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Original Article

Influence of Self-Image on Learning Efficacy among the Learners with Physical Impairments in Public Regular Primary Schools in Kitui County

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Learners with physical impairments have a right to quality education within regular schools. However, learning efficacy among learners with physical impairments in regular public schools has been on a downward trajectory. Therefore, the objective of this study was to find out how self-image affected learning efficacy among learners with physical impairments in regular public primary schools in Kitui County. Correlational and phenomenological research designs were triangulated to give a unified perspective of the study. A mixed research methodology whereby quantitative and qualitative data were concurrently collected was applied. The target population was 89,745 participants, which included 56,875 learners, 2,607 teachers, 30,221 parents and guardians and 42 curriculum support officers. Purposive sampling techniques were used in identifying the sample of the study. The sample size was 265 respondents comprising 162 teachers, 51 learners with physical impairments, 47 parents of the learners with physical impairments and 5 Special Needs Curriculum Support Officers. Data collection tools were questionnaires, an interview schedule, observation checklists and a focused group discussion guide. Quantitative data were computed with the aid of Statistical Package for Social Sciences version 25, and results were analysed through descriptive methods and inferential statistics. Qualitative data was analysed thematically and presented in narrative form. From the findings, the researcher established that there was a significant relationship between self-image and learning efficacy among learners with physical impairments in regular schools. Poor self-image among the learners with physical impairments triggered by negative attitudes and stereotypes from the school community were impediments to the learning efficacy among the learners with physical impairments. The study recommended educational psychologists, special needs curriculum support officers and teachers to spearhead psychological makeups among the learners with physical impairments to appreciate themselves and improve their learning efficacy.

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INTRODUCTION

Across the world, all school-going children have a right to basic education. This is in accordance with the Universal Declaration of Human Rights (UNESCO, 1948), which underscored basic education as a fundamental human right. The Salamanca Conference on Special Needs Education affirmed that children with impairments have a right to education within regular schools without any form of discrimination (UNESCO, 1994). However, this has not been achieved as envisaged by conventions. According to the United Nations General Assembly, after 15 years (2000-2015) of global strategy to promote Education for All, an evaluation report by the end of the period indicated that little achievement had been realized, especially regarding the education of the learners with impairments (UNGA, 2015). The report revealed that negative attitudes, stereotypes, and stigmatization against the learners with impairments by the members of the school community continued to prevail, albeit great advocacy and various legal frameworks put in place to support their education within regular schools. This resulted in low learning efficacy and high wastage rates among learners with impairments in regular public schools in most developing countries across the world. For instance, in Nigeria, according to Adeniyi et al. (2019), the level of educational success among learners with physical impairments was dismal. In Eastern Africa, Uganda was the first country to embrace inclusive education ideologies in public schools' way back in the 1990s. However, according to Njuki and Oganda (2010), uptake and level of learning efficacy among the learners with physical impairments in regular schools was

relatively low, a problem closely associated with poor self-image as well as lack of social and psychological support from the school community. In Kenya, The Sector Policy for Learners and Trainees with Disabilities reported declined performance among learners with physical impairments in regular public primary schools (Republic of Kenya, 2018). According to the report, the problem was exacerbated by poor self-image and low self-esteem among learners the learners with physical impairments, thus resulting in low learning efficacy. The objective of this study was therefore to find out influence of self-image on learning efficacy among the learners with physical impairments in public regular primary schools in Kitui county.

LITERATURE REVIEW

Atwater (1994) asserted that self-image influences the ideal self, "the self I would like to be", and my social self; "the way I feel others see me". Therefore, self-image is a significant attribution in individuals' development since they compare and judge themselves by how well they measure up to social standards and mental performances. According to Bandura (1993), learners with positive self-image believe in their social and mental abilities. They portray high levels of self-efficacy and interpersonal relationships. According to Erikson (1950), one's self-image is greatly influenced by the way an individual is treated by caretakers. Rogers (1971) argues that an individual has a need for positive regard, which involves accepting and valuing others regardless of their characteristics. Santrock (2012) observed that learners who were appreciated by their parents, teachers, and peers usually developed positive self-images and high

learning efficacy. Therefore, self-image influences both psychological and social development in an individual. Bandura (1997) observed that learners with positive self-image were resilient and highly motivated when undertaking learning tasks. According to an excerpt by Akinyi et al. (2015), learners with physical impairments who believed or felt that they were appreciated by their teachers and peers developed a propensity to undertake difficult learning tasks to a conclusion.

