

Based factors influencing implementation of physically handicapped curriculum in Joytown institute, Thika municipality, Kiambu county

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Abstract:

The central problem of this study was the fact that physically handicapped (PH) 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 PH curriculum in primary schools in Kenya, with specific focus on Joytown Institution in Thika Municipality. The specific objectives were assessing the current status of the adapted PH curriculum implementation in Joytown Institution, identifying appropriate teaching and learning strategies employed by PH 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 PH curriculum, and finding out the .. influence of the government policy on the adapted PH 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 PH curriculum and the head teacher of Joytown Institution in Thika Municipality. A census of all the PH curriculum teachers was carried out. They comprise a total of 27 respondents but 19 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 thematically using relationships of variables. The findings of this study will be significant in informing the primary schools in Kenya, especially the management of Joytown Institution, and the Government of Kenya on how to strategize for better implementation of the adapted PH curriculum. The findings will also contribute to knowledge on the adapted PH curriculum in Kenya. The study concluded that PH 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 to implement the PH curriculum. In addition, the major challenges facing the implementation of the adapted PH curriculum have more to do with the provision of facilities suitable for the PH 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 PH learners and also for the implementation of the adapted PH curriculum.