

**A STUDY OF THE IMPACT OF GUIDANCE AND
COUNSELLING TO PHYSICALLY HANDICAPPED
LEARNERS IN GATANGA ZONE
THIKA DISTRICT
KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
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DECLARATION

I Rebecca Wahura Maina admission number BED/9003/51/DF hereby declare that this study paper is my own original work.

Sign *Rebecca*

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Date *30/8/08*

APPROVAL

This research report is submitted for examination with my approval as a university supervisor.

Signed



SSEKAJUGO DERRICK

DATE.....30/08/24.....

DEDICATION

This research paper is dedicated to my family members for their endurance and support while undertaking this study.

ACKNOWLEDGEMENT

First my heartfelt gratitude goes to the Almighty God for his support, guidance, protection and providence as I worked and toiled to make this piece of work a success. May his Name be glorified.

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TABLE OF CONTENTS

Declaration.....	i
Approval	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents	v
List of tables.....	viii
List of charts.....	ix
Abstract	x
 CHAPTER ONE.....	 1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	2
1.3 Objectives of the study.....	3
1.4 The scope of the study.....	3
1.5 Significance of the study.....	4
 CHAPTER TWO.....	 5
Literature review.....	5
2.0 Introduction.....	5
2.1 Physically handicapped learners.....	5
2.2 Causes of physical handicaps.....	5
2.3 Characteristics of physically handicapped learners.....	6
2.4 Problems encountered by physically handicapped learners.....	7
2.5 Guidance and counseling.....	8
2.6 Theories of guidance and counseling.....	9

2.6.1 Psychoanalysis theory.....	9
2.6.2 According to person centered theory.....	13
2.6.3 According to the behavioral counseling theory.....	14
2.7 Traditional set up of guidance and counseling.....	16
2.8 Implementation of guidance and counseling in primary schools.....	16
2.9. Challenges facing the implementation of guidance and counseling...	18
2.10 Qualities of a good counselor.....	19
 CHAPTER THREE.....	21
Research methodology.....	21
3.1 Research design.....	21
3.2 Environment.....	21
3.3 Population.....	21
3.4 Sample population.....	22
3.5 Research instruments.....	22
3.6 Data collection procedures.....	23
3.7 Statistical treatment of data.....	23
3.7.1 Quantitative analysis.....	23
3.7.2 Qualitative analysis.....	23
3.8 Operational definition of. terms and concepts.....	24
 CHAPTER FOUR.....	25
Presentation and data analysis.....	25
4.0 Introduction.....	25
4.1 Questionnaire for teachers.....	25
4.2 Questionnaires for learners.....	33

CHAPTER FIVE.....	37
Summary, Discussions, Conclusions and Final Recommendations.....	37
5.0 Introduction.....	37
5.1 Summary.....	37
5.2 Discussion.....	38
5.3 Conclusion.....	40
5.4 Recommendations.....	41
References.....	43
Appendix A: Transmittal letter.....	45
Appendix B: Questionnaire for Learners.....	46
Appendix C: Questionnaire for Teachers.....	48
Appendix D: Time schedule.....	52
Appendix E: Budget.....	53
Appendix F: Map.....	54

List of Tables

Table 4.1 Causes of disabilities.....	25
Table 4.2 Performance of physically handicapped learners.....	26
Table 4.3 Guidance and counseling services to physically handicapped learners.....	27
Table 4.4 Benefits of guidance and counseling to physically handicapped learners.....	28
Table 4.5 Effective guidance and counseling.....	29
Table 4.6 Suitability of current guidance and counseling services.....	30
Table 4.7 Guidance and counseling to learners.....	33
Table 4.8 Providers of guidance and counseling.....	33
Table 4.9 Learners perception of guidance and counseling.....	34
Table 4.10 Best guidance and counseling provider.....	35
Table 4.11 Benefits of guidance and counseling.....	35
Table 4.12 Individual or group counseling.....	36

List of charts

Chart 4.1 Perception of guidance and counseling by physically handicapped learners.....	31
Chart 4.2 Guidance and counseling demands.....	32

ABSTRACT

Physically handicapped learners have dreams and visions. However they are sometimes not fulfilled due to certain barriers. In order for these learners to perform well they need guidance on issues related to the challenges they face in life.

This study aimed at analyzing the existing guidance and counseling services and methods of primary schools in Gatanga Zone, Thika District.

The sample was then drawn from six schools with special units and physically handicapped learners in an inclusive setting.

Research instruments used were questionnaires for both teachers and physically handicapped learners.

The data collected was analyzed using both qualitative and quantitative methods.

The study aimed to find out the way forward as far as guidance and counseling physically handicapped learners is concerned.

The study was also used to make appropriate recommendations as this would be a foundation upon which physically handicapped learners can be treated with the seriousness they deserve.

CHAPTER ONE:

1.0 Introduction

In this introductory chapter of the study the researcher gave the context and theoretical impact of guidance and counseling to physically handicapped learners in Gatanga Zone , Thika District. The researcher proceeds to give the statement of the problem, the objectives and research questions to guide the scope of the study . The researcher also explained the significance of the study.

1.1 Background information

Individuals have been faced with problems as long as human beings have existed. The physically handicapped learners have not been left out either. They have been neglected, discouraged and rejected in the society. These problems therefore cannot be solved with the help of specialists since they are psychological. They need therapeutic help of specialists which have not always been available (Cheseto, 2004).

Physically handicapped learners face many problems in an inclusive setting. Abusive , derogative and dehumanizing terms were used by the society and are still being used. Although the media and the church have made efforts to create awareness on children with special needs the largest percentage of ' normal' people still have a negative attitude towards these learners.

Tags used include cripples, ' Kiwete' and ' Kilema'

The needs for such learners need be addressed in order for them to exploit their potentials to the maximum because disability is not inability. For these learners to cope in an inclusive setting guidance and counseling plays an integral part in their lives so that they can accept themselves.

In primary schools teachers should offer basic guidance and counseling services (Ndichu, 2002).

Due to the bus schedule this has not always been possible. With the introduction of free primary education congestion in classes makes teachers have little or no time at all to address learners with special needs.

Support for physically handicapped learners has not been well done if any very little have been done and there is, need for more.

