

being a challenge to special schools in meeting the needs of people with physical and motor impairments. Some of these challenges special schools are facing are as a result of lack of equipment within the school premises.

3. Methodology

The study employed the descriptive study design. This study design allowed the researchers to simply explore with intense accuracy the challenges faced by special schools in the provision of education to learners with physical and motor impairments. This is supported by Creswell (2002) who pointed out that a descriptive survey gathers data at a particular point in time with the intention of describing the nature of existing conditions. It gave room for testing options of a large group of people (educators and parents) through sampling. The survey enabled the researchers to measure many variables as stated in research questions. The population of the study was all the teachers of learners with physical and motor impairments at three special schools in Harare, Zimbabwe. Non probability sampling methods (purposive and convenient) were used to come up with a representative sample of 30 teachers. The questionnaire was the primary tool used to collect data while observation was used as a secondary data collection tool.

4. Results and Discussion

4.1 Demographic Data of Respondents

Table 4.1 Distribution by Sex

Sex	Frequency	Percentage (%)
Male	2	6.7
Female	28	93.3

Table 4.2

Qualifications	Frequency	Percentage (%)
C.E.	1	3
Diploma in Education	16	53
Bachelor of Education	3	10
Bachelor's Degree in Special Education	6	20
Masters in Special Education	4	13

The results above show that the respondents were highly qualified teachers with others having attained higher degrees I education and special education.

4.2 Thematic Data

Table 4.3 Support services available in schools for learners with physical and motor impairments

	Services	Frequency	Percentage (%)
1.	Education	30	100
2.	Sporting Activities	20	67
3.	Music	10	33
4.	Art and Craft	15	50
5.	Practical Subjects e.g. gardening, poultry, cookery, sewing	10	33
6.	Physiotherapy e.g. exercises and speech	10	33
7.	Food	30	100
8.	Counselling	10	33

N=30

The results show that there are variations in the schools on the type of support services that are available. A further analysis of the responses shows that physiotherapy and speech therapy, counseling and music were only offered in one school.

Table 4.4 Organisations offering support services to special schools (Charity)
N=30

	Organisations	Frequency	Percentage (%)
1.	Unicef	3	10
2.	Beam	3	10
3.	Capenum Trust	1	6
4.	St Giles Rehab	1	6
5.	Lilliana	1	6
6.	Mimosa Mining Company	1	6
7.	Pamer	1	6
8.	National Foods	1	6
9.	Goldmine	1	6
10.	Lotto (President's Fund)	1	6
11.	Harare Hospital C.R.U.	2	11
12.	Zimra	1	6
13.	Bakers Inn	1	6
14.	Total Nashua	1	6
15.	Mega Pack	1	6
16.	Christian, Community Partnership Trust	3	10
17.	Econet	1	6
18.	Potraz	1	6
19.	Red Cross	2	11
20.	Wilson Transport	1	6
21.	Telecel	2	6

The above companies were mentioned by teachers as contributors of support services in their schools. A total of about 21 companies were helping the schools in Harare.

4.4 Provision of equipment by schools.

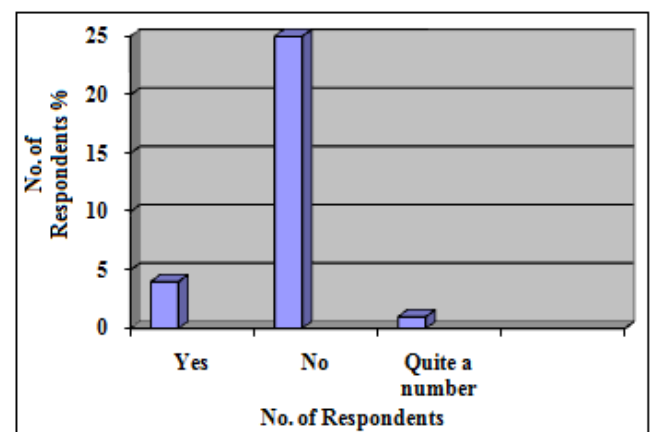


Figure 4.1: Equipment Provision, N=30

In response to the above question, most teachers felt that there was not enough equipment in the school and a few agreed that there was enough equipment.

4.6 Availability of members of the multidisciplinary team

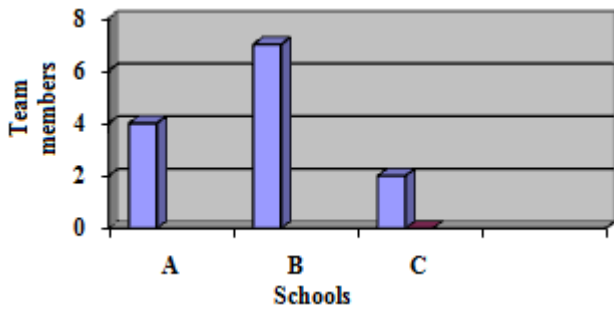


Figure 1.2

Key

A Occupational Therapists, Physiotherapists, Parents, Psychologists

B Physician, Physiotherapists, Occupational therapists, Parents; Psychologists, Speech therapists, Counsellor.

C Psychologists, Parents

The school with the highest number of team members had seven members while the school with the least number had two.

4.3 Discussion

While the schools are by all means trying to meet the needs of people with physical and motor impairments, they are meeting these needs to a certain extent. This is because the schools are not well equipped as pointed out by Phiri (2006) in the Zimbabwe progressive report. In his observations, Phiri noted negative attitudes by personnel (teachers) as well as lack of knowledge and skills by staff and consequent uncertainty about how to deal with learners with disabilities. According to Phiri, this is a result of teachers who have not gone through special needs education hence they lack knowledge on how to handle children with physical and motor impairments. These are supposed to be shown positive attitudes portrayed through patience, showing love and willing to assist whenever a problem resulting from their disability occurs. Through showing positive attitudes, a favourable learning experience and teaching experience is created as Talmor (2007).

Lack of facilities and resources is yet another challenge affecting special schools as shown through the results. This scenario has not only been discovered in Zimbabwe but in other studies that have been carried out in developing countries such as Namibia in a study done by Mowes and Enge/brecht (2004), in Lesotho by Johnstone (2007) while in South Africa by Eloff and Kgwete (2004). In dealing with physical and motor impairments we find that these may come in different natures such as cerebral palsy, spinal bifida, osteogenesis imperfect, muscular dystrophy just to mention some and all these require different assistive devices. Some of these may combine hearing, some may also affect sight. The above physical and motor impairments may require assistive devices such as curb, cuts, canes, crutches, walkers, wheelchairs, scooters, leg and trunk braces and leg prostheses. If these assistive devices are found in special schools as observed, its either they are few and do not cater for all learners within the school or else

they are worn out. Eleweke's (2001) argued that expenditure on special needs is given little priority in many developing countries and this is supported by Mushoriwa (2002) in his observation.

Classroom assistants also play a vital role in assisting learners with physical and motor impairments. Some of these children have loose bowels which need frequent visit to the toilet. These classroom assistants are lacking in special schools as observed in this study. The observation is in line with that made by Polf (2011). This study concluded that Zimbabwean special schools are not well equipped to cater for all the needs of learners with physical and motor impairments since they face challenges such as poor funding, lack of professionals, and unavailability of appropriate assistive devices. This is despite the assistance rendered by the corporate sector as the help is intermittent in most cases.

5. Recommendations

- The government should set aside a special budget which caters for special schools needs.
- Working conditions and salaries for teachers and other teachers in special schools should be revised to motivate the teachers as there is a challenge to work in these schools.
- There is need to offer more transport solutions for the mobility of learners with physical and motor disabilities.

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