Shunk (2008) averred that although self-image is an individual attribute, it is highly influenced by the self-perceptions we acquire as we grow up. Roger (1980), on the other hand, argued that it was the “perceived reality” rather than the absolute reality that was the basis of the behaviour of an individual. Therefore, individuals form opinions about themselves based on the treatment accorded to them by significant others. Importantly, learners with physical impairments compare their real and ideal selves and judge themselves by how well they measure up to their expectations and to the expectations of significant others (Atwater, 1994). A study by Buchner (2020) asserts that although learners with physical impairments may have body deformities, appreciation by their parents, teachers and peers can contribute to positive self-image and high learning efficacy. Similarly, the probability is high that learners with physical impairments who are disgraced by their teachers, parents or peers would develop poor self-image and low learning efficacy.

According to Langlois (1985), physical attractiveness is a valued attribute in all societies. Self-image influences other personality attributes and traits, such as behaviour and interpersonal relationships. Langlois (1985) asserts that beautiful or handsome persons are generally accepted and respected by most members of society. For instance, some of the great world leaders, such as Martin Luther Junior of the United States of America and Mahatma Gandhi of India, enjoyed great mass support courtesy of their charisma. Shunk (1989) established that physical attractiveness was also associated with several

advantages in society. Beautiful or handsome people were perceived to be more social and more talented than those who were ugly or disabled. They were associated with success, honesty and humbleness, while less attractive people were associated with failures, dishonesty and arrogance. Therefore, any person who falls short of this quality is perceived to be different and is also treated differently by other members of society.

Rogers (1971) asserted that our self-image is not determined by the body's outlook but rather is influenced by the level of acceptance by the immediate associates. A few words of encouragement from the teachers can work magic on a child's self-image and learning efficacy. Studies by Agbenyega (2007) in Ghana and Moyi (2010) in Malawi both asserted that children with physical impairments who were valued by their teachers, parents and peers were able to meet their educational aspirations within regular schools. According to Hamachek (1995), low self-esteem learners do not necessarily see themselves as worthless or ugly, but they do lack people who can appreciate them and comment on good things about them. According to Kiarie (2014), learners who are not appreciated by their teachers and peers imagine themselves as born losers, washouts and unworthy members of society, while those who are appreciated develop high self-esteem.

Atwater (1994) argues that some self-images arise from the experience of our own bodies. Persons with physical impairments may fall victim to condemnation because of their physical appearance rather than mental disabilities. Indeed, a study by Barbareschi et al. (2021) established that most learners with physical disabilities were associated with failures, dishonesty and arrogance by most members of the school community. They were judged on the basis of their physical appearances as opposed to their abilities and capabilities by members of the school community. They were labelled as stupid and underachievers by most teachers. Therefore, learners with physical disabilities are less likely to be accepted

by their teachers, peers and parents due to their physical appearance. This results in the development of poor self-image and low learning efficacy, as well as sociopathic and psychopathic problems among them.

Most of the studies observed that learners with physical impairments had poor self-image which negatively affected their learning efficacy. However, the researcher ascertained that most learners with physical impairments had low learning efficacy not because of their self-image or body deformities but because of the aversive treatments received from the members of the school community. Most members of society capitalize on organ deficits in persons with physical disabilities rather than optimizing their abilities, thus failing to offer much-needed psychological and social support. Teachers and parents are better placed to prevent negative consequences faced by learners with physical impairments in society. This could be achieved by taking proactive measures to sensitize the school community to the fact that physical disability does not necessarily take away learning abilities or individual value. On the other hand, learners with physical impairments should be encouraged to appreciate themselves despite their body deficits. This will facilitate appropriate conditions for developing an ideal self and real self. A learner who is aware of the two “selves” in him or her develops an internal locus of control and high self-efficacy, thus undertaking and completing learning tasks given by his or her teachers.

METHODOLOGY

A mixed methodology research approach where both qualitative and quantitative data were collected concurrently was used in the study. This strategy ensured that the data obtained from each approach was used to complement one another. This gave the research more value in terms of relevance, dependability, validity and reliability.