1.2 Statement of the Problem

In an inclusive setting some teachers just ignore and look down upon physically handicapped learners. Fellow learners fear the physically handicapped because some think disability is contagious. The learners with special needs become discouraged feel unwanted and drop out of school due to frustration. They are not given enough attention and opportunities to develop their potentials fully. Guidance and counseling should be given to address all the needs of an individual (Kamanga, 2004).

The needs include self understanding , development of talents , knowledge on reproductive health, effective self management, ability to solve conflicts , ability to make decisions and coping with loss (MOEST, 2004). These would enable such learners to become productive , rich instead of ending up in the streets as' saidia maskini', meaning help the needy. This study aims to find out the impact of guidance and counseling to such learners in an inclusive setting.

1.3 Objectives of the Study

1.3.1 General Objective

This study aimed to study the impact of Guidance and Counseling to physically handicapped learners in Gatanga zone, Thika District, Kenya.

1.3.2 Specific Objectives

This study sought to:-

1. Find out possible causes of physical handicap.
2. Investigate whether physically handicapped learners receive guidance and counseling from their teachers.
3. find out the learners perception of guidance and counseling
4. Determine the methods through which guidance and counseling services can be given to physically handicapped learners.

1.4 The scope of the study

The research was conducted between April and August 2008. the study was based on the impact of guidance and counseling to

physically handicapped learners in Gatanga Zone, Thika District , Kenya. The research was carried out in Gatungu, Rwaitira, D.E.B Kirwara, Chomo, Gatanga and Mabanda Primary Schools in Thika District. The respondents to the research were students and teachers in the schools from the sample size.

1.5 Significance of the Study

In an inclusive setting learners with special needs face a lot of problems. Some learners with physical disabilities have features which can show the type of disability present , such features include short legs, and hands , bulging eyes and missing body parts. These restrict their social interaction because other learners may pity them an fear to mix with them. As a result the physically handicapped earners withdraws from school and more to that have no acceptance in the community and home environment.

The results of this study will help teachers and stake holders in taking guidance and counseling more seriously. This would ensure the physically handicapped learners are given necessary support in terms of guidance and counseling.

The study will further assist teachers and members of the community on the most effective methods to use to offer the services and also who to use in guiding and counseling learners.

The study will not only be a springboard for further research but will provide information to existing literature.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of characteristics of physically handicapped learners , definition of guidance and counseling and theories of guidance and counseling , traditional set up of guidance and counseling , the implementation of guidance and counseling in primary schools , the challenges facing the implementation of guidance and counseling and qualities of a good counselor.

2.1 Physically handicapped learners.

Physically handicapped have conditions that hinder movement. Manipulation of physical environment, free interaction and barriers in communication. These learners are grouped into two major groups namely:

- Orthopedic difficulties which is as result of motor impairment due to problems in bones and muscle systems. This affects a child's performance (Kirk and Gallagher, 1986).
- Neurological difficulties who have motor problems associated with nervous system such as brain , spinal cord and nerves.

2.2 Causes of Physical handicaps

Physical handicaps may be congenital which usually is a result of failure of full formation of body parts in the womb. It can also be

acquired through accidents such as road accidents, cuts and burns. According to Mwaura (2002), physical handicaps may be caused by

- Pre-natal causes (before birth). The causes during this period include venereal diseases such as syphilis and gonorrhea , HIV/ AIDS, diseases such as German measles (Rubella), excessive use of drugs like quinine, excessive exposure to x- ray, anaemia during pregnancy, foetal cerebral hemorrhage due to direct trauma, exposure to radiation, misuse of narcotic drugs such as cigarettes, incompatibility of mother- child blood type and genetic inheritance.

- Peri-natal causes (during birth)

These include lack of oxygen due to wrong use of forceps during delivery, umbilical cord strangulation, prolonged labor, large head and breech birth. Pre- mature birth, neo- natal jaundice and birth injures may cause disabilities. Mwaura (2002)

- Post – natal (after birth)

These include poor nutrition such as unbalanced diet, accidents such as a fall, diseases such as meningitis, brain tumor and exposure to poisonous agents such as chemicals.

2.3 Characteristics of Physically handicapped learners.

According to school– based Teachers Development (sbTD, 2001) physically handicapped learners portray the following characteristics. They have deformity such as webbed fingers and hunch. They have abnormal posture while walking or seated. Have difficulties in walking and using limbs. The physically

handicapped learners also look generally weak in performing physical tasks.

2.4 Problems encountered by physically handicapped learners.

Physically handicapped learners face the following problems. They are not able to walk properly, not able to hold pens properly, not able to turn pages in a book and feed or dress themselves. Some may have frequent fractures due to falls, miss class regularly and be unable to participate in physical exercises. Others may have communication problems, standing problems and malfunctioning of respiratory function such as those with muscular dystrophy. They also suffer rejection due to negative perception by the society, these learners may be disoriented and have low intelligence. They also experience learning difficulties and have poor body balance. A few of physically handicapped learners have problems with fine and gross motor muscles. Some physically handicapped learners may portray frequent inappropriate behaviour such as those with multiple handicaps (Mwaura, 2002) . The learners are mistreated, some people see them as lesser beings.

Teachers have little knowledge on how to deal with some of the physical handicaps so they ignore the learners. This leads to lack of interest in education, withdrawal and eventually dropping out of school. They are not also able to complete learning tasks on the time which results in having low self perception.

2.5 Guidance and Counseling

Guidance is an expert direction given to a person through teaching , directing , opinion giving, role playing , explaining and advising or instructing.

According to school Empowerment Programme for primary School Teachers (SEP, 2005), it should be given at every developmental stage of the learner. It can be done in any place and can be formal or informal. It addresses learners intellectual, emotional, social and psychological needs, should be preventive , remedial but not crisis oriented. Guidance and counseling program Development (UWESCO, 1998). Guidance is an integral part of a school Programme.

Ndirangu (2000) states that guidance should be informative and aim at behavioral change. Guidance should aim at self awareness acquisition of life skills, optimum performance , utilization of opportunities , vocational awareness, ability to make decisions, preparedness for crisis and developmental potential.

