FACTORS INFLUENCING GUIDANCE AND COUNSELING PROGRAMME IN THE INTEGRATION OF LEARNERS WITH VISUAL IMPAIREMENTS AND STRATEGIES FOR ITS ENHANCEMENT IN PUBLIC PRIMARY SCHOOLS IN TURKANA SOUTH SUB-COUNTY, TURKANA COUNTY, KENYA

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A Thesis Submitted to the Board of Post Graduate Studies in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Guidance and Counseling of Egerton University.

EGERTON UNIVERSITY

APRIL, 2016

DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and it has not been presented for an award of a degree in this or any other university.

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DEDICATION

I dedicate this thesis to my wife Mary Akai Lopus and Children Rosemary Abong, Zephania Long'ori, Perpetua Ayanae, Stephen Lotipo, Viollah Lokadon and Louis Lokapel.

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ABSTRACT

With the introduction of free primary education (FPE) in Kenya, research evidence shows that there has been concern about the quality of instruction offered, due to the large class sizes. This has become more difficult for learners with disabilities. In order to address this challenge the government has encouraged the establishment of guidance and counseling services in schools among other roles to facilitate integration of children with visual impairments. However, there has been an outcry during the parents meetings and education days in Turkana South Sub County that learners with visual impairments have been performing poorly in academic work compared to their counterparts enrolled in the same institutions of learning; an indication that they may not be well integrated in the school system. Thus this study sought to establish factors influencing guidance and counseling programme in the integration of learners with visual impairments and strategies for its enhancement in public primary schools in Turkana South Sub-County, Turkana County, Kenya. The study adopted a descriptive survey design. The population consisted of 301 teachers. Out of the accessible population of 236 teachers, a sample of 59 was drawn. The accessible population was 236. Simple random sampling technique was used to select teachers involved. Questionnaires were used to collect data. The data was analyzed using descriptive statistics such as means, frequencies and percentages. The study findings indicated that teachers offer guidance and counseling services to learners with visual impairments but with negative factors influencing integration. The study concluded that teachers offered guidance and counseling services to learners with visual impairments. Some of the factors that affect integration of learners with visual impairments included lack of finance, harsh environment and shortage of trained personnel on special needs. The study recommended that the administration of the schools should intensify guiding and counseling so that it can help the visually impaired learners as well as learners with other difficulties. The school administration should also modify the schools' physical environment in order to foster integration and ensure that learning materials are available for visually impaired learners. The Ministry of Education should also make school environments conducive and train teachers to enhance integration of learners.

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LIST OF ABBREVIATIONS AND ACRONYMS

KIB	:	Kenya Institute for the Blind
KUB	:	Kenya Union of the Blind
SSI	:	Sight Savers International
KSB	:	Kenya Society for the Blind
SNE	:	Special Needs Education
G and C	:	Guidance and Counseling
KIEP	:	Kenya Integrated Education Programme

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Visual impairements, also known as vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses. Visual impairements is often defined as a best corrected visual acuity, of worse than either 20/40 or 20/60 (WHO, 2012). The basic concept of inclusion and integration states that principles of equity, discrimination, social justice and human rights make it compulsory that pupils with special needs and disabilities should enjoy the same privileges as all other pupils in a public primary school environment and to a broad, balanced and relevant curriculum (Jeffs, Behrmann & Bannan-Ritland, 2006). It is believed that integration in the mainstream school enables pupils with disabilities to benefit from the stimulation of mixing with relatively more able pupils and having the opportunity to observe higher models of social and academic behavior.

Education provisions for blind and visually handicapped children, the administration of these educational provisions and teacher preparations, all moved from special or separated arrangements to integrated ones. This move has been consistently spearheaded and supported by legislation (Lowenfeld, 1981). It was Lowenfeld's belief that the American creed has resulted in educational integration for the blind and visually handicapped and visually impaired students.

Euro Blind and visually handicapped Organization reported that in Ireland, the Act acknowledges that pupils with special educational needs have the same right to education as their peers. The legislation aims to ensure that children with special educational needs will leave school with the skills necessary to participate in society and to live independent lives. In United Kingdom, changes were made to the previous code that introduced a stronger right for children with special needs education to be educated at a mainstream school (Roger, 2002).

Euro Blind Organization showed that in Germany, the main form of provision of equal access to education by the blind and visually handicapped is in special schools but programmes have been introduced to encourage the integration of pupils and pupils with

special needs into mainstream education (Okasha, 2002). In Norway, pupils with special educational needs are generally integrated into mainstream early childhood education and schooling with provision for extra help in class where required. In Netherlands, since the year 2001, education policies have been geared to integrating children with special needs in mainstream primary schools, under the motto "Going to school together". The aim of this policy is to enable pupils with special needs to attend mainstream primary schools (Lufi, Okasha & Cohen, 2004).

Independent Living Institute in South Africa reported that personal assistance services had influenced people with disabilities to direct their own lives and to exercise their rights to choice and dignity within their own homes (Lufi, Okasha, & Cohen, 2004). The 2006 Children's Statute in Uganda provides for equal opportunities to education for leaners with disabilities. Special programmes for children with disabilities were initiated, without a corollary effort to introduce into educational curricula for non-disabled children contents that would tackle and strive to eliminate the inherited stigmatization. The planned inclusive schooling and teacher training aimed at their adaptation to diverse-ability learners will hopefully contribute to reducing such stigmatization (Hegarty & Alur, 2002).

Gabbert (2012) argued that visually impaired pupils should be placed in the best possible learning environment and support should be put in place for them to learn. Gabbert also added that many children with visual impairements have significant problems adapting socially in the public primary classroom. The children may not easily accept a blind and visually handicapped or low vision child without some direct support from teachers.

The increased urbanization of the society has slowly resulted in the growth of integrated schools taking care of the both the normally and the physically impaired learners and a need for an organized support system to meet the needs traditionally met through the special schools (Okasha, 2002). Thus schools have become important centers to provide guidance to students (Gabbert, 2012). The study was therefore done in Turkana since most pupils in schools lack proper guidance and counseling and have blinding trachoma.

1.2 Statement of the Problem

With the introduction of free primary education (FPE) in Kenya, research evidence shows that there has been concern with quality of instruction offered due to the large class sizes.

This has become more difficult for learners with visual impairements. In order to ensure to address this challenge the government has encouraged the establishment of the guidance and counseling services in schools among other roles to assist in integration of children with visual impairements. However, there has been an outcry during the parents meetings and education days in Turkana South Sub County that learners with visual impairements have been performing poorly in academic work as compared to their counterparts enrolled in the same institutions of learning; an indication that they may not be well integrated in the school system. This raises the concern as to whether guidance and counseling programme has played its role in influencing the integration of learners with visual impairements in public primary schools. It was on this breadth that the study sought to establish the factors influencing guidance and counseling programme in the integration of learners with visual impairments and strategies for its enhancement in public primary schools in Turkana South sub-county, Turkana County, Kenya.

1.3 Purpose of the Study.

The purpose of the study was to establish factors influencing guidance and counseling programme in the integration of learners with visual impairments and strategies for its enhancement in public primary schools in Turkana South sub-county, Turkana County, Kenya.

1.4 Objectives of the Study

i. To establish the extent of use of guidance and counseling programme in integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County, Kenya.
ii. To determine factors influencing guidance and counseling programme in the integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County Kenya.
iii. To identify the strategies for enhancing integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County, Kenya.

1.5 Research Questions

The following research questions were formulated to guide the study:

i. What is the extent of use of guidance and counseling programme in the integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County, Kenya?
ii. What are the factors influencing guidance and counseling programme in the integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County Kenya Sub County, Turkana County, Kenya?
iii. What are the strategies for enhancing integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County, Kenya?

1.6 Significance of the Study

The findings of this study are useful to stakeholders such as Kenya Union for the Blind (KUB), Kenya Society for the Blind (KSB) and Kenya Institute of the Blind (KIB) (to strongly support guidance and counseling on the integration of learners with visual impairments).

The study shall be of benefit to pupils since it narrows down the gap between the sighted learners and visually impaired learners. Class teachers became sensitized on factors that influence integration of learners with visual impairments. The parents of the visually impaired children were to find the study to be useful since they may no longer take children to special schools and later incur expenses.

The study was of significance to the future scholars since it will form a body of literature that other scholars who are interested in looking at the same area or related studies can refer to. It was also meant to provide further guidelines in the areas that they can look at through the suggestion for further studies.

1.7 Scope of the Study

This study was carried out in public primary schools in Turkana South Sub County, Turkana County, Kenya. The study was conducted between the months of July 2013 to September 2013 and sought to investigate on the influence of guidance and counseling programme in integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County, Kenya.

1.8 Assumptions of the Study

The study was based on the following assumptions:

i. That all the respondents were cooperative and honest to provide reliable information.
ii. That the information given by the respondents was accurate.

1.9 Limitations of the Study

The study was limited by the fact that guidance and counseling in some schools was not well established. Guidance and counseling in such schools was not considered important and therefore such schools were excluded from the study. Some of the participants were uncooperative in providing the information for the study. This was overcomed by the assistance of the head teachers.

1.10 Definition of Terms

This study adopted the following meaning for the terms used:

Counseling: In this study, it refers to offering direction to the visually impaired learner to solve his or her problem. This is basically used and recognized by the ministry of education therefore it will be appropriate in this study.

Enhancing: This refers to an increase or improvement in quality, value, or extent. In this study, it refers to the improvement of guidance and counseling programmes with an aim of integrating learners with visual impairment in school curriculum.

Guidance: This refers to giving directions to visually impaired learners. This definition is recognized by the ministry of education and therefore it will apply in this study.

Integration: This is the full inclusion of blind and visually handicapped children in public primary schools.

Visual impairments; It means a decreased ability to see to a degree that causes problems not fixable by usual means such as glasses.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The review of related literature in this chapter includes the, factors influencing guidance and counseling programs in the integration of learning with visual impairments and strategies for enhancing integration. This chapter also includes a discussion of theoretical and conceptual framework used in this study.

