

**FACTORS INFLUENCING IMPLEMENTATION OF PHYSICALLY  
CHALLENGED CURRICULUM IN IGOJI DIVISION,  
IMENTI SOUTH DISTRICT, MERU COUNTY.**

**BY**

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## ABSTRACT

The central problem of this study was the fact physically challenged 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 Physically challenged curriculum in schools in Kenya, with specific focus on schools in Imenti South districts. The specific objectives were assessing the current status of the adapted PC curriculum implementation in School in Imenti south Districts, identifying appropriate teaching and learning strategies employed by PC 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 PC curriculum, and finding out the influence of the government policy on the adapted PC 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 PC curriculum and the head teacher of St Lucy's School in Igoji . A census of all the PC curriculum teachers was carried out. They comprise a total of 20 respondents but 15 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 theoretically using relationships of variables. The findings of this study will be significant in informing the schools in Kenya, especially the management of St Lucy's Secondary and primary for visually impaired and the Government of Kenya on how to strategize for better implementation of the adapted PC curriculum. The findings will also contribute to knowledge on the adapted PC curriculum in Kenya and open up areas for further research. The study concluded that PC 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 PH curriculum. Government policy is need also 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 PC curriculum have more to do with the provision of facilities suitable for the PC 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 PC learners and also for the implementation of the adapted PC curriculum.