The researcher adopted correlational and phenomenological research designs in the study. A correlational design was used to analyse quantitative data while a phenomenological

design was used to analyse qualitative data. Quantitative data were computed with the aid of Statistical Package for Social Sciences version 25, and results were analysed through descriptive methods and inferential statistics. Qualitative data was analysed thematically and presented in narrative form. The data collected from both designs were blended to give a common interpretation of the study.

Kitui county had 15 sub-counties with 1050 regular public primary schools and an enrollment of 183,750 pupils. A total of 325 public regular primary schools from five sub-counties in the county were targeted for the study. The target population in those schools was 89,747 participants. Among them, the number of learners targeted was 56,875 while the number of teachers was 2,605. The number of parents/guardians targeted for the study was 30,221. The number of curriculum support officers targeted for the study was 42 from the county. (EARC, 2018). A total of 265 participants from 17 regular primary schools that had enrolled learners with physical impairments and five sub-counties that had special needs curriculum officers (CSO-SNE) were sampled for the study. The composition of participants entailed 162 teachers, 51 learners with physical impairments 47 parents/guardians of learners with physical impairments and 5 CSO-SNE.

Both interactive and non-interactive methods were used in data collection. In interactive inquiry, the researcher engaged respondents face-to-face through interviews and Focused Group Discussions. In a non-interactive method, self-administered questionnaires and observation checklists were dispersed to the concerned participants by the researcher and research assistant to provide the required data.

The validity of questionnaires was established through expert judgement by the supervisors and research specialists. Interview schedules and observation checklists were validated by comparing them to similar measures whereby a reliability coefficient of 0.654 was achieved. The reliability of questionnaires was assessed through

split-half whereby a reliability coefficient of 0.753 based on Pearson’s correlation coefficients was obtained. Since the reliability of both tools were above 0.5, they were deemed to be appropriate to use the tools. Dependability and credibility of the qualitative data were achieved by controlling extraneous variables and by ensuring pilot sub-counties were not used in the final study.

FINDINGS

Response Rate

The researcher targeted 265 participants, out of whom 231 responded, representing 87.16%. The

number of parents and guardians targeted for focussed group discussions was 47, and 38 of them turned up for the study. The number of CSO-SNE expected to be interviewed were 5, and all of them responded. The number of questionnaires distributed to teachers was 162, out of which 140 were returned. The number of questionnaires which were distributed to the learners with physical impairments was 51 and 48 of them were returned. *Table 1* shows the return rates of questionnaires distributed to teachers and learners with physical impairments.

Table 1: Questionnaires return rates

Tools	Number Issued (N)	Number Returned (n)	Response rate (%)
Teachers Questionnaires	162	140	86.42
LPI Questionnaires	51	48	78.43
Total	213	188	84.51

Source: Researcher (2019)

Demographic Data Analysis

The demographic information covered the number of sub-counties and schools involved in the study, as well as parents and teachers who participated in the study. Biodata of the learners with physical impairments in terms of their gender was also analysed. School attendance and academic performance among the learners with physical impairments were also factored in. The learning status of the learners with physical impairments in terms of whether they completed or dropped out of school was also part of the background information. The purpose of

demographic data was to make some inferences and deductions during data interpretation.

Number of Schools and Teachers that Participated in the Study Per Sub-County

Five sub-counties with 325 regular primary schools were selected for the study. However, the number of schools which had enrolled learners with physical impairments was only 17. *Table 2* shows the five sub-counties involved in the study as well as the distribution of schools which had enrolled learners with physical impairments and the number of teachers in those schools.

Table 2: Distribution of schools, learners with physical impairments (LPI) and teachers per sub-county

Sub-County	Regular Schools	Schools with LPIs	Teachers participated in the study	%t
Kitui West	70	5	34	24.2
Kitui Central	75	4	33	23.6
Mutomo	67	3	27	19.4
Mwingi Central	71	2	18	12.8
Matinyani	42	3	28	20.0
Total	325	17	140	100.0

Source: Research data 2019

Seventeen out of 325 public regular primary schools that had enrolled learners with physical impairments were selected for the study. In reference to the number of teachers who took part

in this study, 24.2% of the respondents were from Kitui West sub-county and 23.6% from Kitui Central sub-county. The percentages of respondents from Mutomo and Mwingi central

sub-counties were 19.4% and 12.8% respectively. The remaining 20% of respondents were from Matinyani sub-county. The data showed that only 17 (5.23%) of regular primary schools from the five sub-counties had enrolled learners with physical impairments. This was a clear indicator that most regular schools in Kitui County had not embraced learners with physical impairments. This was supported by Aley (2016) and Mwangi (2014), who averred that most regular schools do not admit learners with physical impairments due to social, cultural and institutional impediments. The researcher concurs with both studies that most teachers do not accommodate learners with physical impairments because they view them as underachievers and disgrace to their institutions.