2.2 The Influence of Extent of Use of Guidance and Counseling Programme in Integration of Learners with Visual Impairments

According to a study by Mastropieri and Scruggs (2002), steps have been taken to ensure successful integration of learners with visual impairments. A large number of developed countries now have policies or laws promoting inclusive education, a number of developing countries continue to provide educational services to pupils with visual disabilities in segregated schools. Inclusive education means that pupils with visual disabilities are served primarily in the general education settings, under the responsibility of public primary classroom teacher. Pupils with visual disabilities may also receive some of their instruction in another setting, such as resource room when necessary and justifiable. Many educational systems have adopted an integrated education model as an interim approach in the move towards inclusive education. In the integrated education model whenever possible, pupils with visual disabilities attend a public primary school. Their study however did not emphasize that the student fit into the system rather than the system adapting to meet the educational needs of the student. Integrated education has been provided mainly to pupils with mild visual disabilities who are considered easy to include into public primary school programmes. Pupils with severe visual disabilities, in a majority of cases, do not attend school, or in rare cases, attend a special school.

According to Adams, Hendershot and Marano (1999) the education of children with visual disabilities in segregated settings has continued well after India gained independence from Great Britain, with various non-governmental organizations assuming increasing responsibility for their education. By 2009 there were 115 schools for pupils with visual impairments, 70 schools for pupils with hearing impairments, 25 schools for pupils with orthopedic disability and 27 schools for pupils with intellectual disability. By 2001 there were about 1,200 special schools for pupils with various types of visual disabilities.

According to Pandey and Advani (1997), one of the major initiatives from the Government of India to promote integrated education is the program of Integrated Education of Disabled Children (IEDC). In 2004, the Ministry of Welfare, Central Government of India, initiated the IEDC program to promote the integration of pupils with mild to moderate visual disabilities into public primary schools. The program was also designed to promote the retention of children with visual disabilities in the public primary school system. Children were to be provided with financial support for books, stationery, school uniforms, transportation, special equipment and aids. The state governments were provided with 50 percent of the financial assistance to implement this program in public primary schools.

In most recent estimates, the IEDC is being implemented in 26 States and Union Territories, serving more than 53,000 pupils enrolled in 14,905 schools (Ministry of Information and Broadcasting, 2000). In this regard, Kerala has shown remarkable success. The IEDC program is implemented in 4,487 schools in this state with 12,961 children being served (Pandey & Advani, 1997). The aim of the project was to strengthen the IEDC plan. Instead of confining the programme to a particular institution or school, PIED adopted a "Composite Area Approach" that converted all public primary schools within a specified area, referred to as a block, into integrated schools. These schools had to share resources such as specialized equipment, instructional materials and special education teachers. One key aspect of the project was the teacher training component. The teacher training program, available to teachers in each selected block, followed a three-level training approach.

In Kenya, the numbers of visually impaired are so large, their problems so complex, available resources so scarce and social impaired attitudes so damaging, it is only legislation which can eventually bring about a substantial change in a uniform manner. Although legislation alone cannot radically change the fabric of a society in a short span of time, it can nevertheless, increase accessibility of the disabled to education and employment, to public buildings and shopping centers, to means of transport and communication (Ndondo, 2004).

Sikolia and Lutomia (2002) highlighted the need for guidance services in schools and colleges. They included; to help in the total development of the student to enable pupils make proper choices; to help pupils choose, prepare for, enter and progress in a career, to help the pupils in vocational development, to help pupils make adjustments to the situations in school and at home, to supplement efforts at home to minimize the mismatch between education and

employment and help in the efficient use of labour to identify and motivate the disadvantaged; to help check wastage and stagnation, to ensure the proper use of time spent outside the classroom; to increase the holding power of schools; to make secondary and higher education successful and to minimize the incidence of indiscipline.

According to Mutie and Ndambuki (2004) guidance services in schools and colleges play a vital role in the lives of students. First, they help in the total development of the student. The emphasis on intellectual development through teaching alone cannot help in the total development of the student. Mainstreaming pupils with visual impairments into the public primary programme enables them develop more than when isolated since they feel part of the society. Guidance and counseling allows them to interact positively and minimize stigma, since the normal pupils will help them to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully.

Second, guidance services enable pupils make proper choices. At the end of primary education, there usually are three options open to the students: They can enter the work force, they can take vocational courses and they can proceed to secondary school where they will prepare for university, college or vocational training. As they make these decisions, the pupils will need help. Those who wish to proceed to secondary school as well as those who opt for vocational courses will need guidance to enable them to choose the course of study which suits them best. Guidance and counseling will enable pupils with visual impairments realize their potential earlier in life while mainstreaming them in to the public primary programme will make it easier to convince them that they can compete favorably with normal pupils (Mutie & Ndambuki, 2004).

Third, guidance services help pupils choose, prepare for, enter and progress in a career. We live in a highly complex and rapidly changing world of work. These are changing requirements for industrial jobs, altered market conditions for professional people, the development of para-professional occupations and many other changing labour market trends. These make occupation selection more difficult. The pupils need to be informed about various jobs and openings available, the qualifications required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals. Mainstreaming children with visual impairments into the public primary school

programme enhances their abilities during play hence preparing them for career challenges in later in life (Mutie & Ndambuki, 2004).

Fourth, guidance services help pupils in vocational development. An individual passes through various stages of vocational development: growth, exploration, establishment, maintenance and decline. Guidance services need to be provided in schools to help the pupils with visual impairments in the process of vocational development, particularly in the stages of growth and exploration.

Fifth, guidance services help pupils make adjustments to the situations in school and at home. Pupils have to face situations both in school and at home which, if not tackled properly, could lead to problems of adjustment. For instance, many pupils do not know how to study, how to prepare for examination, relate to peers, siblings etc. A well organized guidance programme can help them in these situations; children with visual impairments will adjust to situation faster when mainstreamed in the public primary school programme than when isolated (Peterson-Karlan & Parette, 2005).

Sixth, guidance services supplement the efforts of care givers at home. Many pupils come from families which are not able to provide for their needs adequately. Especially when dealing with children with visual impairments, parents tend to be more protective or confine them. There is also a gap in the range of sympathetic adults who could be turned to in times of need. Comprehensive guidance in schools would therefore be useful in supplementing the efforts made by parents in guiding their children (Cengage, 2002).

Seventh, guidance services minimize the mismatch between education and employment and help in the efficient use of labour. The gap between education and employment has never been as wide and as disturbing as it is today in many countries. The employment of workers who are ill-suited to their jobs generally leads to a higher rate of labour placement or to the retention of pupils who are inefficient. This is a huge waste of resources which guidance facilities could reduce, helping ensure efficient use of human resources (Gordon, 2005).

Eighth, guidance services identify and motivate the disadvantaged. Pupils from disadvantaged sections of the society have their own problems and needs. They sometimes experience difficulty in adjustment with their peers, teachers and the environment. They may

also find it difficult to communicate, make friends and benefit from the classroom and other extra-curricular facilities available.

Ninth, guidance services help check wastage and stagnation. There is alarming incidence of wastage and stagnation at the primary school stage. On average, only 50 out of every 100 pupils complete their primary education (World Bank, 2004). Thousands of students, unfortunately, drop out, get pushed out, and fall out of the system. This renders the education system inefficient. Good guidance services can help stem this wastage at different levels of education.

Tenth, guidance services ensure the proper use of time spent outside the classroom. The manner in which pupils spend their non-class hours clearly affects their success in achieving both academic competence and personal development. Therefore, the guidance programme is well suited for this purpose.

Eleventh, guidance services increase the holding power of schools. Compulsory primary education has posed many problems. It brings to the school not only those who want to join it, but also those who, left to themselves, would not attend school. To make the second category of children stay in school, education has to be meaningful and relevant (Stone, 2002).

Twelfth, guidance services make secondary and higher education successful. The multiplicity of subjects offered and the making of some subjects compulsory in schools, is likely to give rise to a number of difficulties. It has been observed that pupils are neither interested in all the subjects, nor do they possess the ability to grasp all of them. It becomes imperative that efforts be made to enhance educational guidance to ensure the satisfactory progress of such students.

Last, guidance services minimize the incidence of indiscipline. Indiscipline is a problem in many schools and can be attributed to pupils lacking a sense of direction, a sense of purpose and a sense of fulfillment. The introduction of the guidance programme on a universal scale in educational institutions may be a panacea for the ills of indiscipline and an antidote to the emergence of angry young men and women (Stone & Dahir, 2006).

Mutie and Ndambuki (2004) also point out that students need to be guided so as to develop good study habits, prepare and gain enough confidence to sit and write examinations. Special guidance has to be provided at crisis points, for instance, if a student has difficulty in following certain subjects, lacks concentration or gets poor grades. It is shown also that pupils wish to be individuals in the society. They often have to sit and play with classmates they do not like. These pupils need to be guided in social behavior and relationships, making new friends and becoming leaders in their own groups.

Integration in public primary schools is only enhanced if the children are refrained from child abuse. Mwiti (2006) noted that specific groups of children are more prone to abuse than others. These are deformed or handicapped children, immigrant children, children from socially isolated families, children who have undesirable behavior or characteristics, children born in unusual circumstances such as multiple births, birth out of wedlock, children born with teeth already formed, female children, unwanted children and children in families that are under stress due to rapid social change. In this case, the teacher takes the role of parent while in school. Therefore, he or she is expected to give children the attention, love, guidance assistance and comfort that they need. Also the teacher should understand and cultivate children's behavior, abilities, interests and characteristics.

Oden (2011) stated that a good counselor helps the client to analyze behavior, define problems and select goals. For the process to succeed, the counselor has to demonstrate the following qualities: Accurate listening, concern, caring, acceptance and understanding. School counselors help to make learning a positive experience for every student. They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another. Counselors facilitate communication among teachers, parents, administrators and pupils to adapt the school's environment in the best interests of each individual student. They help individual pupils make the most of their school experiences and prepare them for the future (Cengage, 2002).

2.3 Factors Influencing Guidance and Counseling Programme in the Integration of Learners with Visual Impairments

A large number of children with visual disabilities live in families with income significantly below the poverty level. According to Rao (2000), while disability causes poverty, it is also possible that in a country, poverty causes disability. The combination of poverty and

disability results in a condition of simultaneous deprivation. According to Harriss-White (2006), this is a syndrome that sets up barriers to the participation of pupils with visual disabilities in the normal routines and activities of the community, including public primary schooling. Recently, the government of Kenya has allocated 3 percent funds in poverty alleviation programs targeting families of children with visual disabilities (Sharma, 2001). However, motivating poor families, with all the associated costs to send their child to school, is proving a big challenge.

