The physically impaired children have to learn in view of the above mentioned elements.

It is evident that the present education community views the physically impaired children in terms of skills. There are no many of the physically impaired children who proceed with education after primary level. The important issue is to take into account the whole process of development of these children. However, there are factors to be considered; the level of impairment, family patterns needs and child's esteem. There are resources within reach, which can be used to provide quality education and care. Social programmes, mass media and family units. The family and the school are the first crucial places of formation. It is in these units where the needs of the child count. It is therefore a call for parents, teachers and the society to provide care and education in respect of the existing needs of the child.

5.2 RECOMMENDATIONS

5.2.1 RECOMMENDATION TO TEACHERS.

Physical impairment of a child has a far significance in the present society. Our culture holds of great value education for one to be successful. Thus, the physically impaired child needs education like any other able-bodied child. Teachers should focus at the full development of these vulnerable children. These children build on what they see, hear and perceive thus it is very important for teachers to be available and always positive in approach.

The other areas of concern for teachers is the aspect of socialisation of the physically impaired child with his or her peer group. Play is very important, thus the timetable of school should be planned in focus of children's social life. The school has to be an environment of both creativity and skills and knowledge formation. Physically impaired children are intellectually competent in life and career.

Equally is the need of involving fully involving the parents and any concerned party in the care and education of these children. The physically impaired need quality and loving care at home and in the school so that they can understand themselves in light of ability not disability. The physically impaired child should not be labelled "a problem". The researcher showed that these children have interest in school and in the normal activities of life. Thus, education should help them to live their lives to the fullness of their ability. The researcher has further shown that the interrelationships are very significant and influential. There are strong positive emotions from both physically impaired and their able counterparts as they interact in social activities. It is therefore important for teachers to build their teaching on pupils' abilities to help pupils to teach each other. Such sharing among the pupils will enhance socialisation, learning and development.

5.2.2 RECOMMENDATIONS TO PARENTS

Physically impaired children know that they are limited without the help of others to perform the basic personal duties. It is however difficult for them to be free to express their feeling and needs to parents and the rest of the family members if the environment is not free. They consider their problems as peculiar, a thing which makes them unwilling to share with other people. There is a tension, which the parent should try to reduce right from home. They should help the physically impaired child to accept their situation and to talk freely on their needs. The members of the family should be ready to listen and offer a hand to the impaired children

The parents should take the full responsibility of educating and caring for the physically impaired. The researcher has shown that both parents and physically impaired children have attitudes which hinder care, education and development. In many cases, the child becomes an obsession to the parents who have not discovered the right way of handling him or her. The child only becomes a dependant. There is no free socialisation for both physically impaired and their parents. In many families, the impairment is made a daily area of talk in all spheres of the family. The sisters and the brothers of the physically impaired can cause serious suffering to their impaired sister or brother. The physically impaired children build self-confidence, social and moral values right from the family. These children can be independent in thought and material but the parents should create a free caring environment. In this environment, the physically impaired can do things from their initiative. The development of internal will power will enhance learning at the early stage in life. The parents should avoid referring to physically impaired children as unable to do what other children can do. However, it is of equal importance that the parents should not force or behave like others. He or she is a unique person and has unique personality.

APPENDICES

i) Appendix one

ii). Appendix two.

Identification letter.

Appendix one

i) Research Questionnaire.

Christ the Teacher Institute of Education

TOPIC. A case study of education and care for the physically impaired children at home and at school.

The researcher is a fourth year student at Tangaza College which is a constituent College of The Catholic University of eastern Africa (CUEA). This study is an attempt to understand why the physically impaired children are sidelined from care and education unlike the able-bodied children. Your contribution will help in establishing the basis which will lead to fostering the growth and development of the children. Signing your name is optional. All information you will give will be treated in respect and confidentiality.

GUIDELINES

- a). Please fill in the requested details in the gaps provided
- b). where alternative answers are provided put a tick at your choice.
- c). You can write any additional information at the back page of the questionnaire.
 - 1). Gender male.....female.....
 - ii). Age.....
 - iii). Status: Student.....(class).....teacher.....parent.....
subordinate staff.....

PART ONE; QUESTIONS FOR STUDENTS

In this section, please put a tick at the column under 'yes' or 'no' at the end of the provided statements.