Counseling is a relationship between the counselor and a counselee (one in need). It is designed to help people understand and clarify their views of themselves , their problems in relation to the environment.

(SEP, 2005). It helps individuals to reach their goals by making choices from alternatives at their disposal. It is aimed at developing the person to the full in a free and conducive environment. It deals with affective domain (feelings). It

demands for privacy , requires close confident relationship and is remedial oriented (Mwai (2000).

Counseling aims at assisting the counselee to find solutions to the issues or problems he or she is facing and as a result, manage or cope with the problems . counseling has different stages namely:-

- Attending which is the willingness to find a counselor by a counselee.
- Exploring whereby the counselee is allowed to voice his or her own story.
- Understanding which is being able to come to terms with the presenting and underlying problems or issues. MOEST (2004)
- Action where both the counselor and the counselee plan the course of action which should be realistic and practical. Counseling is terminated once the person with a problem is stable and strong enough to go on with life and deal with the issues.

2.6 Theories of Guidance and Counseling

Guidance and counseling has a number of theories. These assist to form a base for explaining behaviour. They include Psychoanalysis, person – centered and behavioral theory.

2.6.1 Psychoanalysis theory.

This theory was developed by Dr. Sigmund Freud. According to Freud behavioral is determined by irrational forces, unconscious motivations, biological and instinctual drives. The theory teaches

that a person's behaviour is far more complex than had been imagined.

Psychoanalysis teaches that one may through insight, free oneself from tyranny of past experience. This happens as the unconscious becomes conscious, blind habit is replaced by choice. Instincts are central and serve the purpose of the survival of the individual and human race, they are oriented towards growth, development and creativity (Corey, 1995).

Freud asserts that people manifest through their behavior an unconscious wish to die or to hurt themselves or others. Although there may be conflicts between life instincts (Eros) and death instincts (Thanatos) human beings are not condemned to be the victims of aggression and self destruction. He states that the major challenge facing human race is how to manage the aggressive drive.

The theory further states that the personality consists of id, ego and superego. The id is the biological component. It lacks organization, and it is blind, demanding and insistent. The id can not tolerate tension and it functions to discharge tension immediately and return to a homeostatic condition. It aims at reducing tension, avoiding pain, gaining pleasure and it is illogical, immoral, and driven by one consideration to satisfy instinctual needs. The Id never matures, it does not think but only wishes or acts. It is largely unconscious or out awareness.

The ego has contact with the external world of reality. It is the executive that governs, controls and regulates the personality. It mediates between the instincts and the surrounding environment. The ego does realistic and logical thinking and formulates plan of action for satisfying needs. It controls the Id. It also distinguishes between mental images and things in the external world.

The Superego is the judicial branch of personality. It includes a person's moral code, the main concern being whether action is good or bad, right or wrong. It presents the traditional values and ideas of society as they are handed down from parents to children. It is related to psychological rewards and punishments. The rewards are feelings of pride and self love, the punishments are feelings of guilt and inferiority. The aim of psychoanalytic therapy is to make the unconscious motives conscious for only the one exercise choice. This is because the unconscious though out of awareness influence behaviour (Covey, 1995).

From Freud an individual can develop ego defences namely

- Repression whereby threatening or painful thoughts and feelings are excluded from awareness. It is an involuntary removal of something from consciousness.
- Denial a way of distorting what the individual think, feels or perceives in a traumatic situation by simply "closing one's eyes" to the existence of threatening reality.

- Reaction formation which is expressing negative impulse actively. Individuals portray love with concealed hate or mask cruelty with excessive kindness.
- Projection which is attributing to others ones own unacceptable desires and impulses.
- Displacement , this is discharging impulses by shifting from a threatening object to a “ safer target”. It is directing energy towards others while the original object is inaccessible , Covey (1995).
- Rationalization is the “ process of justifying one’s acceptable reaction in the place of real reasons.”
- Sublimation involves directing sexual on aggressive energy into creative behavior. They should be socially acceptable and even admirable.
- Regression is where people revert to form a behavior that they have outgrown. This happens in face of stress and severe challenge.
- Introjection is taking in and “ swallowing” the values and standards of others. May be positive or negative.
- Identification where people who feel basically inferior may identify themselves with successful causes, organization or people in the hope that they will be perceived as worthwhile
- Compensation is masking perceived weaknesses or developing certain positive traits to make up for limitations. The person tends to voice the message “ Don’t see my inferiority, but see my accomplishments”

- According to Freud's view personal and social development is grounded in the first six years of life.

2.6.2 According to person – centered theory which was developed by Carl Rogers (1902 – 1987) people are essentially trustworthy, have a vast potential for understanding themselves and resolving problems. It further states that people are capable of self-directed growth if they are involved in a therapeutic relationship. Rogers believed that people are trustworthy resourceful, capable of self – understanding and self – direction, able to make constructive changes and able to live effective and productive lives (Cain, 1987). Therapists should therefore be able to communicate their realness, caring and non judgmental understanding for significant changes to occur in the client. Corey (1995). He maintains that three therapist attributes create a growth – promoting climate in which individuals can move forward and become what they are capable of becoming.

These attributes are :-

- Congruence which refers to genuineness or realness.
- Unconditional positive regard (acceptance and caring)
- Accurate empathic understanding which is the ability to deeply grasp the subject world of another person. According to Rogers if these attitudes are communicated by the helper, those being helped will become less defensive and more open to themselves and their world and will behave in social and constructive ways.

People move towards health if the way seems open for them to do so.

The person – centered approach focuses on client's responsibility and capacity to discover ways to more fully encounter reality. Therapists concern themselves mainly with the client's perception of self and the world.

According to this theory people experience psychotherapeutic growth in and through a relationship with, another person who is caring, understanding and real.

It presents a way of being as a shared journey in which therapist and client reveal humanness and participate in a growth experience, Corey (1995)

The theory aims towards a great degree of independence and integration of an individual. Its focus is on the person not on the person's presenting problem.

The basic goal of this theory is to encourage openness to experience trusting oneself, an internal source of evaluation and willingness to continue growing. Therapists should use themselves as an instrument of change.