According to Desai (2000), the challenge of modifying deeply held attitudes: Attitudes of the non-disabled are proving to be a major barrier in the social integration of pupils with visual disabilities. The more severe and visible the deformity is, the greater the fear of contagion, hence the attitudes of aversion and segregation towards the crippled. Such attitudes reinforced by religious institutions may militate against any attempts to include pupils with visual disabilities into public primary schools. For example, Hindus believe that disability is a consequence of misdeeds performed in the previous life. Many Hindu religious institutions and temple trusts, therefore, do not think a part of their duty is to help pupils with visual disabilities, because they consider the disability to be the result of a person's misdeeds in his previous life (Rao, 2000). Any attempts to enhance the life of a person with a disability may be considered a "defiance of the wills of Allah or as interference with a person's karma (Harriss-White, 2006).

Alur (2001) in his study found that disability is not seen as something normal or natural, rather it is seen as an evil eye. Guilt, stigma and different kinds of fears tend to be paramount in such families. The study further concluded that the contradiction was that although integrated in accepting and valuing diversity in so many ways has a social role construct of disability which is negative, discriminatory and exclusionary. Kannan (2000) stated that in order to harness the great potential of more than 30 million people with visual disabilities, it is essential that prejudice, mental and irrational myths concerning disability, be eradicated.

According to a study by Sharma (2001), people, including parents and school personnel, are largely unaware of the full intent of recent legislation. A large number of school personnel are also not aware of funding available to include pupils with visual disabilities in public primary schools. There is some evidence that those educators who are knowledgeable about government policies and laws concerning integrated education tend to have positive attitudes

toward implementing such programs. There is also evidence when parents are knowledgeable and supportive of integrated education; they tend to have a positive effect on school personnel. Thus, people, especially parents of children with visual disabilities and school personnel, are made knowledgeable about the various provisions enshrined in the Act, the Central and State governments' commitment to providing integrated education will be in vain. Act to parents, to government officials and non-government organizations they have been extremely limited in coverage.

According Chatterjee (2007) there is also need to have a National Resource Center for the visually impaired. Such a center would work to collect, and disseminate information on various aspects of disability. The center would provide information through various TV and radio programs as well as through internet. The center would also fulfill the role of scrutinizing all mass communication programs to ensure that disability is not portrayed in a negative manner. The center could also start documentary projects (e.g. video programs) that feature inclusion being implemented in different parts of India. Such programs are likely to make a positive impact on school educators who often believe that inclusion can work only in Western or developed countries.

In contrast Sharma (2001) in his study noted that the challenge of providing adequate levels of training to key stakeholders is that majority of school personnel are not trained to design and implement educational programs for pupils with visual disabilities in public primary schools. Most teacher training programs in India do not have a unit on disability studies. The schools, which do cover some aspects of special education in their teacher training programs, fail to train teachers adequately to work in integrated settings. For example, there is limited coverage of information about practical strategies. Also, placement of pre-service teachers in special or integrated schools is rarely given consideration (Singh & Yadav, 2005).

According to Myreddi and Narayan (1998) great variations are noted in the content, process, and examination of existing special education programs as well in the country. However, the situation may enhance in the coming years as the Rehabilitation Council of India (RCI) will periodically evaluate special education programs to ensure that each program meets minimum standards (Singh & Yadav, 2005). The number of trained special educators is also limited.

According to Chatterjee (2007) majority of schools in India are poorly designed and few are equipped to meet the unique needs of pupils with visual disabilities. The lack of disability friendly transportation services and accessible buildings are considered by some to be far greater problems than social prejudice and negative attitudes. Both the Central and State governments will have to provide increased resources to this aspect of education to ensure successful implementation of integrated practices in schools. Over and above some of these challenges that developing countries share with others are some distinctive features that will make the implementation of educational reform particularly difficult. Especially, if the country is a multilingual, multicultural, multi religious country and its people are stratified along sharp socio-economic and caste lines. Therefore, unless the challenges are carefully identified and systematically addressed, inclusion will remain a policy on paper. The forthcoming section presents some strategies that policy makers in India may find useful to implement integrated education successfully.

Gordon (2005) in his study made several recommendations for financing which would also serve to enhance educational quality for all pupils and make inclusion possible. They included: providing sufficient funding to schools for quality basic education, paying teachers enough to demand one full day of professional work including time for planning meetings and personal improvement recognizing the additional cost of providing for a diverse group of pupils in public primary classes and in public primary schools and provide funding to meet this need through salaries for professional support teachers, funds for assistants to the teachers and funds for modifications to facilities as required; provide funding for staff training and public primary education.

Inclusive schools will create welcoming communities build inclusive setting and achieve education for all. Inclusive education is also a way of achieving social integration. It helps change the negative attitudes and misconceptions people have of the blind and visually handicapped and low vision and is an opportunity to prepare them for their future roles in society. Blind and visually handicapped and low vision children will interact with other children in public primary school settings; they will play and share ideas and things together.
The research on the affective responses of pupils with disabilities to reading comprehension assessments and assessments in general is very limited. Durrant (2003) studied achievement attributions of pupils with learning disabilities and found that there were not significant differences in how these pupils attributed academic success. Guthrie and Wigfield (2005)

examined two types of motivation: general motivation that is static across time and situational motivation that is specific to the task. Of these two types of motivation, situational was shown to be the most influential on reading comprehension assessments. Schiefele, Schaffner, Moller and Wigfield (2012) found that situational motivation and text comprehension were significantly correlated. This relationship was independent of passage length, type of passage and difficulty level, method of learning, age of pupils and reading ability.

Guthrie and Wigfield (2009) suggested that motivational factors are of equal importance to cognitive factors in reading comprehension assessments. They found that motivation can have an indirect effect on cognitive processing. According to Guthrie and Wigfield, (2005) motivation processes involved in reading comprehension can be broken down into key attributes: intrinsic motivation, task mastery goals, self-efficacy, personal interest, and beliefs about reading. These separate elements of motivation have been shown to be the most relevant to reading tasks. In addition, these attributes can be manipulated and measured in relation to reading comprehension tasks. For example, passage interest or length may impact cognitive engagement and thus comprehension (Schiefele, Schaffner, Moller & Wigfield, 2012).

The impact of motivation on reading comprehension assessments is difficult to measure when we consider that overall motivation is a predictor in achievement levels. Cox and Guthrie (2001) found that levels of motivation predicted the amount of reading in grades 3 and 5. Therefore, pupils who are more generally motivated are likely to spend more time engaging in reading, which has been shown to directly impact achievement on reading tasks (Baker & Wigfield, 2009).

More specifically, intrinsic motivation was found to be highly predictive of text comprehension. In a study by Wang and Guthrie (2004), intrinsic motivation was significantly correlated with reading comprehension achievement when past reading levels, extrinsic motivation, and the amount of reading for enjoyment and in school were statistically controlled. Assessments of reading comprehension contain specific elements that may influence student motivation. For example, text interest, learner control, learner goals, difficulty sequence, and task complexity all impact situational motivation (Guthrie &

Wigfield, 2005). These key aspects of reading comprehension assessments can be altered, thereby impacting student outcomes.

Student interest level has been found to impact reading comprehension levels for some students. A study by de Sousa and Oakhill (2006) examined elementary school reading assessments. They found that passage interest level was a more important factor for low-level readers than for high-level readers. The authors concluded that comprehension strategies were not employed as frequently when interest levels were low.

Several studies have shown that learner goals also impact student performance. Mastery goals at the time of learning result in increased student motivation and performance on assessments. Performance or avoidance goals result in decreased student achievement (Guthrie & Wigfield, 2005). Another aspect of motivation theory that may impact reading comprehension assessments is student choice and control. Motivation levels have been found to be directly related to students' choice and control over the testing environment (Ryan & Deci, 2006).

Motivation appears to have an even more significant impact on reading comprehension when complexity and difficulty of the passage increases. Guthrie and Wigfield (2005) found that student motivation impacted performance on a complex comprehension task. However, motivation did not predict achievement on a less complex reading comprehension task. Situational motivation may also be impacted by student self-efficacy. Self-efficacy can be manipulated by the placement of difficult items in assessments. In a study by Schunk and Zimmerman (2007), it was found that achievement on a reading comprehension assessment increased as self-efficacy increased. The authors suggested that placing easier items at the beginning of an assessment may increase self-efficacy and indirectly impact motivation levels.

Situational motivation can be manipulated in an assessment situation by incorporating intrinsically motivating activities into the testing environment. Wigfield and Guthrie (1997) concluded that motivation should be considered a component of reading comprehension. They suggested that valid assessments of reading comprehension should include a motivational dimension.

Mendy (2006) outlined the following challenges of inclusion of blind and visually handicapped and low vision children in Gambia: Lack of an operational policy framework on special needs education, lack of services for early identification, inadequate trained-teachers, inadequate allocation of resources and societal negative attitude towards individuals who are blind and visually handicapped and low vision. Hatlen (2006) showed that the expanded core curriculum such as compensatory or functional academic skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology and visual efficiency skills can affect integration of learners with visual impairments.

Study by Van Reusen *et al*, (2001) noted that teachers' attitudes to inclusive education are typically positive. The study revealed that teachers' attitudes may be influenced by the disquiet they experience regarding the impact such a process will have on their time and skills. The study noted that teachers may resist inclusive practices on account of inadequate training. It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training. A study by Prochnow, Kearney and Carroll-Lind (2000) investigated whether there is any significant correlation between a teacher's age, years of experience and qualification to that teachers' attitude toward the inclusion of pupils with disabilities in public primary classrooms. Teachers who have not undertaken training regarding the inclusion of pupils with disabilities, may exhibit negative attitudes toward such inclusion.

Large classes may be viewed as an obstacle to the successful implementation of inclusive education (Agran, Alper & Wehmeyer, 2002). Large classes place additional demands on the public primary educator, while reinforcing concern that all pupils may not receive proper time or attention (Stoler, 2002, Van Reusen *et al*, 2001). Class sizes cannot exceed 20 if there is one student with a disability in a mainstream class (Cornoldi, Terreni, Scruggs & Mastropieri, 1998). Foos and Elkins (2004) concluded that mainstream educators generally lacked confidence as they attempted to include pupils with disabilities into their classes. This may be as a result of lacking proficiency about modifying the public primary education curriculum to suit pupils with individual learning needs.

Possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education (Avramidis, Bayliss & Burden, 2000)). It would appear

that previous experience in this field, allows mainstream teachers to feel more comfortable within the inclusive classroom. Teachers' attitudes toward the inclusion of pupils with disabilities into public primary classrooms appear to be shaped by the type and the degree of the disability of the student concerned. There is concern from teachers regarding the inclusion of pupils with more severe disabilities. Teachers view the move to include pupils with multiple disabilities into mainstream classroom as impractical (Foos & Elkins, 2004).