STATEMENTS	YES	NO
1. My parents love me		
2. I am free to ask any guidance		
3. I play with other children		
4. Every teacher praises me		
5. I usually make my own choices		
6. I do study while at home		
7. Physically impaired children should keep off from their abled-bodied counterparts		
8. The school has improved my life		
9. Teachers are significant in my life		
10. I hate names which are connected to my impairment		

11. As physically impaired. I enjoy life at home yes..... no.....

a). if yes why-----

b). if no why-----

12 Physically impaired children encounter difficulties in relating with other people. Which difficult in the list below you encounter most? Tick one.

- a). Prejudices.....
- b). Rejection.....
- c). Isolation.....
- d).Loneliness.....

13. List three things your parents have done without which you couldn't have attended school

- 1.....
- 2.....
- 3.....

14. What do you do when you need assistance from your able-bodied counterparts.

PART II QUESTIONS FOR TEACHERS.

15. Do you like teaching the physically impaired?

- i). If yes why-----
- ii). If no why-----

16. what is the advantage of educating the physically impaired children together with the able-bodied counterparts.-----

17. Mention three challenges faced by the physically impaired children in school learning programmes.

- 1-----
- 2-----
- 3-----

18. why is it important to involve the parents of the physically impaired children in school programmes?-----

19. As a teacher, how do you help the physically impaired pupil to face his/her reality of life and engage in positive self-image.

20. Is it right to compare the physically impaired children with the physically fit children?

If yes why.....

If no why.....

PART III. QUESTIONS FOR PARENTS (TEACHERS AND WORKERS).

21. Do you have a physically impaired daughter or son?.....

22. Physically impaired children can not be educated because of their impairment.

If yes why.....

If no why.....

23. what can the physically impaired children contribute to family life needs and activities.

24. Give three examples of basic needs of the physically impaired children at home.

1.

2.

3.

25. What are the major hindrances in providing care and education for the physically impaired?

26. Mention two problems faced by the physically impaired at home.

27 Should parents visit pupils with disabilities often in school?

i). If yes, why

ii) if no, why.....

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5 February 2001

To Whom It May Concern:

The students whose names appear on the attached Class Roster are all fourth-year full time students in good standing at Christ the Teacher Institute for Education. In May, each of them will be graduating with a B.Sc. in Education. As part of their final semester, they are enrolled in a research seminar in education, during which they are to conduct research and gather informational data regarding various issues in education, leading to the writing of a major paper. Their lecturer is (Sister) Margaret Mary Wanyama, SOM.

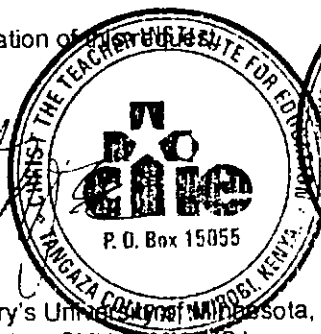
Christ the Teacher Institute for Education is an institute of Saint Mary's University of Minnesota/USA and also an institute of Tangaza College, a constituent college of the Catholic University of Eastern Africa.

In order to accomplish their work, I respectfully request that you allow the particular individual student high-lighted on the attached list the courtesy of having access to your educational institution for the purpose of gathering data, all of which will be shown to and discussed with you.

Thank you for your kind consideration of this request.

Sincerely,

Brother Robert Smith, FSC, PhD
Director, CTIE
Dean, Nairobi Campus, Saint Mary's University of Minnesota, USA
Associate Dean, School of Education, SMU of MN, USA



CHRIST THE TEACHER INSTITUTE FOR EDUCATION

CLASS ROSTER

05-Feb-01

Course ID: CED493 **Teacher:** Sr. Margaret Mary Wanyama, SOM **Time:** Mon. 16:05
Semester: 2001/1 **Description** Seminar: Research Methods **Room:** B-3

<u>STUDENT ID</u>	<u>NAME</u>	<u>INITIAL.</u>
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9713	Kamau, Seraphine Mercy N.	
9715	Kondwani, Rose J.	PS
9716	Macharia, Pauline Nyambura	IBVM
9717	Mafuquene, Lucia	MC
9720	Mbogo, Nazarine Wandia	LSOSF
9723	Muthi, Peter M.	
9726	Njane, Mary W.	LSOSF
9729	Maingi, Mary Nelly	IHM
9733	Tectehaimanot-Beraki	FSC
9734	Teeka, Cecilia Siamanta	
9740	Chuwa, Honorata Stephen	RA
9743	Mutiswa, Alexander	
9804	Henry, Jacintha	MIC
9817	Mpanyula, Jacqueline Sheila	MSOLA
9845	Maitha, Margaret	NSA
9942	Ituuru, Karuu Julius	

Total Records : 18