Influence of Self-Image on Learning Efficacy Learners with Physical Impairments

Although the main respondents were learners with physical impairments, the researcher also obtained data from teachers, parents and CSO-SNE. This helped complement data obtained from the learners with physical impairments as well as make relevant generalizations.

Learners with Physical Impairments Responses on Self-Image and Learning Efficacy

Table 3 summarizes learners’ responses to self-image and its influence on their learning efficacy.

Table 3: Learners with physical impairments responses on self-image and learning efficacy

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
I have low self-worth	10	25.0	12	30.0	4	10.0	4	10.0	9	22.5
I have a low self-concept.	11	27.5	11	27.5	5	12.5	7	17.5	7	17.5
I have low self-esteem.	12	30.0	13	32.5	3	7.5	6	15.0	6	15.0
I have low self-confidence	12	30.0	10	25.0	3	7.5	7	17.5	8	20.0
I have no self-control.	10	25.0	13	32.5	4	10.0	3	7.5	10	25.0
I have low self-efficacy	9	22.5	10	25.0	4	10.0	7	17.5	8	20.0

Source: Research data 2019

Cumulatively, nearly half (55%) of the learners with physical impairments conceded that they had low self-worth, while (32.5%) disagreed. On whether learners with physical impairments believed they had low self-concept, more than half (55%) of them agreed with the statement, while slightly over a third (35%) of them disagreed. With reference to whether respondents suffered from low self-esteem, 30% strongly agreed, and 32.5% agreed with the statement. Cumulatively, 30% of the respondents disagreed with the statement. Only 7.5% of the respondents were undecided.

To establish the level of self-confidence among the learners with physical impairments, over half (55%) of the respondents agreed that they were aware that their self-confidence was low. Only 27.5% of them disagreed that they had low self-confidence. Nearly two-thirds (57.5%) of the learners with physical impairments agreed that they had no self-control, while 32.5% of the

learners disagreed with the statement. Only 10% of respondents were elusive. Almost half (47.5%) of the respondents agreed that they had low self-efficacy, while a third (37.5%) of the respondents disagreed.

Based on the above findings, the researcher concluded that most learners with physical impairments had poor self-image, which, in turn, negatively affected their learning efficacy. Both Erikson (1950) and Bandura (1993) established a relationship between self-image and learning efficacy. Learners with negative self-image had low self-esteem and self-efficacy, as well as learning efficacy.

The researcher established that most learners with physical impairments had a poor self-image and low learning efficacy because of aversive treatment encountered by the members of the school community. The research findings were in tandem with study findings by Barbareschi et al.

(2021), who reported that most learners with physical impairments in Kenyan regular schools experienced poor self-image due to discrimination and stigmatization from their peers and teachers. A study by Njuki and Oganda (2010) acknowledged that most learners with physical challenges had poor self-image and low learning efficacy due to stigmatization by their peers and teachers. According to Atwater (1994), individuals with poor self-image suffer from psychological and social maladies. The study asserted that learners with poor self-image develop self-helplessness behaviour, which is manifested by low learning efficacy.

Relationship between Learner's Self-Image and Learning Efficacy

The study tested a null hypothesis, which stated, "there is no significant relationship between learner's self-image and level of learning efficacy among learners with physical impairments". Correlation analysis was used in testing this hypothesis. Self-image was measured on a 5-point Likert scale generated from the statements measuring levels of self-image, while learning efficacy was measured using results generated by the self-efficacy tool. *Table 4* shows a correlation coefficient matrix of self-image and learning efficacy.