According to a study by Idol (2004) administrative support has also been cited as a sufficient factor in determining teacher attitudes towards inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students. Teachers believe that the support of the principal and other school leaders are critical in order for them to implement inclusive practices (Daane, Beirne-Smith & Latham, 2000).).

Counselors spend their time with children individually, in small groups or in classrooms, thus having connection with every student in the school. A school counselor has a working relationship with students' families and with community social agencies. Common tasks of a counselor include individual counseling, small group counseling, large –group or classroom presentation, involvement in school wide behavior plans for promoting positive and extinguishing negative behaviors, consulting with teachers, parents and the community, developing classroom management plans or behavior plans for individual pupils (Cengage, 2002).

Professional school counselors serve a vital role in maximizing student success (Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all pupils through culturally relevant prevention and intervention programs that are part of a comprehensive school counseling program (Lee, 2001).

2.4 Strategies to Enhance Integration of Learners with Visual Impairments.

It is clear that public primary school educators need training in issues related to the implementation of integrated education (Jangira, 2005; Jha, 2002). A question that arises with regard to such training is the identification of the specific content that should be

included in these training programs. Given the enormous diversity in the World (cultural, linguistic, socio-economic, etc.), further research is clearly warranted. Sharma (2004) suggested that the curriculum for pre-service training programs should be carefully developed, incorporating feedback from special and public primary educators. Some research has been conducted Worldwide that points out that educators need basic skills, professional knowledge, communication and interaction skills knowledge about assessment techniques, and resource management (Briggs, Johnson, Shepherd & Sedbrook, 2002; Das & Pillay, 2009), knowledge of multigame teaching, instructional techniques, and peer-tutoring and cooperative learning techniques to include pupils with visual disabilities into public primary classes.

In India, Alur (2001) recommends that different ministries should administer various services for pupils with visual disabilities. For example, while integrated education is the responsibility of Ministry of Education, education in special schools is the responsibility of Ministry of Social Justice and Empowerment. This is just one example of the waste of already limited resources. This means there is a need for streamlining administrative arrangements so that funds provided to different ministries for pupils with visual disabilities can be used (Myreddi & Narayan, 2000).

Involve NGO's in implementing integrated education programs: Although not all NGOs are working in the education sector, a large number still provide educational services to children with visual disabilities (Sharma & Pillay, 2007). These organizations can play a significant role in implementing integrated education because they are widely located in the globe and can serve both urban and rural school communities. Unfortunately, majority of NGOs still believe that segregated education is the best way to educate pupils with visual disabilities (Alur, 2001). It would, therefore, be necessary to train the key stakeholders in these NGO's about the benefits of integrated education as well as practical aspects of implementing integrated education in public primary schools.

According to a study by Sharma (2001) most school educators are concerned that integration of pupils with visual disabilities would result in lowering school standards because these pupils won't be able to pass exams. This seems to be a genuine concern for teachers because it can influence their promotion. Thus, it is necessary to establish an alternative system of examination for pupils with visual disabilities. Pupils in this system are asked to do activities

that demonstrate their abilities rather than visual disabilities. It is expected that teachers would feel more comfortable including pupils with visual disabilities in their classrooms if such a system existed.

A study by Klinkosz (2007) indicated that collaborative projects can produce positive results for pupils with visual disabilities as well as for school educators. An example of one such project is the Learning Improves in Networking Communities (LINC) program that was conducted in partnership between the Catholic Education Commission, Victoria (CECV) and Monash University in Melbourne, Australia. The project was geared towards identifying the factors within the school environment that mostly contribute to successful integrated practices, building learning communities and to positive student learning outcomes and learning opportunities. A collaborative inquiry approach was employed with approximately 45 teachers undertaking a Postgraduate Diploma in Education (Special Education) in eight primary and secondary schools over the three-year study (2001-2003). The school-based professional development was focused on priorities identified by the schools themselves, linking teacher evidence-based practice to student outcomes. Results highlighted a shift away from a "special needs" delivery approach to visual disabilities, towards one that emphasizes collaboration, critical reflection and evidence-gathering for the purpose of informing instructional or organizational practices. Improvements in student outcomes were reported in all schools but value-added analysis indicates that conditions in the school context contributed to the better-than-expected improvement in two of the schools (Deppeler & Harvey, 2004).

According to American Foundation for the Blind and visually handicapped, in order to meet the needs of pupils with visual impairments, pupils must have specialized services, books and materials in appropriate media (including Braille), as well as specialized equipment and technology to assure equal access to the core and specialized curricula and to enable them to mostly compete with their peers in school and ultimately in society. The American Foundation for the Blind and visually handicapped also noted that there must be a full range of program options and support services so that the individualized education program (IEP) team can select the most appropriate placement in the least restrictive environment for each individual student with visual impairments. There must be adequate personnel preparation programs to train staff to provide specialized services which address the unique academic and non academic curriculum needs of pupils with visual impairments.

Music therapy plays a great role in social integration in visually impaired children. Music can be a potent means of communication for helping a child whose social skills may be deficient to form relationships with others. Many education settings now use music therapy to help children develop these skills, and in these settings music therapy has become a standard part of a child's individualized education plan. Because children who are visually impaired face special challenges in their relationships with their peers, music therapy merits consideration by teachers who work with these children. With adequate support from parents and teachers, children with significant visual impairments are likely to relate meaningfully to others and to the environment. Without such support, however, the child with visual impairments may withdraw into an isolated world, both because of the diminished sensory experience and perhaps more significantly because of the attitude of others.

Garcia and Harley (1991) reported that most blind and visually handicapped and visually impaired pupils now attend their neighborhood schools, often aided in their educational pursuits by public primary teachers of academics and by a team of professionals who train them in alternative skills: Orientation and mobility training instruction in independent travel is usually taught by contractors educated in that area, as is Braille. Blind and visually handicapped children may also need special training in self-care, as they are often unable to learn visually, and through imitation as other children do.

Connell (2007) suggested that additional curriculum has to be taught just like the standard curriculum and this can take place in discrete groups of visually impaired learners on a one to one basis or in the mainstream classroom with additional staff support. Components may include Braille, low vision training, information technology, tape recorders, use of readers, use of classroom assistance, forming appropriate relationships with readers and assistants, making notes and plus learning to participate in other classroom activities such as making a presentation, working with a partner or in a small group, and joining in discussions. Making relationships with others, personal presentation and mobility and orientation could also be added.

Hiuhu (2002) outlined educational resources used to teach learners with visual impairments. These resources included human resources, mobility resources, communication devices, low vision devices and classroom devices. Otiato (2002) pointed out the principles of teaching learners with visual impairments in an inclusive classroom. These principles were concrete

experiences, unifying experiences, learning by doing, individualized education programme, direct instruction, holistic approach, thematic approach, task analysis, mediated learning experiences and team teaching approach.

According to a study by Brambring and Sekowski (2007) on the situation of the pupils with visual impairments in Poland, the results showed that depending on the type and severity of the impairments, these pupils required two to five times as much time to learn the syllabus and to prepare and revise lectures than did their peers without impairments. Because of this extra effort, they reported requiring more breaks and less time for leisure activities (Brambring & Sekowski, 2007). For integration and inclusion to be successful, one clear condition is that teaching methods and curricular will need to change in order to accommodate the diversity of pupils to be included in the average classroom. The reforms proposed by most education commissions certainly suggest that all pupils would benefit from more student centered approaches in teaching and much greater flexibility in curriculum planning. This will certainly make it more feasible for pupils with special needs to receive an education geared to their abilities (Ainscow, 2007).

Special school teachers usually have a positive attitude towards pupils with disabilities. This is because they are usually trained before service on how to handle pupils with disabilities. Their positive attitude about including and teaching pupils with disabilities in general education classroom is related to the levels of special education training and experience in working with pupils with disabilities (Forlin, Douglas & Hattie, 2014).). Gacic (1998) advocated for integration of children with special needs in public primary school. Salus (2006) recommended the integration of children with special needs in society by transferring learners with SNE in Special schools to public primary schools and other centers as much as possible. Gacic (1998) emphasized the need for early intervention for children including those with disabilities and the disadvantaged. The report also gave emphasis on the content of education at various levels with special attention to early childhood, special and primary education as well as tertiary, vocational and university

Ngugi (2002) described integrated education as provision that reflects the attempts to place learners with special needs in education in the mainstream public primary education system. Ngugi also outlined three main forms of integration. They included functional integration, locational integration and social integration. Functional integration is a type of integration

where the child with special needs in education is placed in the public primary class with support for the teacher and the learner. In some cases the learner is taken out to the resource room to be given modified instructions by the resource or special teacher in the area of special needs. Locational integration refers to the form of integration the learner with special needs in education is placed in a special unit located in the public primary school. They are only able to mix with others when they are out of classroom during break time. The last form of integration is social integration. It is this integration where the child with special needs in education is placed in a special unit for learning purposes, but joins the peers in the public primary classes for social activities like physical education, games and other co-curricular activities. Ngugi (2002) was able to tell that the best option for integration is functional integration. The learners with special needs in education enjoy social integration from peers and relatives. Guidance and Counseling plays a major role in institutions for integration. School counselors intercede prior to any incidents and to become more proactive in developing and enacting school wide prevention plans. These counselors help prevent pupils from being involved with many difficulties such as participating in gangs, dropping out of school, becoming a teenage parent, using drugs and participating in or becoming victims of acts of violence.

Garcia and Ciancas (2012) showed that trachoma was an eye infection that eventually led to blindness and visually handicappedness. Trachoma is the leading cause of preventable blindness and visually handicappedness in Turkana County. Rono (2010) as an ophthalmologist reported that the cause of blind and visually handicappedness in Turkana was cataracts and trachoma. Karimurio (2010) in Spanish eye doctor's survey report revealed that in Kenya, trachoma is considered the second leading cause of blind and visually handicappedness. Seven of the suspected trachoma endemic districts were surveyed between 2004 and 2007. Turkana district was the eighth to be surveyed in the country. Prevalence of active trachoma in larger Turkana was 42.3% while that of potentially blind trachoma in adults less than 40 years was 9%. Both active and potentially blind trachoma were district-wide public primary health problem in the entire Turkana district and in also in all the trachoma affected districts. Known trachoma risk factors were documented in Turkana. They included: Scarcity of water for household use, dirty faces/ many flies on faces of children, shortage of pit latrines/ practicing open defecation, unsafe disposal of children's faeces, poor garbage disposal and lack of hand washing facilities among others.

