

Effect of Teachers' Behavior on Physically Challenged Students in Schools

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ABSTRACT

During the 19th and 20th centuries, disabled students were educated separately from non-disabled students. Today, students all throughout the world benefit from full or partial integration. Kenyan schools that offer partial inclusion allow impaired students to spend the majority of the day in classrooms with non-disabled students. The goal of the study was to determine the impact of teachers' conduct on the integration of physically disabled students in public primary schools in Busia County. Ex-post facto research was used in this study. The survey included almost 14,000 households divided into 600 clusters (436 rural and 164 urban). A total of 200 subjects were chosen, including 155 students, two head teachers, two special-needs teachers, and 41 students with physical limitations. The study used a methodology that included a literature evaluation as well as participatory data collection methods such as Key Informant Interviews (KII) and Focus Group Discussions (FGDs). Data was collected using a total of 22 KIIs and 10 FGDs across the two counties and at the national level. The study findings were presented using descriptive statistics such as frequencies and percentages. The study suggests that teachers' teaching conduct has a significant impact on children with physical disabilities' self-esteem in integrated schools and that insufficient facilities for kids with physical disabilities is a barrier to integration. As a result, the study suggests that suitable physical facilities and support services be provided to facilitate integration. In terms of special education teacher training, the Ministry of Study should encourage all teachers in integrated schools to continue their education in order to improve and update their abilities. As a result, the research recommends that data management for children with disabilities be improved, that legislative, policy, and institutional responses be updated and monitored, that a system of education be devised that is appropriate for children with disabilities be devised, that funding for children with disabilities be increased and structured to be more responsive to their needs be increased, and that the general welfare of people with disabilities be improved.

Keywords: behavior on physically, disable student, teacher effects, challenged students

I. INTRODUCTION

The right to education for all is receiving more attention in wealthy countries, such as the United States. This is a follow-up to the Dakar World Education Forum (2000), where it was declared unequivocally that integrated education is critical to achieving the "Education for All" (EFA) aim. Over the last 50 years, the educational landscape in the United States has changed dramatically. Civic rights and the government's participation in education ushered in a new age of educational integration in the United States. In a mainstream setting, integrated education covers the needs of students who require particular attention (Khudorenko, 2011). Although there are some issues around the subject, incorporating special-needs students into a mainstream classroom has a number of advantages.

According to Jerome (2012), African states were compelled to contextualise the Convention on the Rights of the Child in order for it to represent African perceptions of cultural legacy, historical context, and African civilization's ideals. The adoption of the African Charter on the Rights and Welfare of the Child (ACRWC) by African states was prompted by this ideological and philosophical pretension (Kaime, 2009). The African Charter on the Rights and Welfare of Children was established by the Organization of African Unity (OAU) in 1990. This Charter became effective in 1999. Pkalya, 2010). By May 2013, forty-one of the African Union's fifty-four member states (including Kenya) had ratified the ACRWC (Sakarai, 2010). Article one of the African Charter on the Rights and Welfare of the Child mandates that member states accept the rights, freedoms, and responsibilities enshrined in the document. It also requires states to take the constitutional steps necessary to enact the legislative measures required to give effect to its contents (UNCEF, 2014). Only teachers in educational fora in schools can explain this knowledge of the ACRWC.

According to Rasmussen (2010), the Dakar Framework for Action encourages countries to deliver high-quality primary education and to improve all elements of educational quality. Although there is no universal definition of "quality," most attempts to do so include two core viewpoints. First, cognitive development is a key goal of education, and the quality of education is determined by how well it achieves this goal. Second, education must nurture creative and emotional growth while

also supporting the goals of peace, citizenship, and security, as well as equality and the transmission of global and local cultural values to future generations (Lindsay, 2010). These viewpoints have been incorporated into the educational goals outlined in the Convention on the Rights of the Child, which establishes a concept of respect for children as individuals, recognising that each child is unique in terms of features, interests, talents, and needs (Sakurai, 2010). It establishes a framework of responsibilities for providing education that supports children's optimal development.

