

**THE IMPACT OF COUNSELLING ON EXCEPTIONAL CHILDREN IN REGULAR SCHOOLS
IN NAKURU MUNICIPALITY**

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**A Research Report Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Master of Education Degree in Guidance and Counseling of
Egerton University**

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OCTOBER 2003



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DECLARATION

This research project is my original work and has not been presented for a degree, diploma or any other awards in this or any other University.

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RECOMMENDATION

This research project report has been submitted for examination with my approval as the University Supervisor.

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ACKNOWLEDGEMENTS

A number of people have contributed immensely to the completion of this research project. This work was prepared under the supervision of Dr. B.E.E. Omulema. I am indebted to him for his invaluable assistance, insightful criticism and guidance without which this study would not have been a reality.

My gratitude goes to all the headteachers and regular teachers in the sampled schools for allowing me to use their students as subjects in this study. Special gratitude to my family and my classmates for their encouraging support throughout the period of study. I am indebted to T.M. Anjili for the typing and proof reading services. Above all to God be the glory for his grace that has brought me this far.

ABSTRACT

The future of exceptional students in the society can be largely determined by the effectiveness of their educational integration. Exceptional children have unique needs that emanate from their disability and that require appropriate measures to ameliorate. Though attempts have been made to offer counseling in regular schools, little has been done for exceptional children. This study focused on determining the impact of this educational support service on holistic development of exceptional learners in regular schools. The study was a qualitative one that utilized survey as the primary design. The tools for collecting data included interviews, questionnaires, an environmental observation form, and both primary and secondary documentary sources. The study was conducted on all integrated exceptional learners in regular primary schools within Nakuru Municipality. The sample comprised 35 exceptional learners, 8 females and 27 males. It also included 16 teachers directly involved in the instruction of exceptional learners. Data gathered from this study was analyzed using descriptive statistics generated by aid of Statistical Package for Social Sciences (SPSS). Results indicate that the regular teachers are the key agents in provision of counseling during teaching. Results also reveal that teacher- counselors deal with children referred to them by subject teachers, however, the study noted inadequacy of resources like time, office space and lack of government support which could compromise the provision of counseling despite the fact that teachers held a positive attitude towards integration of exceptional students. It is observed that there is significant change mainly in the social aspect of the disabled student's development. This research therefore recommends that regular teachers be retrained and given in-service courses to update them with appropriate knowledge and skills regarding counseling of exceptional students. It also recommends that the Ministry of Education provide clear policy guidelines on counseling programmes in integrated school setting and improve the caliber of facilities to enable the teachers to effect behavior change on exceptional students from their daily interactions.

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CHAPTER ONE

INTRODUCTION

1.1 Background Information

Kenya is now in the midst of strong advocacy for the integration of the exceptional children into mainstream educational setting to prepare them for normal functioning in ordinary life. Traditionally, special education was seen as a specialized wing of the educational system that took responsibility for the education of a designated group of children hence the outcome of this perspective resulted in residential school arrangement for groups of children seen as sharing similar problems. In addition, remedial education was arranged in many primary and secondary schools for groups of children regarded as slow learners (Ndurumo, 1990). This orientation has however been questioned on a number of levels; first despite good intentions of those involved in providing special education, it can be seen as a strategic ploy to exclude learners thought likely to disrupt the smooth running of the school; secondly, the nature of the special educational experience provided for learners in special education institutions is often characterized by narrowness of opportunity and lastly it is based upon the process of labeling which involves grouping children together on the basis of shared characteristics, which in turn tend to encourage the creation of stereotypes that are detrimental to the learners involved (Aiscow, 1989).

History reveals that disabled children were often isolated from society and sometimes left to perish in forests mainly because many cultures viewed them as bad omen and associated them with curses (Njoroge & Benaars, 1986). On attainment of political independence, Kenya had to change her goals to realize her aspirations as a new nation and among her educational objectives was provision of special education

(Ominde, 1965). The Ministry of Education Report of 1976 gives great credit to churches and non-governmental organizations (NGOs) for pioneering in provision of special education. On the subject of counseling for both parents and children it has been accorded mainly by religious bodies. After independence, the government of Kenya felt the need to change the trend of regarding the disabled as the responsibility of charitable institutions. It setup the Kenya Education Commission of 1964, popularly known as Ominde commission which one of its purposes was to investigate the possibility of incorporating exceptional children in the regular education system. This commission came up with national educational policies, which were to be implemented considering the available monetary and human resources. Some of the specific recommendations regarding education of disabled children included the following:-

1. That there was a need for special education and training for the disabled children.
2. That the mildly and moderately disabled children should be educated and trained in the regular schools provided that their unique psychological needs are taken into account to enable them adjust sufficiently to follow the regular education curriculum.
3. That the regular teacher training colleges should offer an introductory course on special education in order to enable their graduates to acquire a basic knowledge of how to manage the disabled in regular schools (Ominde, 1965).