2.6.3 According to behavioral counseling theory developed by Albert Ellis and Koumboltz, behavior can be considered in three areas of development. These are the three areas of development namely; classical conditioning , in which certain respondent behaviors, such as knee jerks and salivation are elicited from a passive organism. Corey (1995).

In operant conditioning actions operate on the environment to produce consequences. They include most of the significant responses we make in everyday life. If the environmental changes brought about by the behavior are reinforcing the chances are strengthened that the behavior will occur again. If the environmental changes produce no reinforcement the chances are lessened that the behavior will recur. Actions that are reinforced tend to be repeated and those that are discouraged tend to be extinguished. Positive reinforcement is adding of something as a consequence of certain behavior. The reinforcer is something the organism seeks. The third cognitive trend in behavior therapy is cognitive trend.

Behavioral therapy is characterized by six recurrent themes these are:-

- a) Practice of collaborative partnership between the therapist and client whereby attempts are made to inform clients about the course and nature of treatment and also trained to initiate conduct and evaluate their own treatment under the guidance of a therapist.
- b) Tailored to fit the unique needs of each client
- c) Therapy is carried out in the clients natural environment.
- d) Clients are expected to engage in specific actions to deal with their problems.
- e) Deals with client's current problems and the factors influencing them, as opposed to historical determinants.

f) It is on the principles and procedures of the scientific method.

These principles are derived from a variety of psychological experiments and can be applied in clinical practice towards the goal of changing behavior.

2.7 Traditional set up of Guidance and Counseling.

Counseling has been present in our community even before modern medicine. It was surrounded by a lot of mystery and secrecy. In the Kikuyu community the responsibility of counseling young people was divided according to gender and age was also an important factor. Young girls were counseled by their mothers, aunts and grandmothers depending on the issues in question. Young boys were counseled by their fathers, uncles and grandfathers depending on what information and guidance was needed. Traditional medicine men also offered these services however no systematic documentation was done hence a vast amount of knowledge was lost with the demise of these traditional healers. However it is in order to accept that counseling started as early as human history (Guidance and Counseling Module for Primary School Teachers, 2004).

2.8 Implementation of Guidance and Counseling in Primary Schools.

The Ministry of Education defines Guidance as a continuing process of determining and providing for the development needs of learners. It is considered a long - life process that involves

helping individuals both as part of a group and at the personal level (Mwangi, 2002).

The implementation is based on a number of recommendations and guidelines contained in various Education Commission Reports, National Development Plans and Government Sessional papers which include Ominde Report (1964), Gachathi Report of (1976), Kamunge Report (1988) sessional paper no. 6 of 1988 and National Development 1 papers. (Randiki, 2002)

The Ominde Report of 1964 stated that the need to reassess expatriates education to fit training for people to take over the skilled jobs. These necessitated the enhancing of vocational / career guidance in schools. The recommendations led to the opening of the guidance and counseling sub-section in the Ministry of Education in 1971 to support school career guidance (SCG)

In 1974 it was realized that the provision of vocational guidance was not adequate. Other issues emerged. The 1974 – 1976 Development Plan advised teachers and heads of schools to provide space on the timetable for teachers to assist pupils resolve their psychological problems by providing guidance and counseling.

The Gachathi Report (1976) put great emphasis on the importance of improving education and other relevant services such as guidance and counseling to persons with disabilities and especially learners with special needs in school. It recommended that

guidance and counseling forms part of the curriculum at teacher training colleges and universities.

The Kamunge Report(1988) made the following recommendations for training and provision of guidance and counseling services.

They included:-

- Decentralization of guidance and counseling to district levels
- Senior teachers to be responsible for running the programmes
- Teacher Service Commission to appoint guidance and Counseling Head of Departments in schools.
- Kenya institute of Education to be charged with the responsibility of developing suitable and relevant curriculum and the resource materials such as guidance and counseling handbook.
- Training of teacher trainers and teacher counselors
- Provision of guidance and counseling services in schools and colleges.
- Development of peer education and counseling clubs.
- The 2001 – 2002 development Plan recommended that Teachers Service Commission should give study leave for any teachers going to study guidance and counseling courses. Guidance and counseling primary Teachers Module (2004)

2.9 Challenges facing the implementation of Guidance and Counseling.

The ministry has been faced with the following challenges and barriers.

- Lack of guidance and counseling in most primary schools.
 - Inadequate training for personnel
 - Lack of proper guidance and counseling facilities such as buildings with necessary resources.
 - Inadequate financial resources
 - Work overload for teacher counselors as they also have other academic subjects.
 - Kenya Institute of Education was yet to come up with formal curriculum and training handbook
 - Negative concepts and perceptions on guidance and counseling.
- School Based Teacher Development (2004). The strategies to overcome the barriers have been set and some already put in place.

2.10 Qualities of a good Counselor

According to Mwangi (2003) , an efficient guidance provider should have the following qualities;

- Should be a good listener whereby he / she listens without interfering with the conversation and use eyes and ears to detect messages that are given verbally.
- Should be confidential so that he/ she does not disclose information not supposed to be disclosed
- Should be confident with himself/ herself
- Patient to give the counselee enough time.
- Should be knowledgeable so that he/ she do not give wrong information.

- Should be understanding be empathetic in order to understand counselee's experiences and communicate feedback from the counselee's frame of reference.
- Should be respectful to the counselee's feelings
- Should be committed and ready to go an extra mile
- Should be aware of opportunities and choices available to assist counselee effectively.
- Should be loving and caring but with "no strings attached"
- Should be non- judgmental and should avoid arriving at conclusion.
- Well –composed and genuineness is important
- Should have self- disclosure in order to provide a conducive environment during , counseling .

All the above qualities play an integral part while guiding and counseling physically handicapped learners in an inclusive setting.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used survey method. Since a large area was covered. The researcher used both qualitative and quantitative research approaches.

In qualitative approach data collected was described in words. This aimed at identifying distinctive characteristics of events and situations primarily by describing.

In quantitative the researcher used numerical data to explore traits and situations. The researcher then analyzed the data using statistical methods and arrived at results; these were then interpreted to give meaning to the study.

3.2 Environment

The research was carried out in Gatanga Zone, Thika District in Kenya.