The education of disabled children is mostly dependent on philanthropic and external donor funding. With the help of DANIDA, education evaluation resource centres (EARCs) have been built in 72 out of 149 districts to help with the identification, assessment, referrals, and placement of children with disabilities. Unfortunately, these EARCs have not been able to reach children with disabilities and provide them with proper assistance (Shia and Annika, 2011). As a result, many children with impairments in the United States are unable to receive a basic education. This exacerbates their poverty while also perpetuating a vicious cycle of poverty among disabled individuals. The numbers and status of children with disabilities are examined in the parts below, as is the legal and regulatory framework intended to preserve their right to education, as well as common methods for their education and their impact on children with disabilities' education. This contributes to a more thorough picture of the contextual realities that children with disabilities face in Kenya when attempting to access basic education.

The term "those with disabilities" has been given a broad definition that includes physical, intellectual, and sensory impairments, as well as medical problems and mental illness. These circumstances can be either permanent or temporary (EAC Disability Policy, 2013). According to the World Bank, people with disabilities may account for as many as one in every five of the world's impoverished. The World Health Organization (WHO) and the World Bank both estimated in 2011 that people with disabilities made up at least 15% of the global population. This was greater than the United Nations estimate, which put the global population of people with disabilities at roughly 10% of the total population. According to the State of the World's Children 2013 report, 93 million children around the world live with disabilities (UNICEF, 2014). The East African Community (EAC) Secretariat believes that there are at least 18 million disabled people in the region (EAC Disability Policy, 2013), while recognising that this figure could be higher due to conflict-related disability. According to the Secretariat, less than 2% of people with disabilities in Africa receive a primary school education, and there are no significant chances for rehabilitation.

Kenya's government has supported the Education for All agenda, which includes free elementary education, since 2003 (FPE). This has resulted in a significant increase in elementary school enrolment rates. However, while overall enrolment rates may have risen as a result of FPE, the situation for disabled children may not have improved significantly. The majority of Kenyan children with special needs are denied access to education. Non-implementation of current pro-disabilities legislation, poverty, government approaches to education of children with disabilities, long distances to school, parental ignorance, insufficient teacher preparation, and a shortage of assistive technology, such as Braille books, are all factors (William Aseka, 2013). Kenya's official response to the needs of disabled people has been comprehensive. To begin with, all of the above-mentioned international, continental, and regional instruments for the protection of the rights of people with disabilities apply to Kenya because Kenya is a state party to all of them, and Article 2(6) of Kenya's 2010 Constitution states that "any treaty or convention ratified by Kenya shall form part of the law of Kenya under this Constitution." As a result, instruments like the United Nations Convention on the Rights of the Child (CRC) of 1989, the African Charter on the Rights and Welfare of the Child of 1990, and the Millennium Development Goals (MDGs) of 2000, all of which Kenya is a signatory to, are part of Kenya's regulatory response to special groups' rights. Kenya also took part in and supported the discussions at the 1990 Jomtien World Conference on EFA and the 2000 World Education Forum (Dakar, Senegal). The importance of ECD programmes in boosting children's holistic development was highlighted at the Jomtien and Dakar conferences.

The Kenya constitution of 2010 provides a comprehensive framework for the development of the rights of children with disabilities within the country's legislative and constitutional setting. For example, it expressly forbids discrimination based on health condition or disability (article 27) and requires the state to respect citizens' social and economic rights (article 43). More crucially, everyone with a disability is entitled to the following:

- a. To be treated with dignity and respect, as well as to be addressed and referred to in a dignified and respectful manner;
- b. Access to educational institutions and facilities for disabled people that are incorporated into society to the extent that it is compatible with the person's interests;
- c. Reasonable access to all venues, public transportation, and information;
- d. Use sign language, Braille, or other appropriate communication methods; and
- e. Use materials and devices to get around the limitations imposed by the person's impairment.