Table 4: Pearson correlation on self-image and learning efficacy among learners with physical impairments

Variables	Statistics	Self- image	Learning efficacy
Self-image	Pearson Correlation	1	.757(**)
	Sig. (2-tailed)	.	.000
	N	40	40
Learning efficacy	Pearson Correlation	.757(**)	1
	Sig. (2-tailed)	.000	.
	N	40	40

** Correlation is significant at the 0.01 level (2-tailed).

Source: Study data 2019

As reflected in *Table 4*, there was a positive and significant relationship between self-image and learning efficacy among learners with physical impairments ($r = .757, p < 0.01$). Thus, the first null hypothesis that suggested "there is no significant relationship between learner's self-image and learning efficacy among the learners with physical impairments", was rejected. The researcher observed that learners with positive self-image demonstrated high learning efficacy and vice versa.

The research results were in line with the findings of Akinyi et al. (2015) in Migori County. The study attested that there was a direct relationship between learner's self-image and their learning outcomes. Learners with positive self-image were highly motivated and showed high levels of academic performance, while those with negative self-image had low learning efficacy and poor interpersonal relationships.

The research results also concurred with Bandura (1991) and Erikson (1950), who averred that positive self-image among children leads to high self-esteem and high-performance levels, while poor self-image leads to low motivation and poor performance.

The researcher further determined whether self-efficacy among LPIs depended on gender. Chi-square was used to compare the frequencies of responses generated by boys and girls on their self-image. To calculate the Chi square statistic, gender of the LPIs was cross tabulated by the level of self-image. The levels of measurements applied were low, average and high. *Table 5* shows a cross-tabulation of the level of self-image by gender of the LPIs.

Based on the analysis from *Table 5*, it was established that there was no significant gender difference in self-image among the LPIs. The trend of distribution of the LPIs of either gender in the three levels of learning efficacy was almost

similar. The majority of the LPIs in both genders were found to have low learning efficacy (48 % and 46 % of the male and female learners, respectively), while almost equal percentages (32% and 33.33%) of male and female LPIs were average. An equal percentage (20%) of both male

and female LPIs were reported to be having a high level of learning efficacy. This was equally supported by the chi-square value that showed an insignificant relationship between the two variables ($p > 0.05$ significance level).

Table 5: Gender and learning efficacy among the learners with physical impairments.

learning % & no. of respondents Efficacy		Gender		Total
		Male	Female	
Low	No. of respondents	12	7	19
	% of respondents	48%	46%	47.5%
Average	No. of respondents	8	5	13
	% of respondents	32%	33.33%	32.5%
High	No. of respondents	5	3	8
	% of respondents	20%	20%	20%
Total		25	15	40

$\chi^2 = 0.789$ $df = 2$ $p = 0.771$

Source: Study data 2019

Teachers’ Responses on Learner’s Self-Image and Learning Efficacy

The researcher was interested to know from teachers what they believed about the self-image of the learners with physical impairments and how it affected their learning efficacy. This was mainly

because according to Roger (1961) and Atwater (1994), the self-image of an individual is highly influenced by the significant members of society. Table 6 reflects the responses of teachers on the same. Learners with physical impairment self-image. Inferences were also made on how they affected their learning efficacy.

Table 6: Teachers’ responses on self-image and learning efficacy among LPIs

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
LPIs have low self-worth	45	32.1	35	25.0	12	8.6	30	21.4	18	12.9
LPIs have low self-concept	46	32.9	40	28.6	10	7.7	20	14.3	24	17.1
LPIs have low self-esteem	49	35	40	28.6	12	8.6	21	15.0	18	12.9
LPIs have low self-confidence	40	28.6	46	32.9	15	10.7	19	13.6	20	14.3
LPIs have no self-control	42	30.0	39	27.9	12	8.6	28	20.0	19	13.6
LPIs have low self-efficacy	56	40.0	39	27.9	10	7.7	20	14.3	15	10.7

Source: Research data 2019

Regarding the statement “learners with physical impairments have low self-worth”, nearly a third (32.1%) of the respondents strongly agreed with the statement, while a quarter (25%) agreed. Less than a quarter (21.4%) of the respondents disagreed, while 12.9% strongly disagreed that learners with impairments had low self-worth. Regarding whether the respondents thought that learners with impairments had low self-concept, 28.6% agreed and 32.9% strongly agreed, while 7.7% of the respondents were undecided. Nearly a third (31.4%) of the respondents disagreed that

learners with physical impairments suffered from low self-concept.