2.5 Theoretical Framework

This study was guided by the Social Development Theory (Vygotsky) developed by a Russian Psychologist Lev Vygotsky (1896-1934) and Client-centered theory, developed by Carl Rogers in the 1940's and 1950's.

2.5.1 Social Development Theory

Vygotsky's theory is one of the foundations of constructivism. It asserts four major themes which include; Social integration plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Learning precedes development. Visually impaired children will develop socially fully in an integrated class room than in special school since they will form friends with normal children who are normally more playful than their counterparts. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process or concept. The MKO is normally thought of as being a teacher, a coach or older adult, but the MKO could also be peers, a younger person or even computers. Based on collaborative learning, children with visual impairments will learn faster with their normal peers than learning from teachers or older adults as they play when left alone. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. According to Vygotsky, learning occurred in this zone. Pupils with visual impairments will be better able to perform certain task with their normal peers than when they are alone or are in collaboration with their counterparts.

In relation to the study, this theory explains that social integration is important as it plays a fundamental role in cognitive development. This is important for the wellbeing of learners with disabilities as it will help him/her in cognitive development. The theory also asserts that special people deserve special treatment in their learning prospective as this makes them look normal since learning precedes development. The theory also states that a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Besides this, teachers should guide and counsel students in the learning process through social interaction. Learners with visual impairments should perform tasks in school settings through guidance of their teachers and peers. This in turn will help the visually impaired learners to enhance in academic work and behaviour change.

2.5.2 Client-Centered Theory

The goal of this theory is to provide clients with an opportunity to develop a sense of self wherein they can realize how their attitudes, feelings and behavior are being negatively affected. According to this theory, the counselor provides the growth-promoting climate and the client is then free and able to discover and grow as she or he wants and needs to. In this technique, therapists create a comfortable, non-judgmental environment by demonstrating congruence (genuineness), empathy and un-conditional positive regard toward their patients (clients) while a non-directive approaches.

Carl Rogers was one of the most influential psychologists of the 20th-century. He was a humanist thinker and believed that people are fundamentally good. He also believed that people have an actualizing tendency, or a desire to fulfill their potential and become the best people they can be. Rogers initially started out calling his technique non-directive therapy. While his goal was to be as non-directive as possible, he eventually realized that therapists guide clients even in subtle ways. He also found that clients often do look to their therapists for some type of guidance or direction. Eventually, the technique came to be known as client-centered therapy. Today, Rogers' approach to therapy is often referred to by either of these two names, but it is also frequently known simply as Rogerian therapy.

Mental health professionals who utilize this approach strive to create a therapeutic environment that is conformable, non-judgmental and empathetic. Two of the key elements of client-centered therapy are that it: Is non-directive. Therapists allow clients to lead the discussion and do not try to steer the client in a particular direction, Emphasis is on unconditional positive regard. Therapists show complete acceptance and support for their clients. Genuineness: The therapist needs to share his or her feelings honestly. By modeling this behavior, the therapist can help teach the client to also develop this important skill. Unconditional Positive Regard: The therapist must accept the client for who they are and display support and care no matter what the client is facing or experiencing. Rogers believed that people often develop problems because they are used to only receiving conditional support; acceptance that is only offered if the person conforms to certain expectations. By creating a climate of unconditional positive regard, the client feels able to express his or her emotions without fear of rejection.

Several large-scale studies have shown that the three qualities that Rogers emphasized, genuineness, unconditional positive regard and empathetic understanding, are all beneficial. However, some studies have found that these factors alone are not necessarily enough to promote lasting change in clients. Under this theory, when learners with visual impairments are provided with conducive environment, they are able to participate fully in class discussion and also in co-curricular activities. The teachers are also able to learn being non judgmental especially to the learners of visual impairments. This therefore contributes to cognitive development and integration.

2.6 Conceptual Framework

The conceptual framework is a relationship between the Independent variables, dependent variables and extraneous variables. The independent variables include the factors that may influence the use of guidance and counselling in the integration of learners with visual impairment in the curriculum. The dependent variables were integration of learners with visual impairments which was influenced by involvement of all learners, improved academic performance, involvement of all learners in co curricular activities, strategies used in guidance and counselling which included teacher training, availing needed equipment and awareness creation. The extraneous variables were poverty, severity of disability and teacher training levels

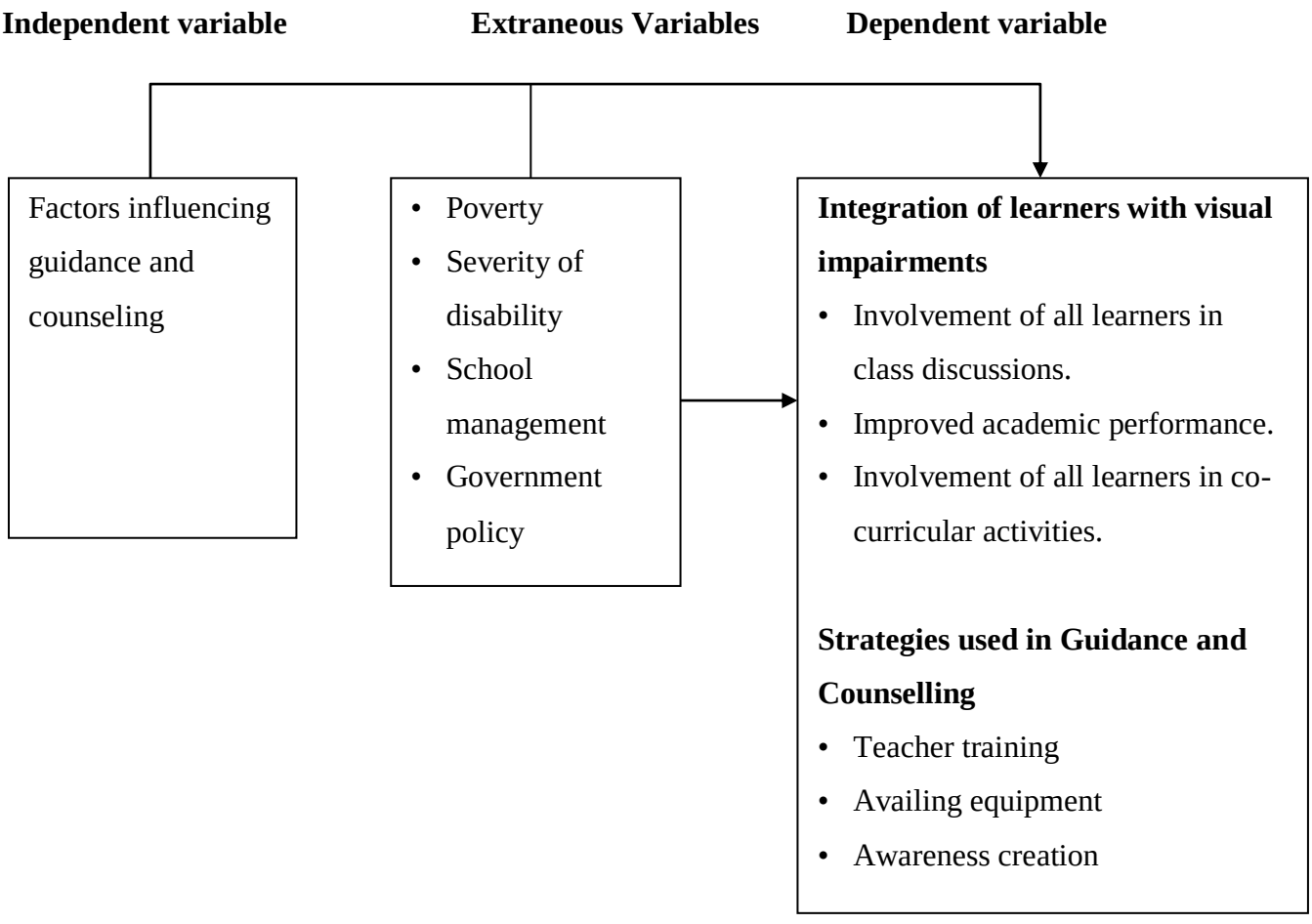

Figure: 2. 1: Conceptual Framework Showing the Interaction between Factors Influencing Guidance and counseling programme and Integration of learners with visual impairments

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study, population of the study, sample and sampling procedures, instrumentation, data collection procedures and data analysis.

3.2 Research Design

The study adopted a descriptive survey research design. This is a method of data collection which involves identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena (Kothari, 2008). Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2005). The study fitted within the provisions of descriptive research design because the researcher collected data and reported the way things are without manipulating any variables. This enabled the researcher to collect data from the public primary schools in the three zones.

3.3 Location of the Study

This study was conducted in Turkana South Sub County district, Turkana County, Kenya. It borders West Pokot Sub County, Central Pokot Sub County and East Pokot Sub County. The Sub County is divided into three zones: Katilu zone, Lokichar zone and Kainuk zone. The researcher chose Turkana South Sub County due to accessibility of the schools in the three zones. The Sub County is hot and dry for most part of the year. Rainfall is erratic and unreliable and famine is a constant threat. Turkana has very low agricultural potential and is only suitable for extensive rearing of indigenous livestock. According to the survey carried out by Kenya Society for the Blind and visually handicapped in conjunction with the Ministry of Health (2011), it was revealed that blind and visually handicappedness was rampant in Turkana South Sub County.

3.4 Population of the Study

The target population of study comprised of 301 teachers in 46 public primary schools in Turkana south Sub County, Turkana County, Kenya.

Table 3.1: Population of Teachers

Zone	Target population	Accessible population
Katilu	85	62
Lokichar	119	89
Kainuk	97	85
TOTAL	**301**	**236**

Source: D.E.O's office- Turkana South Sub County, 2013

3.5 Sampling Procedures and Sample Size

This section gives a detailed description of sampling procedure and sample size.

3.5.1 Sampling Procedures

Schools were stratified into zones and thereafter the researcher purposefully selected schools that were practicing integration of visually impaired learners to be included in the sample. Simple random sampling technique was used to select teachers in the zones. Some pieces of papers were prepared to have 'yes' or 'no'. The respondents who picked 'yes' were included in the sample. This ensured that all the teachers had equal chances to be picked for the study.