3.3 Population

The study aimed at learners who are physically handicapped and their teachers. These are from schools in Gatanga Zone. The target population was to be the 15 schools in Gatanga zone.

3.4 Sample Population

Samples were from six schools with special units and physically handicapped learners. These schools were Gatunyu, Rwaitira, DEB Kirwara, Chomo, Gatanga and Mabanda Primary Schools.

Physically handicapped learners together with their teachers were requested to fill the questionnaire. The researcher will then collect the questionnaires at the agreed time.

3.5 Research Instruments.

Questionnaires were employed to gather information from pupils and teachers. The questionnaire for teachers had ten open ended questions. The questionnaire was used because of the advantage of obtaining data within a short time. It also had an element of privacy so students were able to express themselves freely.

The questionnaire was designed to yield to the following information.

- a) Provision of guidance and counseling to the physically handicapped
- b) Possible causes of physical handicaps
- c) Learners perception of guidance and counseling to physically handicapped learners.
- d) Methods used to give guidance and counseling to physically handicapped learners.

3.6 Data collection procedures

The researcher obtained an introductory letter from the institute of open and distance learning. This enabled the researcher to go to the field to carry out the research. Data was collected using questionnaires. The researcher took the questionnaires to the six schools personally. Respondents were given instructions on how to fill the questionnaires. The pupils were made to understand that it was not an examination and therefore should be able to give the answers frankly. They were also told that the information they give would be used to help improve guidance and counseling. Research instruments were searched in order to reject those that were not fully filled.

3.7 Statistical Treatment of Data

3.7.1 Quantitative Analysis

Data was categorized according to research variables. It was then coded in sheets from which it was keyed into the computer. Quantitative data generated from questionnaires was computed into frequency counts and percentages using the formula below:

$$\text{Percentage (\%)} = \frac{f \times 100}{\text{Total number}}$$

Where f = number of respondents observed.

3.7.2 Qualitative Analysis:

Data from semi structural and in – depth interviews was not standardized hence it did not require categorization , such data

was presented in a descriptive form and was used to discuss the results of quantitative data

3.8 Operational Definition of terms and concepts:-

Impact: How it can transform the lives of the physically handicapped.

Counseling: That part of guidance process which helps individuals deal with or remove frustrations and barriers that interfere with their daily lives and perform well.

Guidance: Is a life process which will equip a person with knowledge and techniques that will enable him to identify and handle problems effectively.

Pre- natal: Before birth

Peri-natal: During birth

Post Natal: After birth

Special needs: they are personal unique needs that need to be addressed in order to enable one to exploit his/ her potential to the maximum and perform as close as normal. They hinder ones performance in different areas such as learning.

Counselor : Any person concerned with the responsibility of helping learners who are physically handicapped deal with the problems they face and advice them accordingly.

Counselee: The one who needs therapeutic help such as the physically handicapped learner.

Congenital: That which is related to formation in the womb.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.0 Introduction

This chapter focuses on presentation and data analysis .The questionnaires were directed to teachers and physically handicapped learners in Gatanga zone primary schools . The researcher visited the schools and sought head teacher's permission. She then briefed the respondents about the research and administered the questionnaire. In this chapter the data has been arranged into significant pattern to reflect the essence of the responses.

4.1 Questionnaire for teachers

Q1 The respondents were asked on what they believe may be the cause of disabilities. They gave the following responses.

Table 4.1 :Causes of disabilities.

RESPONSE	FREQUENCY	PERCENTAGE
CURSES	3	50%
INHERITANCE	1	17%
DISEASES	2	33%
TOTAL	6	100%

According to the table above most of the teachers believe that curses are the most possible cause of disabilities. They argue that disabilities may be as a result of laughing or refusing to obey parents. Failure of ancestors to do what they were expected to do and thus bringing a curse to the later generation and passing of curses from parents to

children. However this shows that teachers need be sensitized on the causes and prevention of disabilities. So that they change their perspective . Curses are feared and this may be one of the major reasons why physically handicapped learners are feared, mistreated and rejected.

Q2 The respondents were asked whether physically handicapped learners can perform well if given necessary support.

The table below shows their responses

Table 4.2 Performance of physically handicapped learners.

RESPONSE	FREQUENCY	PERCENTAGE
Can do well	6	100%
Cannot do well	0	0%
Can do nothing at all	0	0%
TOTAL	6	100%

According to the findings most of the teachers felt physically handicapped learners can do well if given the necessary support. This means that more needs to be done as this is not the case on the ground. Physically handicapped learners need to be guided and counseled even more in order to be able to learn socialize and cope with other learners in an inclusive setting.

Q3 The respondents were asked whether physically handicapped learners receive guidance and counseling.

The table below shows the responses.

Table 4.3: Guidance and counseling services to physically handicapped learners.

RESPONSE	FREQUENCY	PERCENTAGE
YES	3	50%
NO	3	50%
TOTAL	6	100%

In some schools physically handicapped learners do not receive guidance and counseling services. This would mean that the learners may be faced with problems and have nobody to assist them. In connection to this they may end up being frustrated. Such learners need be guided accordingly by the guidance and counseling teachers in their schools. Teachers also need to develop a positive attitude towards this learners. This cannot be possible with the perception that inheritance and curses are the major causes of disability. As the need for addressing learners needs in an inclusive setting is being campaigned on there is need to create awareness on the need to use psychologist to give therapy to those in need in order to deal with the ‘inner man’.

Q4 The respondents were asked whether the guidance and counseling services given are useful to the physically handicapped learners.

Table 4.4: Benefits of guidance and counseling to physically handicapped learners.

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	67%
NO	2	33%
TOTAL	6	100%

From the table we find that some teachers feel the current guidance and counseling services do not benefit the learners with physical handicaps. This means their needs are not addressed. For these learners to perform well they need the services in order to understand themselves , be able to cope with the situations which are challenging in their lives and boost their self- esteem. The services would also assist the learners to develop holistically and eventually perform well. However this responsibility need be taken seriously by all those who are interacting with the learners every day. It should not only be left to teachers. Thus the existing ways need be intensified in order to assist these learners and at most be able to reach them right where they are and the point of their needs. This can only be possible if we develop a positive attitude towards these learners and treat them as the other learners.