With reference to whether learners with physical impairments had low self-esteem, over a third (35%) of respondents strongly agreed, and 28.6% agreed. The respondents who disagreed with the view were 15%, while 12.9% strongly disagreed. Nearly a third (32.9%) of the respondents agreed that learners with physical impairments had low self-confidence, while 28.6% strongly agreed. Cumulatively, 27.9% of the respondents did not believe that learners with physical impairments had low self-confidence.

In the responses to the statement “learners with physical impairments have no self-control”, 30% of respondents agreed, while 27.9% strongly agreed. The percentage of respondents who disagreed and strongly disagreed were 20% and 13.6%, respectively. Regarding whether learners with physical impairments had low self-efficacy, 40% of respondents strongly agreed while 27.9% agreed. Cumulatively, a quarter (25%) of the respondents disagreed with the statement.

From the study findings, the researcher concluded that most teachers in regular public primary schools believed learners with physical impairments had a poor self-image and low learning efficacy. The research outcomes were in line with the findings by Mwangi (2014). He reported that most learners with physical impairments displayed psychopathic and sociopathic behaviours not because they were socially or mentally incapacitated but because of the aversive treatment they received from teachers. Eriksson (1950) averred that children usually develop low self-esteem once they realize that their efforts were scuttled by their caregivers. Similarly, Bandura (1997) observed that the self-image of an individual was determined by the immediate people he/she lives with. Learners who were appreciated by their teachers developed positive self-image and high learning efficacy. Based on the research findings, it is true to say that most learners with physical impairments in regular schools have a poor self-image and low learning efficacy since they are not appreciated and given an ideal learning environment by their teachers.

Curriculum Support Officers' Responses on Learners with Physical Impairments Self-Image and Learning Efficacy

The researcher interviewed curriculum support officers in charge of special needs education (CSO-SNE) to determine their beliefs on self-image and learning efficacy among learners with physical impairments. Data from interviewees reviewed the following findings.

All five interviewees agreed that learners with physical impairments indeed had low self-esteem. When they were asked to substantiate their reasoning, interviewee 3 said,

“Lack of appreciation from their teachers and peers leads to the development of low self-esteem among the learners with physical impairments”.

Interviewee 1 stated

“Learners with physical impairments are rarely motivated by their teachers, which makes them develop low self-esteem.”

The researcher further probed how low self-esteem among the LPIs affected their learning efficacy. All five interviewees observed that low self-esteem among the learners with physical impairments negatively affected their learning efficacy in regular schools. Indeed, interviewee 4 said

“Learning is a product of self-esteem. Learners with high self-esteem have high learning efficacy while those with low self-esteem have low learning efficacy.”

When the interviewees were asked whether learners with physical impairments demonstrated poor self-concept, 4 interviewees agreed with the statement. The researcher asked interviewees to give reasons behind their answers. Interviewee 2 said,

“Labelling and profiling of the learners with physical impairments by their peers and teachers as cripples and idiots make them feel that they are unwanted, thus developing poor self-concept”.

When asked whether poor self-concept affected the learning efficacy of learners with physical impairments, all the respondents indicated that it had a negative impact on their learning outputs. Interviewee 5 stated the following.

“The ability of a learner to believe in his or her aptitudes enables him/her to undertake learning tasks with zeal and determination. However, for the learners with physical

impairments, this may not be realistic since they suffer from low self-concept.”

Regarding whether the Curriculum Supporting Officers believed that learners with physical impairments had poor self-worth, 4 out of 5 interviewees agreed with the statement. Interviewee 3 gave a reason to support the answer that,

“...they are aware of their body deformities or organ deficits which make them feel they are different from other people, thus developing poor self-worth”.

Interviewee 1, who did not abide by the opinion of others, observed that it was the type of treatment given to the learners with physical impairments by teachers which influenced their self-worth. If learners with physical impairments were treated with dignity by the school community, they would develop positive self-worth and high learning efficacy. On whether poor self-worth affected learning outcomes among learners with physical impairments, 4 interviewees reported that it had a negative influence on their learning efficacy, while the one interviewee who had a contrary opinion stated the following to substantiate his answer.

“Learners with physical impairments have abilities and capabilities to undertake learning tasks successfully, and all that they needed was psychological and social support from their teachers and peers”.

In the question was directed at self-efficacy, 4 out of 5 interviewees agreed that learners with physical impairments had low self-efficacy. When asked to elaborate why they had low learning efficacy, interviewee 2 said

“Most learners with physical impairments were not given opportunities in regular classes to demonstrate their abilities and capabilities, thus lacking trust and confidence in themselves”.