3.5.2 Sample Size

Kothari (2008) defined sample design as definite design for obtaining sample frame to the technique the researcher adopted in selecting sampling unit from which inferences about population is drawn. Gay (2002) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research. From the 236 of the accessible population, the researcher selected 25% (59 participants) as a sample.

Table 3.2: Sample Size

Zone	Accessible population	Sample size
Katilu	62	16
Lokichar	89	22
Kainuk	85	21
TOTAL	**236**	**59**

3.6 Instrumentation

The study used questionnaires to collect data. The questionnaires were the preferred tools for this study because they enabled the researcher get views from a large number of respondents within a short time, thus making it easier to collect relevant information. The questionnaires were developed based on objectives of the study and the research questions. They contained closed ended questions. They were administered to teachers**.** Questionnaires were divided into four sections. The four sections contained the following information: Demographic information, extent of guidance and counseling in integration, factors that affect integration of learners and strategies to enhance integration of learners with visual impairments.

3.6.1 Validity of the Research Instrument

Anastasia (2002) cited in Kasomo (2007) defines validity as the quality that a procedure or an instrument used in the research is accurate, correct, true, meaningful and right. To validate the instrument, several items have been included in the questionnaire to cover the three objectives of the study. The researcher also consulted experts from the Department of Psychology, Counseling and Educational Foundations to get their views about the instrument. Their recommendations were considered when modifying the final instrument.

3.6.2 Reliability of the Research Instrument

To ensure that the instruments generated similar data if used by different researchers, a pilot study was done in two schools in the neighbouring Turkana central Sub County. The pilot study ensured suitability and clarity of questions on the instruments designed, relevance of the information being sought and the language from responses given. Cronbach's formula was used and the reliability coefficient was 0.75. This was above 0.7 and thus acceptable. This method is convenient according to Fraenkel and Wallen (2003) and requires one administration of questionnaires and can be used to examine the consistency of all items measuring variables.

3.7 Data Collection Procedures

Upon approval of the proposal by the Board of Postgraduate Studies of Egerton University, the researcher sought a permit from the National Commission for Science, Technology and Innovation (NACOSTI). When permission was granted, the researcher arranged to visit each of the schools sampled for this research for familiarization purposes and to seek permission from the school administration concerning the intended data collection within their schools.

On the material day, the researcher met the teachers and gave them the questionnaires individually. Proper explanations were given to ensure that they understood the items in the questionnaire. The participants were then given time to respond to all items. The completed questionnaires were collected at the end of the response time. The questionnaires took 10 minutes to 20 minutes to be filled.

3.8 Data Analysis

Tromp and Kombo (2009) described data analysis as the process through which the data that has been collected is examined. After data collection, all completed questionnaires were thoroughly examined by the researcher, coded and organized for analysis. Data was done using Statistical Package for the Social Sciences (SPSS) Version 22.0. Some of the descriptive statistics generated were means, frequencies and percentages. Descriptive statistics were used since they allowed for systematic observations of central tendency and aims to describe subject data information in a manner that can be less subjectively evaluated by others.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The study sought to find out the factors influencing guidance and counseling in the integration of learners with visual impairments and strategies for enhancing integration in public primary schools in Turkana South Sub County. A total of 59 teachers were involved in filling the questionnaires.

4.1.1 Response Rate

The response rate was 100% due to the fact that the researcher had all the questionnaires filled up and returned. Enough time was also given to the respondents to respond to the items.

4.2 Demographic Information of the Respondents

The demographic information collected for this study included the level of education and work experience. Since only teachers took part in this study, this was deemed good enough to measure their capability to provide information on the research topic.

4.2.1 Level of Education of the Respondents

The study sought to determine the level of education of the respondent. The findings are as presented in Table 4.1.

Table 4.1: Level of Education of the Respondents

Educational Level	Frequency (f)	Percentage (%)
Masters Degree	6	10.2
Bachelors Degree	4	6.8
Diploma	3	5.1
Certificate	46	78.0
Total	**59**	**100**

According to the study, 10.2% of the respondents had Masters, 6.8% had Bachelors degree 5.1%, had Diploma and 78% had certificate level education. It was necessary to establish the education level of the respondents because getting information from diverse knowledge in education was very vital for the study. The study found out that majority of the respondents

had certificate level of education. Based on the findings, it is important to employ more teachers with a higher level of education to mingle with those with lower level and assist them in building an integrated relationship with the learners with visual impairments. This will ensure a sustainable integrated environment between the teachers and the learners with visual impairments (Spungin & Ferrell, 2007).

4.2.2 Work Experience of the Respondents

The study sought to determine the work experience of the respondents. The findings were as presented in Table 4.2.

Table 4.2: Work Experience of the Respondents

Experience	Frequencies (f)	Percentages (%)
0-3 Years	50	84.7
4-7 Years	7	11.9
Above 7 Years	2	3.4
TOTAL	**59**	**100**

According to the study, it is evident that 84.7% of the respondents had work experience of between 0-3 years, 11.9% had work experience of between 4-7 years and 3.4% had work experience of above 7 years. Majority of the respondents had work experience of between 0-3 years. Work experience is as important as the professional experience, since the skills are perfected through practice (Odhiambo, 2010).

4.3 Extent of Use of Guidance and Counseling Programme in Integration of Learners with Visual Impairments

Objective one of the study sought to determine the extent of use of guidance and counseling in the integration of learners with visual impairments. The findings are presented below;

Table 4.3: Extent of Use of Guidance and Counseling Programme in Integration of Learners with Visual Impairments

Statements		SA	A	D	SD	T	M
Teachers offer guidance and	f	1	35	0	23	59	1.627
counseling services to learners with	%	1.7	59.3	0	39.0	100	
visual impairments							
Guidance and counseling has	f	24	35	0	0	59	1.593
influenced my teaching methods in	%	40.7	50.3	0	0	100	
dealing with learners with visual							
impairments							
Guidance and counseling has	f	23	35	0	1	59	1.644
influenced the acceptance of	%	39.0	50.3	0	1.7	100	
learners with visual impairments by							
teachers in my school							
Guidance and counseling has	f	23	36	0	0	59	1.610
influenced the acceptance of	%	39	61	0	0	100	
learners with visual impairments by							
other learners in my school							
Guidance and counseling has	f	29	30	0	0	59	1.508
influenced the modification of	%	49.2	50.2	0	0	100	
environment to suit learners with							
visual impairments							

KEY: SA=Strongly Agree A=Agree SD=Strongly Disagree T=Total M=Mean

The findings showed that 1(1.7%) strongly agreed that teachers offer guidance and counseling services to learners with visual impairments, 35(59.3%) agreed that teachers offer guidance and counseling services to learners with visual impairments, no respondent disagreed while 23(39%) strongly disagreed that teachers offer guidance and counseling services to learners with visual impairments. The findings also show that 24(40.7%) strongly agreed that guidance and counseling has influenced teaching methods in dealing with learners with visual impairments, 35(50.3%) agreed on the same statement while 23(39%) strongly disagreed. The findings also showed that 23(39%) strongly agreed that guidance and counseling has influenced the acceptance of learners with visual impairments by teachers in their school, 35(50.3%) agreed on the same statement while 1(1.7%) strongly disagreed. The

study showed that 23(39%) strongly agreed that guidance and counseling has influenced the acceptance of learners with visual impairments by other learners in their school, 36(61%) agreed while no respondents disagreed. The study depicted that 29(49.2%) strongly agreed that guidance and counseling has influenced the modification of environment to suit learners with visual impairments whereas 30 (50.2%) agreed while no respondents disagreed.

Majority of the respondents (54.2%, mean = 1.627) were of the opinion that teachers offer guidance and counseling services to learners with visual impairments. This could be interpreted to mean that teachers offer guidance and counseling services to learners with visual impairments to ensure that they do not feel secluded from the rest of the world. Pupils with visual impairments are very sensitive to surroundings in terms of how they are treated by the society and the general environment they are subjected to and as such without proper guidance and counseling, they feel neglected from the society; a feeling that always brings depression or even suicide.

Chang and Schaller (2002) agrees with the study findings that guidance and counseling has influenced teaching methods employed by teachers in dealing with learners with visual impairments. This is attributed to continuous handling of guidance and counseling issues as well as the training the respondents have undergone which compels them to view pupils with visual impairments as ordinary people and need to be treated with dignity.

These results are also consistent with Spungin and Ferrell (2007) who found that guidance and counseling influenced the acceptance of learners with visual impairments by teachers in their school due to the constant contact between the teachers and the visually impaired person that has enabled the teachers learn the behavior of the respondents, learn how to treat them as well as understand they are human beings. This may have resulted in the acceptance of the visually impaired pupils as there has been a developed understanding between them.

Study findings by Baker and Wigfield (2009) are in consonance with these findings that guidance and counseling has influenced the acceptance of learners with visual impairments by other learners in your school due to the constant contact between the visually impaired learners and other learners, they have come to realize that the visually impaired learners are just like any other human beings and should be treated as such. This could have resulted in them being influenced to accept learners with visual impairments in school as has been supported by the majority of the respondents.

Baker and Wigfield (2009) agrees with these findings that guidance and counseling has influenced the modification of environment to suit learners with visual impairments. He further attributes it to the fact that all the counselors have come in contact with, and understand the behaviors and emotions of the visually impaired pupils and have consequently been able to understand the general environment that the visually impaired pupils find suitable for their well being and have recommended such environment to be availed by the school, resulting in the modification of environment to suit learners with visual impairments.

4.4 Factors Influencing Guidance and Counseling Programme in the Integration of Learners with Visual Impairments

The study sought to investigate the factors influencing guidance and counseling in integration of learners with visual impairments. The findings are as presented in Table 4.4.

