

Factors affecting performance of learners with Physical Disabilities in Regular Primary Schools in Kiambaa Division in Kiambu County

BY:

KAMAU ANNE NJERI

E35S/09/05930

A Research Project Submitted in partial fulfillment for the award of Bachelor of Education Degree (B.E.D) in the Department of Curriculum and instructions in the school of Education

MOUNT KENYA UNIVERSITY

OCTOBER, 2012

ABSTRACT

The purpose of this study was to analyze the factors that affect academic performance of learners with physical disabilities in regular primary schools. Four research questions were formulated to guide the development of research objectives in the study. The literature review focused on the overview of physical disability, impact of physical disability on academic performance, challenges faced by learners with physical disability, teachers' opinions towards the education of learners with physical disability in regular schools and intervention measures needed to meet the educational needs of the physically handicapped learners. The study employed qualitative and quantitative approach as this would enable the researcher to get rich data needed in explaining the factors. The research adopted a causal relationship design. The target populations were learners with physical disability in Kiambaa Division. The sample of the study included twenty learners with physical disability, twenty teachers and five head teachers in regular primary schools in Kiambaa Division, Kiambu County. Purposive sampling technique was used to select the learners with physical disabilities in regular schools in the division and five headteachers, one in each of the schools. Data collection was done by use of questionnaires and interview guide. Pilot study was done to help establish validity and reliability of the research instruments that were to be used to measure factors affecting performance of learners with physical disability in Kiambaa Division. All spoken data was transcribed prior to being coded. Coding was done basing on the key themes most often addressed by the informants as well as those in the interview guide. Data from the questionnaires was graphically presented. Both types of data were analyzed to yield answers to the research questions. The study established that learners with physical disabilities encountered challenges in their academic work. These challenges included physical and social barriers. Physical barriers included inaccessibility to buildings and main social barrier that emerged was negative attitude by the teachers towards learners with physical disabilities in regular schools. Subsequently it is recommended that there is need to increase the allocation of funds to the education of learners with disabilities, training more teachers in special needs, allocate more time to learners with disabilities during examination, and change of attitude by all towards learners with disabilities.