Q6 The respondents were requested to state whether effective guidance and counseling should be from their personal experience. The table below shows the responses.

Table 4.5: Effective guidance and counseling.

RESPONSE	FREQUENCY	PERCENTAGE
Individual counseling	6	100%
Group counseling	0	0%
TOTAL	6	100%

From the above table all teachers felt individual counseling is the most effective. This is because the disabilities present are different and their impact is also different on the life of the learner. They should therefore be handled differently. On the other hand learners are able to disclose their problems and fears freely when they are counseled individually. All learners are unique with varieties of problems and individual needs this means their experiences are also different. The counselor should therefore deal with each learner as an individual. This would therefore mean that in primary schools there need be modifications as far as guidance and counseling is concerned. The physical environment to give room for a place quiet for guidance should be availed. The teachers are also having a heavy work load thus the need to have a counselor in the primary schools for referrals.

Q7. The respondents were asked whether the current guidance and counseling methods benefit the physically handicapped learners. The table below shows the responses.

Table 4.6 Suitability of current guidance and counseling services.

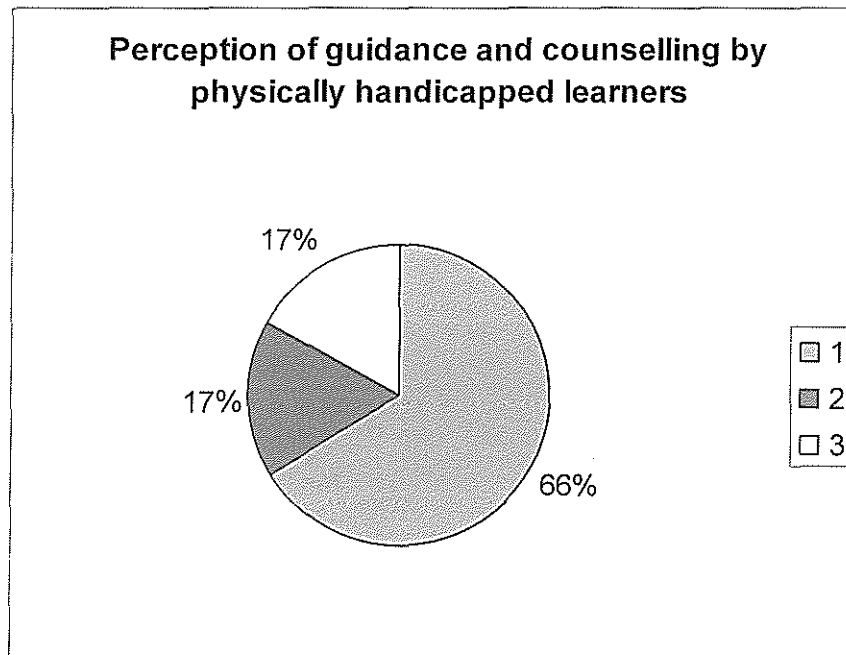
RESPONSE	FREQUENCY	PERCENTAGE
YES	4	66%
NO	2	34%
TOTAL	6	100%

From the table above we find that some teachers felt the physically handicapped learners do not benefit from the current guidance and counseling methods. This is because individual counseling programmes are to there currently in the primary schools. More to it there are very few counselors who on the other hand handle the learners in groups as they have little knowledge on learners with special needs. Therefore for individual counseling to be effective there is need to train enough resource persons on guidance and counseling and especially those with good knowledge on diverse needs of learners especially learners with special needs. This would instill an acceptance in the learners with physical handicaps, it would also boost their self-esteem, feel worthwhile and be able to perform well and exploit their potentials to the maximum which is healthy in an inclusive setting.

Q5 The respondents were expected to say whether physical handicapped learners understand what guidance and counseling is.

The pie chart below indicates the teachers responses.

Chart 4.1



Key

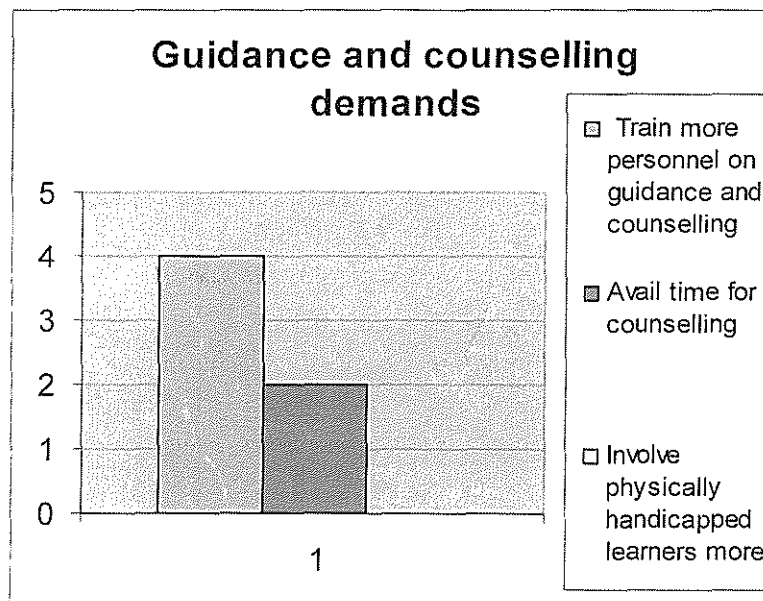
- 1- Some do understand
- 2- Many do understand
- 3- They do not understand at all

According to the pie chart only some physically handicapped learners understand what guidance and counseling is. This shows there are many learners out there who do not even know what guidance and counseling is. This means that a lot more needs to be done in this area for the learners to understand what is and therefore open up their minds in order for them to be assisted.

Q8 The respondents were asked to state what can make guidance and counseling more effective in primary schools.

The bar graph below shows the teachers responses.

Chart 4.2:



Most of the teachers felt that more personnel on guidance and counseling should be trained. This would help in addressing the untackled areas of guidance and counseling in primary schools. Others felt the need for availing time for counseling. However both the above issues should be addressed as they go hand in hand. The ministry and the persons concerned should therefore take guidance and counseling as any other part of the primary curriculum and treat it with the seriousness it deserves.

4.2 Questionnaires for learners.

Q1 The respondents were asked whether they get guidance and counseling services.

Table 4.7: Guidance and counseling to learners.

RESPONSES	FREQUENCY	PERCENTAGE
YES	45	58%
NO	33	42%
TOTAL	78	100%

From the table above learners receive guidance and counseling. The physically handicapped learners feel they do get the services.

Q2 The respondents were asked who gives them guidance and counseling.

Table 4.8: Providers of guidance and counseling

RESPONSE	FREQUENCY	PERCENTAGE
Parents	41	52%
Teachers	23	29%
Friends	04	5%
All the above	10	14%
TOTAL	78	100%

The above table shows that the physically handicapped learners receive guidance and counseling from parents, teachers and friends.

However they need be cautioned so that they don't follow misleading guidance from their friends. The physically handicapped learners need be able to distinguish bad and good counseling.

Q3 The respondents were asked whether they do understand what guidance and counseling is. Their responses are shown below.

Table 4.9: Learners perception of guidance and counseling.

RESPONSE	FREQUENCY	PERCENTAGE
YES	54	69%
NO	24	31%
TOTAL	78	100%

They felt guidance and counseling helps them to know what they do not know, gives them the way forward, helps them to solve problems and they are also able to choose between good and bad things. This shows that few understand what guidance and counseling is. However more should be done in order for those who do not understand what guidance and counseling is to be sensitized on this services and their importance.

Q4 The respondents were asked to state whom they feel would be the best to guide them.

Table 4.10: Best guidance and counseling provider.

REPONSES	FREQUENCY	PERCENTAGE
Teachers	44	56%
Parents	24	30%
Friends	10	14%
TOTAL	78	100%

From the above table learners with physical handicaps feel both the teachers and parents should take the responsibility of guiding and counseling them. This means the parents should play their role. When the learner is at home and the teachers should play their role in guiding and counseling physically handicapped learners in an inclusive setting.

Q5 The respondents were asked whether they benefit from guidance and counseling. The table below shows their responses.

Table 4.11: Benefits of guidance and counseling.

RESPONSE	FREQUENCY	PERCENTAGE
YES	50	64%
NO	28	36%
TOTAL	78	100%

The above table shows that some physically handicapped learners benefit from guidance and counseling others do not. This means the services be intensified and modified for the learners to benefit even more.

Q6 The respondents were asked whether they enjoy individual or group counseling . The table below shows the responses they gave.

Table 4.12: Individual or group counseling

RESPONSE	FREQUENCY	PERCENTAGE
Individual	65	83%
Group	13	17%
TOTAL	78	100%

From the above table most learners enjoy individual counseling reasons being they enjoy secrecy when guided individually. They also fear that other learners may gossip on their problems and they feel secure when they are guided alone. This shows individual counseling should be the way forward as teachers deal with physically handicapped learners each with unique needs. However group counseling should only be used when the problem is similar with all learners.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND FINAL RECOMMENDATIONS.

5.0 Introduction

This chapter consists of the summary, discussions, conclusions and final recommendations.

5.1 Summary

The researcher came up with the topic of the study, she then reviewed related literature and discussed the methods she used in the study. After presenting the data the researcher then analyzed it.

The researcher's findings are based on two sources. These are teachers and physically handicapped learners from six schools in Gatanga zone of Gatanga Division, Thika District.

From the data collected in the sample schools the researcher established that guidance and counseling is very important to physically handicapped learners but there are some misconceptions on physical handicaps. The researcher learnt that

- Few teachers understand the causes of physical handicaps some still hold to primitive beliefs of it being as a result of curses.
- Teachers believe that learners with physical handicaps can perform very well if given necessary support in an inclusive setting.
- That guidance and counseling services are not available to some learners.

- Some services given currently do not benefit physically handicapped learners in an inclusive setting as they only address the regular learners.
- There are some physically handicapped learners who do not understand what guidance and counseling is.
- Individual counseling would be the best method in addressing physically handicapped learners and their unique needs.
- Some teachers felt that the current services do not benefit the physically handicapped learners needs in an inclusive setting.
- There is need to train more personnel in order to make guidance and counseling more effective among the physically handicapped learners in an inclusive setting.
- Time should also be availed bearing in mind there is a lot of workload for teachers in primary schools today.

5.2 Discussion

From the findings we find that some people still feel that curses cause physical disabilities. The researcher found out that some respondents felt diseases cause disabilities. Mwaura (2002) states that venereal diseases such as syphilis, gonorrhea, HIV/AIDS cause disabilities. Rubella (German measles), meningitis can cause disabilities. The researcher feels that parents ignore pre-natal and post-natal clinics and this exposes the foetus to various risks while still in the womb, during peri-natal stages while the body has little or no resistance to infections.

The researcher found out that the respondents felt physically handicapped learners can perform well if given necessary support. According to Ndirangu (2002) Guidance should aim at self awareness, acquisition of life skills, optimum performance, vocational awareness, ability to make decisions, preparedness for crisis and development of potentials.

Corey (1995) states that people are capable of self-directed growth if they are involved in therapeutic relationship such as offering guidance and counseling to learners with special needs. The researcher feels that the physically handicapped learners have the ability to excel if given necessary support. They can be great people of tomorrow with necessary support.

The researcher found out that individual counseling is the best way to tackle learners' needs. This is because each and every physically handicapped learner have unique needs. According to MOEST (2002), the TSC should give study leave for teachers going to study guidance and counseling. The researcher feels that this is important in order to encourage many teachers to study guidance and counseling. This would lead to having the room for individual counseling which would address each learners needs as per the demand.

As learners do not understand what guidance and counseling is there is need to intensify the campaign on guidance and counseling. According to Gachathi Report (1976) great emphasis should be put on the importance of improving education and other relevant services such as guidance and counseling to learners and persons with

disabilities. The researcher feels that there is need to involve physically handicapped learners more in guidance and counseling. They should also be made aware what this services are and their impact in ones life.

5.3 Conclusion.

The findings of this study provides some basis of argument to show the impact of guidance and counseling to physically handicapped learners in primary schools. The researcher obtained information as to why sometimes this learners are neglected. It was also observed that learners face unique problems which need be handled individually. The issue of training more personnel on guidance and counseling was felt to be of great importance.