Table 4.4: Factors Influencing Guidance and Counseling Programme in the Integration of Learners with Visual Impairments

Factors		Yes	No
Lack of finance to support integration	f	47	12
	%	79.7	20.3
Harsh environment for learners with	f	32	27
impairments in the school	%	54.2	45.8
Lack of trained personnel on special needs	f	49	10
	%	83.1	16.9
Negative attitude of learners towards	f	35	24
learners with visual impairments	%	59.3	40.7
Lack of support from school administration	f	23	36
	%	39	61
Lack of teaching and learning resources for	f	51	8
learners with visual impairments	%	86.4	13.6
Ignorance of parents of learners with visual	f	44	15
impairments	%	74.6	25.4
Lack of adapted syllabus for the blind and	f	45	14
visually handicapped children	%	76.3	23.7

Key: f-frequency, % -percentage

According to the study, it is evident that a majority (79.9%) agreed that lack of finance to support integration is a major factor influencing guidance and counseling in integration of learners with visual impairments while (20.3%) disagreed. About 54.2% agreed that harsh physical environment for learners with impairments in the school is a factor influencing guidance and counseling in integration of learners with visual impairments while (45.8%) disagreed. About 83.1% agreed that lack of trained personnel on special needs is a factor influencing guidance and counseling in integration of learners with visual impairments while 16.9% disagreed. About 59.3% agreed that negative attitude of sighted learners towards visually impaired learners is a factor influencing guidance and counseling in integration of learners with visual impairments while 40.7% were against the opinion. About 39.0% agreed that lack of support from school administration is a factor influencing guidance and counseling in integration of learners with visual impairments while (61%) disagreed. About 86.4% agreed that lack of teaching and learning resources for learners with visual impairments is a factor influencing guidance and counseling in integration of learners with visual impairments while (13.6%) disagreed. About 74.6% agreed that ignorance of parents of learners with visual impairments is a factor influencing guidance and counseling in integration of learners with visual impairments while (25.4%) disagreed. About 76.3% agreed that lack of adapted syllabus for the blind and visually handicapped children is a factor influencing guidance and counseling in integration of learners with visual impairments while (23.7%) were against the opinion.

The findings showed that majority of the respondents (79.7%) were of the opinion that lack of finance to support the integration of visual impairments in school is a factor influencing guidance and counseling in integration of learners with visual impairments. This could be because the learners with visual impairments require some special treatment from those of learners starting from the learning materials to the environment they need to feel not secluded. The above requires money in order to ensure that the learners with visual impairments feel like any other pupil in school. This has resulted to the purchase of inadequate materials required for integration of learners with visual impairments.

Rude, Jackson, Correa, Luckner, Muir and Ferrell (2005) agrees with the findings that lack of finance hampers the integration of visual impairments in school. He attributes it to the fact that learners with visual impairments require some special treatment from those of learners starting from the learning materials to the environment they need to feel not secluded. The

study further suggested that all of it requires a lot of money in order to ensure that the learners with visual impairments feel like any other ordinary human beings. This has resulted to purchase of lesser materials needed for the integration of learners with visual impairments.

Njoroge (1991) supports these findings that harsh environment for learners with impairments in the school affects their integration in school. This he says is because learners with visual impairments require a special environment that they thrive to make them look as ordinary people regardless of their visual impairments issues. However, due to lack of finance or the climatic conditions of an area some schools have not been able to sustain or give out such an environment or have made the environment worse for them as a result, it has affected their integration in the school.

The study findings indicated that 83.1% of the respondents were of the opinion that lack of trained personnel on special needs affects the integration of learners with visual impairments. This could be attributed to the fact that the school lacks trained personnel on special needs which affects the integration of learners with visual impairments for example those who teach on the use of Braille. This could have resulted to the visually impaired learners becoming slow in learning due to the lack of trained personnel. As a result; lack of trained personnel on special needs affect the integration of learners with visual impairments.

Bolt and Thurlow (2004) agree with the findings that lack of trained personnel on special needs affects the integration of learners with visual impairments. They further attributed it to the fact that the school may be rich of guidance and counseling personnel who understand the welfare of the visually impaired learners but in most instances lack trained personnel, on special needs for example those who teach on the use of braille. This could have resulted in visually impaired learners becoming slow in learning due to lack of trained personnel. As a result; lack of trained personnel on special needs affect the integration of learners with visual impairments.

Negative attitude of sighted learners towards learners with visual impairments affects the integration of the learners with visual impairments in school. These findings are in agreement with findings by Bolt and Thurlow (2004) who noted that constant contact of the visually impaired learners with the non impaired learners my create a conflict as a result of the way

they perceive things. As a result some of the learners might show a negative attitude towards their visually impaired counterparts.

The learners with visual impairments lack support from school administration. This is in disagreement with Wormnaes (2005) who states that the administration of the school only open their school to the visually impaired would wish to support them and make them feel part of the society. Thus special attention is emphasized by the administration of the school to ensure that the visually impaired learners are treated with respect.

The respondents agreed in majority that lack of teaching and learning resources for learners with visual impairments is a factor influencing guidance and counseling in integration of learners with visual impairments. This could be because of lack of enough finance to purchase the teaching and learning materials as well as the expensive nature of the teaching and learning materials which has made it difficult for the school to acquire or purchase the materials resulting to fewer materials being used by more learners with visual impairment. Such shortage affects the integration of the learners with visual impairments in school.

Study findings by Calhoon, Fuchs and Hamlett (2000) are in agreement with the findings that lack of teaching and learning resources for learners with visual impairments affects the integration of learners with visual impairments. They say that lack of sufficient finance to purchase the teaching and learning materials as well as the expensive nature of the teaching and learning materials which has made it difficult for the school to acquire or purchase the materials resulting to fewer materials being used by more learners with visual impair met. Such shortage affects the integration of the learners with visual impairments in school.

Jeffs et al., (2006) agree with the above findings that ignorance of parents of learners with visual impairments affects the integration of the learners with visual impairments. They further state that some parents of learners with visual impairments may find the school a better place to dump their visually impaired children who they may feel are a burden at home or useless as they cannot do anything because of their visual problems. This may in turn demoralize the visually impaired learners making them perform poorly or reject classes thus ignorance of parents of learners with visual impairments affects the integration of the visually impaired learners in school.

Lack of adapted syllabus for the blind and visually handicapped children affects the integration of visually impaired learners in school. This is in agreement with Jeffs, Behrmann and Bannan-Ritland (2006) who further assert that Kenya does not currently have a comprehensive and exclusive syllabus for the visually impaired and still rely on the past outdated syllabus for the impaired. This has failed to incorporate current affairs of the world to the syllabus of the impaired learners causing them to learn outdated syllabus thus, lack of adapted syllabus for the blind and visually handicapped children affects the integration of visually impaired learners in school.

4.5 Strategies for Enhancing Integration of Learners with Visual Impairments

The study sought to identify strategies for enhancing integration of learners with visual impairments. The findings are as presented on Table 4.5.

Table 4.5: Strategies to Enhance Integration of Learners with Visual Impairments

Strategies		Yes	No
Guidance and counseling services to be intensified	f	53	6
	%	89.8	10.2
Professional development of teachers on special needs	f	51	8
	%	86.4	13.6
Availability of reading and writing equipment for learners with visual impairments	f	49	10
	%	83.1	16.9
Safety grounds for learners with visual impairments	f	39	20
	%	66.1	33.9
Awareness creation of integration to school administration, teachers, learners and parents	f	46	13
	%	78	22
Availability of funds to support integration	f	47	12
	%	79.7	20.3
Provision of personal needs to learners with visual impairments	f	46	13
	%	78	22

Key: f-frequency, % -percentage

According to the study (89.8%) were of the opinion that guidance and counseling services need to be intensified while (10.2%) were against it, (86.4%) agreed with the opinion that professional development of teachers on special needs is a good the strategy for enhancing integration of learners with visual impairments while (13.6%) disagreed, (83.1%) were of the opinion that availability of reading and writing equipment for learners with visual impairments is a good strategy for enhancing integration of learners with visual impairments while (16.9%) were against it, (66.1%) agreed with the opinion that safe play grounds for learners with visual impairments is a great strategy for improving integration of learners with visual impairments (33.9%) disagreed, (78%) agreed with the opinion that awareness creation of integration to school administration, teachers, learners and parents is a good the strategy for enhancing integration of learners with visual impairments while (22%) were against it. About 79.7% agreed with the opinion that availability of funds to support integration was a strategy for enhancing integration of learners with visual impairments while (20.3%) were against it. About 78.0% were of the opinion provision of personal needs to learners with visual impairments is a strategy for enhancing integration of learners with visual impairments while (22%) disagreed.

The study findings revealed majority of the respondents (89.3%) were of the opinion that in order to enhance integration, awareness of guidance and counseling services should be intensified. This would ensure that the learners with visual impairments are made aware that they are part of the society, their behaviors would be understood and the mode of their treatment and handling established which would assist in building a better environment for them, resulting in positive integration of them in school.

Jackson (2004) agree with the above finding that in order to enhance integration; guidance and counseling services should be intensified. The study points to the learners with visual impairments being made aware that they are part of the society, their behaviors are understood as well as the mode of their treatment and handling is established which would assist in building a better environment for them to resulting in positive integration of them in school.

The results further revealed that there should be professional development of teachers on special needs in order to enhance integration of the visually impaired pupils in school. This could be because trained teachers are the best placed to understand the behavior and the

emotional change of the visually impaired pupils and are able to make suggestions on measures that can as enhance the environment for the visually impaired learners to thrive on.

Special schools should ensure there is professional development of teachers on special needs in order to enhance the integration of visually impaired pupils in school. Chamberlain (2002) in his study stated that teachers with special needs training should understand the behavior and the emotional changes of visually impaired pupils and be able to make suggestion on improvement and understanding of the environment suitable for visually impaired learners to thrive on. Schools should ensure availability of reading and writing equipment for learners with visual impairments in order to achieve or enhance integration of the visually impaired pupils in the school.

De Sousa and Oakhill (2006) found that safety grounds for learners with visual impairments are very essential in special schools for the visually impaired. He points out that because of their visual issues; there is need to create a safe environment where they can roam around free from any danger. This will ensure that the learners with visual impairments are accorded a fair environment for them to move around and enjoy and that will make them feel like other beings hence will enhance their integration in school.

These results agrees with Elliot *et al.,* (2009) who noted that in order to enhance integration of learners with visual impairments, awareness creation of integration to school administration, teachers, learners and parents should be done. He says that this will help the society at large to learn how to handle and treat the impaired pupils efficiently without provoking them which will in turn create a feeling of them being accepted in the society thus resulting in improved integration in school.

Garrison *et al.,* (2007) agree with the above findings that availability of funds supports positive integration of learners with disability, it is important that are funds to support integration. Funding enables the school creates a special environment for the impaired learners as well as purchase necessities for them. This contributes to the feeling of being loved by the mainstream society will result in positive integration of learners with disability in school.

Provision of personal needs to learners with visual impairments assists in integration of learners with visual impairments in school. This is in agreement with June (2000) who says that lack of personal needs by the visually impaired makes them feel neglected which may result in them having negative attitude toward integration at school. However provision of personal needs to learners with visual impairments will contribute to integration of learners with visual impairments at school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions, and recommendations for further studies.