The effects of these recommendations determined the direction of special education in Kenya. Exceptional children became categorized as the deaf, the deaf-blind, the mentally retarded, the multiple-handicapped, the emotionally disturbed, the learning disabled, the visually impaired, the speech impaired, the gifted, creative and talented (Republic of Kenya report, 1988). In essence, these recommendations set the pace for mainstreaming of the disabled children. Time has however shown that these

children continue to be subjected to the same curriculum as the normal peers and that they are not treated exceptionally in the compilation and analysis of examination results (Odhiambo, 2002).

In an ideal setting, the disabled should be fully provided for in public life thus the school ought to adapt its physical environment to suit the needs of this population, provide appropriate facilities and trained personnel (Kirk, 1972). The current trend in education indicates that lack of knowledge and inappropriate attitudes among stakeholders continue to render integration a limited and elusive educational experience for the exceptional children. This means disabled learners in regular schools continue to suffer stereotypes that stigmatize them hence interfering with expected development. Kamunge (1988) recommended provision of counseling in schools as a measure to remove physical, social, mental, and spiritual barriers that handicap the disabled learners as they strive to achieve their full potential. Tumuti (1989) carried out a research to establish the guidance and counseling needs in schools and the result indicate that the needs of disabled learners can originate from within the child, the family or the community hence the need for holistic intervention to realize behaviour change. Further research by Karugu (1989), points out that disabled children have needs other than those of their peers depending on their etiology, home background and the period of school exposure hence require specialized instruction.

Ndurumo (1990) assessed the teacher-training curriculum to establish whether teachers are adequately prepared to meet the needs of disabled learners and found out that the training prepared teachers with basic knowledge on exceptional children. The same curriculum imparts skills on behaviour modification intended to aid teachers to

correct inappropriate behaviour in the process of instruction. Despite the efforts by the Ministry of Education to provide counseling, media evidence indicate that dealing with the needs of exceptional children is still a challenge to regular teachers most of whom lack specialized training and appropriate teaching resources. It was with this knowledge that this study set out to assess the impact of counseling on exceptional children in regular schools.

1.2 Statement of the Problem

For long, children with disabilities have been confined to special schools under the assumption that such schools offer a safe and conducive haven for their rehabilitation and academic growth. Contrary to that, there is evidence emerging that special schools seem to stigmatize the disabled and ultimately fail to help them integrate and participate in social activities. As a commitment to enhancing child rights, various legal measures have been enacted like the 2001 children's bill which is against discrimination on the grounds of disability. The Ministry of Education in Kenya has therefore embarked on providing counseling to replace caning as a traditional mode of disciplining students in schools. In the case of exceptional students however, counseling is designed to aid the exceptional learners surmount their handicaps and realize their full potential. Regular teachers are charged with the responsibility of effecting counseling during teaching with the target of rehabilitating students. It was doubtful whether this service was clearly understood and implemented by regular teachers and therefore the impact of counseling on holistic development of exceptional learners within the regular school setting was not clear. This study attempted to address this problem.

1.3 Purpose of the Study

The purpose of this study was to ascertain who offers counseling to exceptional students in regular schools within Nakuru municipality, the teacher attitude towards integration and the effectiveness of counseling on personal, educational, social and vocational development of exceptional students.

1.4 Objectives of the Study

This study was designed to determine the impact of counseling on the holistic development of exceptional learners and therefore the specific objectives adopted were as follows:-

1. To determine who offers counseling to disabled learners in regular schools.
2. To describe the attitude of regular teachers towards integration of exceptional students in regular school setting.
3. To find out the impact of counseling on the holistic development of exceptional students in regular school setting.

1.5 Research Questions

The following research questions guided the study

1. Who offers counseling to exceptional students in regular schools?
2. What is the attitude of regular teachers towards integration of exceptional children in regular school setting
3. What is the impact of counseling on the holistic development of exceptional students?

1.6 Significance of the Study

The target of this study was to ascertain the impact of counseling on holistic development of exceptional learners within regular school setting. As counseling replaces caning as a major mode of disciplining students, it is important that regular teachers differentiate its role in the education of exceptional students as opposed to

their normal peers. The results of this study are beneficial to the following person(s) in counseling provision to exceptional students within regular schools.

1. K.I.E in reviewing teacher training curriculum
2. Education inspectors in supervising counseling practice
3. Heads of counseling departments – in individualizing counseling and providing consultancy to the regular teacher.

1.7 Scope of the study

This study focused on the impact of counseling on exceptional children in integrated school setting. It focused on exceptional learners with recognizable disability. These findings may therefore be applied to regular schools in Nakuru municipality and may be applied to other regions with caution.

1.8 Assumptions of the Study

This study had the following assumptions

- That counseling to exceptional students was offered by regular teachers.
- That the attitude of the teachers towards integration was positive.
- That counseling had a positive impact on holistic development of exceptional learners.

1.9 Definition of Terms

Anecdotal records-brief factual account of baseline data generated through observation of anticipated behavior, incident, or events for the purpose of using behaviour modifying techniques.

Attitude-a predisposition on the part of teacher to act in a certain way towards disabled learners.

Behavior modification- use of reinforcements techniques to change observable behavior.

Counseling-a series of definite direct contacts with the exceptional students aimed at offering him/her assistance to adjust effectively to his/her environment.