The interviewees who did not believe LPIs had low self-efficacy said,

“LPIs have potential, and all that they needed was social acceptance and psychological support from teachers and peers to develop high self-efficacy”.

From the study findings, it came out clearly from CSO-SNE that most learners with physical impairments had poor self-image, which negatively affected their learning efficacy in regular schools. This was mainly triggered by a lack of appreciation from the members of the school community. The research results were consistent with findings by Kariuki (2013) and Oracha (2015), who found that learners with physical impairments had poor self-image, which was a hindrance to their academic and social performances. According to Myers (2014) and Santrock (2012), self-image has a significant impact on learner’s learning outcomes as it influences their cognitive development and social interactions. Bandura (1993) and Erikson (1950) assert that learners with poor self-image display low learning efficacy and poor interpersonal relationships, while those with positive self-image demonstrate high self-efficacy and resilience to undertake learning tasks successfully even when faced with real-life challenges.

Self-Image And Learning Efficacy of Learners with Physical Impairments

During focus group discussions with parents and guardians to establish their opinions on learner’s self-image and levels of learning efficacy, 25 out of 38 respondents agreed that learners with physical impairments had low self-worth. One of the respondents observed.

“Most learners with physical impairments are stigmatized by their parents or guardians since they are viewed as a burden to the family and educating them as a waste of family resources. This made them develop low self-worth and inferiority complex”.

Thirteen respondents disagreed that learners with physical impairments had low self-worth. One of the parents who disagreed with the statement said the following to substantiate her argument.

“In fact, learners with physical impairments have the zeal and ability to learn in regular schools. The problem arises when they are not accorded necessary psychosocial support by their parents”.

When the respondents were asked whether it was true learners with physical impairments had low self-esteem, 30 of the respondents agreed with the statement, while 8 disagreed. When those who agreed were asked why LPIs had low self-esteem, one of the respondents replied,

“Learners with physical impairments have low self-esteem simply because they are not appreciated by the school community. They are isolated by their peers since they are believed to be social misfits and labelled as underachievers by their teachers”.

One of the parents who declined those learners with physical impairments had low self-esteem, articulated

“Learners with physical impairments do not have low self-esteem, but it is the perception of the members of the school community, hence failing to support them.”

When respondents were asked how low self-esteem affected learning among the LPIs, all the respondents agreed that it had a negative effect on their learning efficacy and interpersonal relationships. One respondent said,

“Learners with low self-esteem have low learning morale and therefore cannot undertake challenging learning tasks since they are afraid of failure”.

The researcher wanted to understand respondents' views about learners with physical impairment's self-concept and its effects on their learning efficacy. On whether the respondents agreed that learners with physical impairments had poor self-concept, 13 of the respondents disagreed with the statement, whereas 25 of the respondents agreed. When the 25 respondents were asked why they believed LPIs had poor self-concept, one of them explained

“Poor self-concept among the learners with physical impairments is triggered by stigmatization from their parents, teachers and peers making them feel they are inferior beings”.

When asked how self-concept affects learning efficacy among LPIs, all the respondents agreed that poor self-concept had negative impacts on the learning outcomes of the learners with physical impairments. Indeed, one parent said,

“Learners with poor self-concept have external locus of control instead of internal locus of control, making it difficult for them to competently undertake learning tasks”.

With respect to whether the parents/guardians believed learners with physical impairments had a poor self-image, 28 of the parents and guardians agreed with the statement. One of the respondents gave the following reason behind his answer.

“They are conscious that they are not “normal” as they can compare themselves with peers and realize that they have some missing or deformed body parts”.

However, 10 respondents disagreed that LPIs had a poor self-image. When they were asked to support their argument, one of them said

“Self-image is determined by the behaviour of people around the learners. Learners with physical impairments require social acceptance by their peers and appreciation by their parents and teachers”.

When asked how poor self-image affected learning among LPIs, all the respondents reported that it had a negative influence on learner's academic and social performances. One of the respondents stressed by saying,

“Poor self-image among the LPIs has negative impacts on child's mental and social developments which are important elements for high learning efficacy”.

On self-control, when the respondents were asked whether the learners with physical impairments demonstrated self-control, 26 of the respondents

disagreed with the statement, whereas 12 of them agreed. One of the respondents who disagreed explained.

