

**CHALLENGES FACED BY PHYSICALLY HANDICAPPED LEARNERS IN AN  
INCLUSIVE SETTING, A CASE STUDY IN MBEERE- SOUTH SUB-COUNTY, EMBU  
COUNTY, KENYA**

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## **ABSTRACT**

The central problem of this study was the challenges faced by physically handicapped learners in an inclusive setting. This study, sought to find challenges faced by physically handicapped learners in an inclusive setting in Secondary schools in Mbeere sub County, Kenya, with specific focus on public secondary schools in Mbeere south sub County. The specific objectives were assessing the current status of the challenges faced by physically handicapped learners in an inclusive setting in the selected institution, identifying appropriate teaching and learning strategies employed by Physically Handicapped curriculum teachers, investigating the factors that affect effective implementation of the adapted Physically Handicapped curriculum, to investigate how information communication technology influences the implementation of the adapted Physically Handicapped curriculum, and finding out the influence of the government policy on the adapted Physically Handicapped challenges and how it affects its implementation. The study will utilize descriptive research design, employing case study and survey methods.

The target population for this study was teachers of Physically Handicapped and the head teachers of Mbeere South sub county region. The study will utilize questionnaires 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... Quantitative data from the questionnaires were 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 were significant in informing the secondary schools in Kenya, especially the management of schools in Mbeere south sub county, and the Government of Kenya on how to strategize for better implementation of the adapted Physically Handicapped. The findings will also contribute to knowledge on the adapted Physically Handicapped in Kenya. In addition, the major challenges facing the Physically Handicapped students have more to do with the provision of facilities suitable for the physically handicapped learners and also in provision of a more conducive learning environment that encompasses the participation of everyone, including the sub-ordinate staff. Finally, there was limited use of technology in facilitating a conducive learning environment for the physically handicapped learners and also for the challenges faced by physically handicapped students.