Furthermore, the Kenyan government is required to ensure the progressive application of the idea that at least 5% of the public in elected and appointive bodies are disabled people.

II. RESEARCH METHODOLOGY

This study's approach included a literature evaluation as well as participatory data collection methods such as Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). The counties of Busia were the focus of the research. Because it lacks a national office for children with disabilities, the county was purposefully sampled. Teso, Samia, Busia Town, and Butula were the four constituencies in Busia County that were sampled. Respondents were divided into two categories: national and county respondents. The researchers conducted 22 KIIs and 10 focus groups. Purposefully sampled national level respondents were reached through KIIs. FGDs were conducted on three purposively sampled groups in each county. In each county, at least one focus group was held with parents/guardians of disabled children, disabled children, and a mix of CBOs working in the education sector, bringing the total number of focus groups to six, with three in each county. Each focus group included a minimum of 7 and a maximum of 12 participants. They included one official from the Ministry of Education, one official from the Treasury, one official from the Kenya Institute of Special Education (KISE), one official from donor agencies that support education (DFID and other agencies supporting education), and two officials from at least two institutions of people with disabilities (such as Kenya Association of the Blind and Kenya Association of Disabled People, among others), bringing the total number of national level respondents to r. For data collection, there were three basic tools. Focus Group Discussion Guides, Key Informant Interview Guides, and Literature Review Guides were among them. The FGD and KII guides were pre-tested before being used in the field to ensure that they were well-designed for data collection once the procedure got underway. A major component of the data collection tools was a literature review. It aided in the gathering of quantitative data as well as secondary data that supplemented field findings. The national budgets for financial years 2009 to 2013, the inaugural Busia county government budget, the National Policy on Disabled Persons, and education sector policies on the provision and status of education in Kenya since 2009, and other documents indicating legislative, institutional, and policy responses to needs arising from the education sector since 2009 were among the documents reviewed. An attempt was also made to do a comparative analysis with non-state actor participants in order to incorporate best practises from around the world. International agencies such as UNICEF, UNESCO, and other global education sector bodies offered useful data in this area. Several conclusions can be drawn based on the information gathered from both literature review and field data collecting. For starters, people with disabilities make up a sizable portion of not only Kenya's but also the world's population, necessitating due attention. However, there is insufficient data to aid in the planning of responses to their unique needs. Despite the fact that the KNSPWD conducted the first ever and thorough survey of PWDs in 2008, it was not followed up on. As a result, there are no current, credible statistics on PWDs. Without this information, it will be difficult to plan and respond appropriately to their requirements.

III. DISCUSSION FINDINGS

The study also discovered that the teacher's behaviour has an impact on the integration of physically disabled students in public primary schools in Busia County. The focus of this study was on teachers' class assistance, guidance, discrimination, and commitment to children with physical disabilities in public primary schools in Busia County. The study enlisted 50 disabled students to participate by rating their teacher's influence on the integration of physically disabled students into public primary schools in Busia County. As seen in Table 1, the results were as follows:

Table 1: Teacher's Behavior Influence on Integration of Pupils with Physical Disabilities in Public Primary Schools in Busia County.

Statement	Frequency	Percentage
Help offered by teachers to do homework	15	30
Guidance offered by teachers	10	20
Discrimination by teachers in class	5	10
Teachers commitment to their work	20	40
Total	50	100

Table 1 shows that 30% (15) of disabled students said their teachers helped them with class homework, and 40% said their teachers were very committed to their work. Pupils with disabilities who agreed that their teachers offered them guidance accounted for 20% (10) of the total, while 10% (5) said that some of their teachers discriminated against them in class. Discrimination is also displayed by parents, who take a long time to accept the circumstances until the child's progress becomes stagnant. Discrimination like this is both humiliating and demeaning (Wilkins, 2004) Disabled people are glanced over as if they can't hear the negative inflections in the voices, which address someone else as if they can't understand or respond quickly, or see the disapproving glances. Pupils with disabilities would prefer to be seen as humans who face problems rather than as some sort of human flaw. Disabled students are not ashamed of their disabilities and do not want to be looked down upon.

According to the findings of the study, there are several institutions in Busia County that cater to the requirements of disabled children. According to respondents, most of the institutions in Busia provide for children with disabilities from neighbouring Kenyan counties. These are some of the institutions:

1. St. Catherine Primary and Technical/Vocational Institute for the Mentally Handicapped
2. Odiado Rehabilitation Centre
3. Apegei Special School
4. EkirapaChakol Special Unit for the Mentally Challenged
5. Bumbe Physically Handicapped Children's School
6. Apokor Special School for Physically Handicapped Children:
7. Kakapel Special Unit for the Mentally Challenged
8. Kisoko Special Unit for the Mentally Challenged (Kisoko Special Unit for the Mentally Challenged)
9. NanginaSpecial Unit for the Mentally Challenged (Nangina Special Unit for the Mentally Challenged)

On the other hand, the National Council for Persons with Disabilities noted that learning facilities for impaired children were underfunded across the country. According to the majority of respondents, Busia County's educational institutions are not fully able to meet all of CWDs' needs.

CWDs held their classes under trees in the Kakapel Special Unit for the Mentally Challenged in Busia County, whereas able-bodied pupils on the same campus were in well-built classrooms. Ekirapa High School for the Deaf was converted from a school for the deaf to a school for able-bodied pupils. On the other hand, St. Catherine Primary and Technical/Vocational Institute for the Mentally Handicapped in Butula district had a national focus and accepted pupils from all across the country.

The government has put in place many measures to ensure that CWDs have access to education at both the national and county levels, according to respondents. establishment of assessment centres for disabled children for the purposes of disability assessment and school placement; establishment of various types of special education institutions across the country; hiring and paying specialised teaching staff through the Teachers' Service Commission (TSC) and subordinate staff in the institutions such as house mothers and cooks; and providing aid information on funding to specialised institutions for the purposes of purchasing

The NCPWD cited various laws, such as the Persons with Disabilities Act of 2004, the Kenyan Constitution of 2010, and the Convention on the Rights of Persons with Disabilities, as well as education support programmes, as evidence of the national government's commitment to the education of disabled children. However, interviewees said that county governments have yet to develop an organised approach to investing in special education for children with disabilities. Nonetheless, there are attempts underway to bring stakeholders together to develop CWD education programmes at the county level.

According to respondents, the impaired learning institutes in the two counties are staffed with qualified teachers who specialise in various types of disability. The teachers have certifications from the Kenya Institute of Special Education (KISE) and universities in a variety of special education courses. According to the report (TSC), the Teachers' Service Commission employs the majority of the teachers. On average, nearly half of the professors in these institutions are specialised, despite the fact that their numbers are insufficient to handle the growing number of CWDs who are seeking education.

IV. CONCLUSION

People with disabilities make up a large portion of the Kenyan population, as well as the global population, and hence require special attention. However, there is insufficient data to aid in the planning of responses to their unique needs. Despite the fact that the KNPWD conducted the first ever and thorough survey of PWDs in 2008, it was not followed up on. As a result, there are no current, credible statistics on PWDs. Without this information, it will be difficult to plan and respond appropriately to their requirements. Information about CWDs dropping out of school and the causes of this is primarily dependent on guesswork. A similar insufficiency exists when it comes to the quantity of teachers available to teach CWDs. As

a result, the study suggests that teachers are professionally equipped to deal with physically disabled students. However, the study discovered that specially educated teachers are unable to satisfy the particular needs of students with physical limitations.

RECOMMENDATIONS

- Pay special attention to physical and mental disabilities, which are the most prevalent in the United States.
- Provide appropriate school support for CWDs, such as ICT, assistive devices such as Braille, hearing aids, and wheelchairs, among other things.
- Build the necessary infrastructure, expand and make rehabilitative services more affordable; and
- Expand teacher education beyond a diploma and provide refresher courses for them.

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