5.2 Summary of the Findings

i) The study findings revealed that majority of the respondents (54.2%, mean = 1.627) were of the opinion that teachers offer guidance and counseling services to learners with visual impairments. The study results indicated that majority of the respondents (54.8%, mean= 1.644) were of the opinion that guidance and counseling has influenced the acceptance of learners with visual impairments by teachers in their school. The findings also indicated that majority of the respondents (54.0%, mean = 1.610) were of the opinion that guidance and counseling has influenced the acceptance of learners with visual impairments by other learners in your school.

ii) The study further revealed 50.2% (mean=1.508) of the respondents were of the opinion that guidance and counseling has influenced the modification of environment to suit learners with visual impairments. The findings showed that majority of the respondents (79.7%) were of the opinion that lack of finance to support the integration of visual impairments in school is a factor influencing guidance and counseling in integration of learners with visual impairments. Majority of the respondents (54.9%) were of the opinion that harsh environmental for learners with impairments in the school affects their integration in school.

iii) The study findings indicated that 83.1% of the respondents were of the opinion that lack of trained personnel on special needs affects the enhancing integration of learners with visual impairments. Majority of the respondents (53.1%) were of the opinion that negative attitude of learners towards those with visual impairments affects the integration of the learners with visual impairments in school. Majority of the respondents (61.0%) were of the opinion that the learners with visual impairments lack support from school administration. About 74.6% of the respondents were of the opinion that ignorance of parents of learners with visual impairments affects the integration of the learners with visual impairments.

iv) Majority of the respondents (76.3%) felt that lack of adapted syllabus for the blind and visually handicapped children affects the integration of visually impaired learners in school. Majority of the respondents (89.3%) were of the opinion that in order to enhance on the integration, awareness of guidance and counseling services should be intensified. About 83.1% of the respondents were of the opinion that enhancing integration should be ready to equip themselves with reading and writing equipment for learners with visual impairments in order to achieve or enhance on the integration of the visually impaired pupils in the school. The majority of the respondents (66.1%) were of the opinion that for enhancing integration, there should be safety grounds for learners with visual impairments.

v) The study also revealed that majority of the respondents (78.0%) were of the opinion that in order to enhance enhancing integration of learners with visual impairments, awareness creation of integration to school administration, teachers, learners and parents should be done. The study findings revealed that majority of the respondents (79.7%) felt that availability of funds supports positive integration of learners with disability. The study findings indicated majority of the respondents (78.0%) were of the opinion that provision of personal needs to learners with visual impairments assists in integration of learners with visual impairments in school.

5.2 Conclusion

The study concluded that:

i) Teachers offer guidance and counseling services to learners with visual impairments to ensure that they do not feel secluded from the rest of the learners.

ii) Some of the factors that affect integration of learners with visual impairments include; lack of finance to support the integration of visually impaired learners in school, harsh environment for learners with impairments in the school and shortage of trained personnel on special needs.

iii) Enhancement of integration of learners with visual impairments requires guidance and counseling services to be intensified. Professional development of teachers on special needs and increased availability of reading and writing equipment for learners with

visual impairments also enhances integration of learners with visual impairment in public primary schools.

5.3 Recommendations of the Study

From the study findings it is recommended that:

i) Since guidance and counseling influences integration of learners with visual impairments in public primary schools in Turkana south Sub County, Turkana County, Kenya, the administration of the schools should popularize guidance and counseling so that it can help the visually impaired learners as well as learners with other difficulties.

ii) Since environment and the availability of learning materials have been identified as some of the factors influencing Guidance and Counseling in the integration of learners with visual impairments in public primary schools in Turkana south Sub County, Turkana County, Kenya, the school administration should modify the schools' physical environment in order to foster integration in school. They should also ensure that learning materials are available for visually impaired learners.

iii) Ministry of Education should explore various strategies such as training of teachers to enhance integration of learners with visual impairments in public primary schools in Turkana South Sub County, Turkana County, Kenya.

5.4 Suggestion for Further Studies

Future studies should focus on the following suggestions;

i) A similar research, with a national scope, on factors influencing guidance and counseling programme in the integration of learners with visual impairments and strategies for its enhancement in public primary schools is necessary.

ii) Assessment of effectiveness of guidance and counseling strategies involved in enhancing their integration of learners with visual impairments in public primary schools in Turkana South sub-county, Turkana County, Kenya.

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APPENDIX I: TEACHERS QUESTIONNAIRE

Dear Respondent,

I am a Master of Education (Guidance and Counseling) Student undertaking a research entitled "***factors influencing Guidance and Counseling Programme in Integration of learners with visual impairments and strategies for enhancing integration public primary schools in Turkana south Sub County, Kenya***." I kindly request you to fill this questionnaire and your responses will be treated with utmost confidentiality.

This research study is for academic purposes.

Thanks.

Yours faithfully,

Abraham Lowosa Lorikikiriki

Egerton University

SECTION A: Demographic information

Please Tick in the appropriate box of your choice.

1. Highest qualification reached in special education
   - [ ] Masters Degree
   - [ ] Bachelors degree
   - [ ] Diploma
   - [ ] Certificate
   - [ ] Others specify
   - [ ] None

2. Work experience with learners with visual impairments
   - [ ] none
   - [ ] 0-3 years
   - [ ] 4-7years
   - [ ] above 7 years

SECTION B: Extent of the use of guidance and counseling programme in integration of learners with visual impairments

Below are statements about the extent of the use of guidance and counseling programme in integration. Use the rating scale a long side which includes SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree).Tick appropriate bracket.

3. Teachers offer guidance and counseling services to learners with visual impairments.

SA	A	D	SD
[ ]	[ ]	[ ]	[ ]

4. Guidance and Counseling has influenced my teaching methods in dealing with learners with visual impairments.

SA	A	D	SD
[ ]	[ ]	[ ]	[ ]

5. Guidance and counseling has influenced the acceptance of learners with visual impairments by teachers in your school.

SA	A	D	SD
[ ]	[ ]	[ ]	[ ]

6. Guidance and counseling has influenced the acceptance of learners with visual impairments by other learners in your school.

SA	A	D	SD
[ ]	[ ]	[ ]	[ ]

7. Guidance and counseling has influenced the modification of environment to suit learners with visual impairments.

SA	A	D	SD
[ ]	[ ]	[ ]	[ ]

SECTION C: Factors influencing integration of learners with visual impairments

From the options indicated below Tick factors that you think influence integration of learners with visual impairments in your school.

a. [ ] Lack of finance to support integration.

b. [ ]. Harsh environment for learners with visual impairments in the school.

c. [ ] Lack of trained personnel on special needs.

d. [ ] Negative attitude of learners towards learners with visual impairments.

e. [ ]. Lack of support from school administration.

f. [ ] Lack of teaching and learning resources for learners with visual impairments.

g. [ ] Ignorance of parents of learners with visual impairments.

h. [ ] Lack of adapted syllabus for the blind and visually handicapped children.

i. [ ] Other specify

SECTION D: Strategies to enhance integration of learners with visual impairments.

From the following strategies Tick appropriate choice that you think can enhance integration of learners with visual impairments in your school.

a. [ ] Guidance and Counseling services to be intensified.

b. [ ] Professional development of teachers on special needs.

c. [ ] Availability of reading and writing equipment for learners with visual impairments.

d. [ ] Safety grounds for learners with visual impairments.

e. [ ] Awareness creation of integration to school administration, teachers, learners and parents.

f. [ ] Availability of funds to support integration.

g. [ ] Provision of personal needs to learners with visual impairments.

h. [ ] Others specify

Thank you for being cooperative and honest.

APPENDIX II: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Abraham Lowosa Lorikiriki
of (Address) Egerton University
P.O Box 536-20115, Egerton.
has been permitted to conduct research in

Location
District
County

Turkana

on the topic: The influence of guidance and counseling programme in effective integration of learners with visual impairments in regular schools in Turkana County, Kenya.

for a period ending: 31st December, 2013.

PAGE 3

Research Permit No. *NCST/RCD/14/013/847*
Date of issue *29th May, 2013*
Fee received *KSH. 1,000*

Applicant's Signature

For Secretary
National Council for Science &Technology

APPENDIX III: A LETTER FROM NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/847**

Date: **29th May 2013**

Abraham Lowosa Lorikiriki
Egerton University
P.O Box 536-20115
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated **20th May, 2013** for authority to carry out research on "***The influence of guidance and counseling programme in effective integration of learners with visual impairments in regular schools in Turkana County, Kenya.***" I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for a period ending **31st December, 2013.**

You are advised to report to **the County Commissioner and County Director of Education, Turkana County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The County Commissioner
The County Director of Education
Turkana County

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX IV: A LETTER FROM THE COUNTY COMMISSIONER

OFFICE OF THE PRESIDENT

Telegraphic address: "DISTRICTER"LODWAR
Telephone: LODWAR 21467
Telex:
Fax:
When replying please quote
ADM. 15/29/VOL.II/(234)

DISTRICT COMMISSIONER,
TURKANA CENTRAL DISTRICT,
P.O. BOX 1,
LODWAR.

3rd July,2013

REF ..... and date .....

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
ABRAHAM LOWOSA LORIKIRIKI

The above named person is a student at Egerton University and is carrying out research on "**The influence of guidance and counselling programme in effective integration of learners with visual impairments in regular schools in Turkana County, Kenya.**"

This office is therefore requesting assistance from any party whom the student may approach towards the success of the research.

Thank you

D. M. DARUSI
DEPUTY COUNTY COMMISSIONER
TURKANA CENTRAL

cc. The County Director of Education
TURKANA COUNTY.

APPENDIX V: A LETTER FROM THE COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION

Telegram 'ELIMU' Lodwar
Telephone'Lodwar'054 21076
cdeturkana@education.go.ke
Fax/No: 054 21076

TURKANA COUNTY EDUCATION OFFICE,
P.O.BOX 16 – 30500,
LODWAR.
2nd JULY, 2013.

When replying please quote
Ref:

RE: RESEARCH AUTHORISATION

This is to confirm that Abraham Lowasa Lorikiriki who is a post graduate student with Egerton University having been authorized by the National Council for Science and Technology has reported to this office.

Kindly accord him necessary assistance as he works within Turkana County.

Thank you

COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY
P.O. BOX 16 LODWAR

NGARIBA SAMSON
FOR: COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY