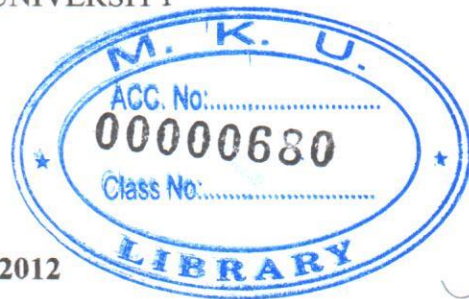


AN INVESTIGATION ON TEACHERS' ATTITUDE IN REGULAR PRIMARY SCHOOLS
TOWARDS THE EDUCATION FOR THE PHYSICALLY CHALLENGED LEARNERS IN
EDUCATION

A CASE STUDY OF
KILIWE ZONE, BANISA DIVISION, KENYA

BY
HARUN MAALIM IBRAHIM
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CHAPTER ONE

1.0 INTRODUCTION

As far as disability is concerned, many people have varied misconceptions towards the physically challenged. As such this research looks at the perception of teachers towards the physically challenged learners in regular primary schools in Kiliwe zone, Banisa Division of Mandera County.

1.1 Background of the study

The concept of disability has undergone significant changes from time immemorial. Today the world perceives the disabled as capable of benefiting from education, vocational training, self-reliance and other societal norms. However, there are still places where the physically challenged learners are perceived as incapable of engaging in meaningful education and gainful employment opportunities.

Environment largely determines the effects of impairment or a disability on the person's daily life. A person is disabled when he or she is denied the opportunities and resources available in the community that are necessary for the fundamental elements of living.

It is clear that learners who are physically challenged in Kiliwe zone have not gained greater acceptance as members of the school community. The school community includes parents, teachers, other learners and school committee. Limited expectations of their ability to benefit from the normal school system are perpetuated by teachers, parents and other learners. The responsibility for coping with their needs are frequently abdicated to someone else, peripatetic teacher or a special school teacher. There are a few trained teachers for special schools. The few trained teachers in special needs education often work in enforced isolation from other teachers