Readers may study further on the same topic and come up with their own professional opinions whose aim is to alleviate the problems faced by physically handicapped learners.

The researcher distributed questionnaires to teachers and physically handicapped learners in six schools in Gatanga Zone and drew the conclusions.

She found out that the real causes of physical handicaps are known to few, not many physically handicapped learners benefit from the guidance and counseling services currently being used.

The major conclusions done by the researcher included sensitizing teachers on causes of disabilities, training more personnel, availing time for counseling and using individual counseling method to reach the learners at their point of need.

5.4 Recommendations

- Sensitize teachers on causes of disabilities. This should be done by the ministry of Education through seminars and workshops for teachers or short term in-service courses.
- Giving physically handicapped learners the necessary support to perform well. This can be done by head teachers, teachers , stakeholders and the community. It can be done by creating awareness through parents meetings and chiefs barazas.
- Intensifying guidance and counseling services among physically handicapped learners in order to address their needs. This should be done by teachers after they have been sensitized. It is possible by being done all through as the teachers teach and individual counseling when need be.
- Training more teachers on special education . This should be done by institutions such as Kenya Institute of Special Education Kenyatta University and other universities by providing packages convenient for teachers.
- Using individual counseling methods to enable learners share their feelings, frustrations and challenges especially physically handicapped learners. This would boost their self esteem should be done by teachers by at least availing time and room to help the physically handicapped learners.

- Modifying the approaches of giving guidance and counseling to physically handicapped learners.

Ministry of Education should provide time on the timetable they should also place counselors in each and every primary school for referral.

- Creating positive attitude in the public towards physically handicapped learners. This can be done by trained personnel from institutions of people with special needs.

It can be done by the use of media such as radio and television. It can also be done through the church.

- Further investigations to be carried out on the impact of guidance and counseling to physically handicapped learners. This can be done by scholars through research.

The researcher feels that further research can be done on the topic.

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APPENDIX A

TRANSMITTAL LETTER

Kampala International University

P. O. Box, 20000, Kampala

Dear Sir/ Madam,

RE: A REQUEST OF PERMISSION TO CONDUCT
RESEARCH.

My name is Rebecca Wahura Maina a student of Kampala International University.

I am kindly requesting you to permit me to conduct a research in your school to fulfill the University requirement.

The study will only take a few days.

I promise not to inconvenience your school.

Your support will be highly appreciated.

Thank you in advance.

Yours Faithfully

Rebecca W. Maina

APPENDIX B

QUESTIONNAIRE FOR LEARNERS

SECTION A

Personal data

1. Gender

Male

☐

Female

☐

2. Age

7 – 10

☐

11 – 14

☐

14 and above

☐

3. Class

Lower Primary

☐

Upper primary

☐

SECTION B

1. Do you get guidance and counseling?

Yes

☐

No

☐

2. Who gives guidance and counseling to you/

Parents

☐

Teachers

☐

Friends

All the above

☐

3. Do you understand guidance and counseling?

Yes

☐

No

☐

If yes , explain briefly.....

4. whom do you feel would be the best to guide you?

Teachers

☐

Parents

☐

Friends

☐

5. Do you benefit from guidance and counseling?

Yes

☐

No

☐

6. Do you enjoy individual or group counseling?

Individual

☐

Group

☐

Explain

APPENDIX C

QUESTIONNAIRE FOR TEACHERS.

REBECCA W. MAINA
KIRWARA PRIMARY SCHOOL,
P.O BOX 1356,
THIKA .
7/7/2008

Dear Sir / Madam

I am Rebecca W. Maina, a Bachelor of Education student at Kampala International University and I am conducting a study entitled;

“A study of the impact of Guidance and counseling to physically handicapped learners in Gatanga Zone Thika District Kenya.”

I kindly request you to respond to the questionnaire items as honestly as possible.

The information you provide will be treated with absolute confidentiality. Neither your name nor that of your school will be recorded.

Thank you for your cooperation.

Yours sincerely

Rebecca Maina

This questionnaire is divided into two sections: A and B. please complete each section according to the instructions. Do not write your name or the name of your school. Please respond to all the questions in section B by putting a tick [√] next to the response that is applicable.

SECTION A

Profile of the respondent

1. Please indicate your gender

Male []

Female []

2. Which is your age bracket

45 and above []

35-44 []

25-34 []

Below 25 []

3. Level of qualification

Degree []

Diploma []

Approved teacher []

P1 []

SECTION B

1. What do you believe may be the cause of disabilities?

Curses []

Inheritance []

Diseases []

2. What do you think about performance of physically handicapped learners?

Can do well []

Cannot do well []

Can do nothing at all []

3. Do you think physically handicapped learners receive guidance and counseling services.

Yes []

No []

4. Are the services given useful to the physically handicapped learners?

Yes []

No []

5. Do physically handicapped learners understand what guidance and counseling is ?

Some do understand []

Many do understand []

They do not understand at all []

6. From your personal experience, which type of guidance and counseling do you think is effective?

Individual counseling []

Group counseling []

7. do the current guidance and counseling methods benefit the physically handicapped learners?

Yes []

No []

8. What can make guidance and counseling more effective in primary schools.

Train more personnel in guidance and counseling []

Avail time for counseling []

Involve physically handicapped learners more []

END

APPENDIX D

TIME SCHEDULE

SCHEDULED TIME

ACTIVITY

MARCH-MAY 2008

Writing the proposal and submission
for approval

JUNE 2008

Collection of data

JULY 2008

Writing research

AUGUST 2008

Submitting the research report for
approval

APPENDIX E

BUDGET

The researcher incurred the following expenses

<u>PARTICULAR</u>	<u>K.SH</u>	<u>CTS</u>
TRANSPORT	2,000	00
STATIONERY	1,000	00
TYPING AND PRINTING	3,000	00
BINDING	<u>2,500</u>	<u>00</u>
TOTAL	<u>8,500</u>	<u>00</u>



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e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR.....

REG. #.....

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHIWEZI JOSEPH
HEAD, IN-SERVICE

Our Province