“Learners with physical impairments have no self-control because they always encounter condemnation from their teachers and parents whenever they fail to meet set targets. They, therefore, depend on others since they do not have confidence in their abilities”.

Regarding the question of whether lack of self-control affected learning efficacy among LPIs, all the respondents concurred that lack of self-control among the LPIs had negative impact on their learning efficacy. Learners who lack self-control do not have confidence in themselves and tend to blame themselves and others for their failures.

With regards to whether the respondents thought learners with physical impairments had low self-efficacy, 30 of the respondents agreed with the statement, while 8 of them disagreed. One of the respondents who accepted elaborated his answer by stating,

“Learners with physical impairments have low self-efficacy because they were emotionally disturbed due to stigmatization from their parents, teachers and peers”.

One of the respondents who declined explained that LPIs were perceived to have low self-efficacy because they were not supported by their parents, teachers and peers. Learners with physical impairments who are supported usually develop high self-efficacy and learning efficacy since they feel that they are appreciated.

Respondents were also asked to comment on the influence of intrapersonal and interpersonal relationships on learning efficacy among the LPIs. When asked whether personal relationships affected learning outcomes among the LPIs, they were in unison that poor intra-personal and interpersonal relationships had a negative impact on the learning efficacy of the LPIs. One respondent articulated.

“Learning is influenced by both intrinsic and extrinsic factors, which are reflected in how

we judge ourselves and others. Learners with physical impairments who have poor intrapersonal and interpersonal relationships also have low learning efficacies while those with positive intrapersonal and interpersonal relationships demonstrate high learning efficacies”.

Kiarie (2014), in his study “Educating students with physical disabilities in Kenya”, reported that children with physical impairments often experienced tougher times both in school and at home than their peers because body image betrays them. They are labelled as incompetent by teachers and social misfits by their peers. Most parents believe their education is a waste of family resources. All these factors lower their self-efficacy. According to Barbareschi, Carew, Johnson, Kopi and Holloway (2021), once learners with physical impairments realize that their body does not work like everyone else’s, it becomes difficult for them to build a positive sense of self-esteem and self-efficacy. A study by Aley (2016) on social, cultural and institutional factors affecting persons with disabilities in East Africa cited that disabled children were often perceived as socially inferior and academically incapable by society. According to Bandura (1993) and Erikson (1950), children who are not valued by their caretakers end up with a “can’t-do attitude” symbolized by self-helplessness. Therefore, learners with physical impairments who are stigmatized by the school community develop low self-efficacy, culminating in low learning efficacy.

CONCLUSIONS

Based on the study findings, the researcher established a strong relationship between self-image and learning efficacy among learners with physical impairments. As can be observed from Table 4, there was a positive significant relationship between LPIs self-image and learning efficacy ($r = .757, p < 0.01$). Most teachers reported a high relationship between LPI self-image and learning efficacy (Table 6). Similarly, the majority of parents/guardians and CSO-SNE acknowledged that there was a significant

relationship between LPIs self-image and learning efficacy. Learners with positive self-image demonstrated high learning efficacy and vice-versa.

The study also established that most of the learners with physical impairments had a poor self-image and learning efficacy not because of their body deformities but because of the aversive treatment from members of the school community. Most LPIs were stigmatized by the school community, contributing to low self-efficacy and learning efficacy.

Recommendations

Educational psychologists and other related professionals, such as special needs education curriculum support officers, in conjunction with school administration, should organize psychological makeups for learners with physical impairments to develop positive self-images in. It is important for learners with physical impairments to understand that although they have physical impairments, this should not negatively affect their self-image and learning efficacy. This is in line with respondents Erikson (1950) theory and Bandura (1997), who indicated that positive self-image among learners improves their social and learning outcomes.

The Ministry of Education, through the Teachers Service Commission, should organize sensitization workshops for the teachers to spur a positive change of attitudes and support LPIs in regular schools to achieve their educational aspirations. School administration and the Board of Management should also undertake deliberate efforts aimed at fostering positive change of attitudes among the guardians and parents in regular schools to accommodate and support LPIs. This is in accordance with research findings. According to Erikson (1950), Atwater (1994) and Rogers (1971), an individual's self-image and learning outcomes are greatly influenced by treatment and support accorded by significant others.

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