Crack-high rate of drop out among exceptional learners.

Disability-any physical, social, mental, psychological limitations caused by injury or genetic makeup.

Environment-refers to physical, social, moral conditions in which disabled learners live in.

Exceptional child-is one who is atypical and whose performance deviates from what is expected, they include the intellectually gifted and the mentally retarded child.

Habilitation-help accorded to exceptional learners to help them maximize their full potential in life.

Handicap-barriers which the handicapped person must surmount in order to attain the fullest physical, mental, social, vocational and economic usefulness of which he is capable of.

Holistic development – progress in acquisition of appropriate behavior in all aspects of a student's life as a result of resourceful interactions within their environment

Integration- the process of educating exceptional children with their normal peers in a regular school setting.

Mainstreaming-efforts to educate disabled children in the least restrictive environment (LRE). It involves placing the disabled child in conventional school, classes, integrating them with normal peers to the maximum extent possible.

Peer tutoring – helping disabled learners acquire skills through pairing with trained normal peers

Regular teacher- an educator who has undergone at least two year training and is capable of discharging counseling to learners

Rehabilitation-refers to help given to a disabled individual to return to prior state or capacity of functioning.

Special education-denotes services, special equipment, and materials extended to children whose needs cannot be met in regular school.

Teacher-burnout-refers to a syndrome resulting from prolonged teacher stress characterized by physical, emotional and attitudinal exhaustion.

Teacher-counselor – an educator trained in special education and counseling and has the responsibility of coordinating counseling services within the regular school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Development of Special Education

Special education developed as a caring response to the needs of exceptional children. Among many communities across the world, disability brought stigma and the most common responses to disability included hiding, abandoning and/or even killing. They were often associated with curses, witchcraft or the work of demons that required exorcism. Religious and political establishments took the lead as early as 13th century to provide residential care in shelters, asylums and hospitals but this was often characterized by very harsh and dehumanizing conditions. Knoblock (1987), reports an account presented one and a half centuries ago by a human rights crusader Dorothy Dix to the American legislature in Massachusetts. In it, she implored this legislature to concern itself with the plight of "insane and idiotic" persons confined in almshouses and prisons. Her speech revealed that disabled persons were often confined in closets; stalls and pens across the commonwealth and that the common treatments they received included chaining, lashing, beating and being straight jacketed (Knoblock, 1987).

Concern by humanists like Dix on the welfare of the disabled does not mark the beginning or the end, but instead reveal that these feelings are age-old. In the 20th century parents joined in the advocacy for better changes for disabled children and among the notable examples is the National Association for the retarded citizens of America. This was instrumental in applying pressure on state and national legislative bodies to change laws that did not provide suitable housing and treatment to handicapped persons as well as issues concerning vocational rehabilitation. The

combination of advocacy by humanists and legal movement played a key role in transforming the school as the primary caregiver.

2.2 Normalization and Mainstreaming

The humanistic movement whose activities began in Western countries represents a gradual but positive change in the societal attitude toward the disabled persons as seen through its fundamental concepts of normalization and mainstreaming. Normalization is the earliest plea by advocates of disabled children against their segregation in overcrowded institutions and a plea for provision of more homelike surroundings for their disabled children. The shift from institution back to the community marked the trend of deinstitutionalization, a process that saw many children moved out of the large institutions into small community group homes. This was an effort to provide surroundings, opportunity and programs much like those provided for normal children and adults, Knoblock (1987). Research in Kenya reveals that this process has been implemented but many undeserving children still remain in residential institutions partly because of unavailability of resources and trained personnel in rural areas (Ndurumo, 1990). The education sector can benefit by borrowing the following normalization principles that can be used to enhance the effectiveness of services to the disabled as collected from various publications by Brunicks and Warfield:

1. Planning and managing services for disabled people that require attention to normative cultural patterns
2. Allowing disabled persons to experience normal routines of the day (dress, eat, and act appropriate to one's age) that generally accompany maturity.
3. Respecting choices and desires, and providing normal economic privileges.
4. Providing education, training, care, and residential living in facilities of normal size and privileges

5. Using generic services whenever possible, rather than separate ones (Ainscow1989).

The successful application of the principle of normalization in residential care and subsequently in the education of disabled learners bore the first seeds of mainstreaming. The concept and practice of mainstreaming involves educating children along with peers in the same environment and counseling in essence serves at the core of a mainstream educational setting as a support service.

Mainstreaming does not mean all disabled children are integrated into regular education but instead their school placement depends on severity of disability. American researchers on mainstreaming indicate that its impact has been profound and has been met with relief by some groups like the parents, while it has been greeted with alarm by others especially teachers. In their reaction, regular teachers expressed fear that severely handicapped youngsters would be dumped into their classes without adequate support services or training.

Cartwright (1984) records several studies which were conducted in 1950's and 1960's on successes and failures of special classes which necessitated mainstreaming. These studies indicate that children who were segregated in special classes were not learning any better than their counterparts who remained in regular class situations. The same studies showed that mildly handicapped children who remained in the regular classes actually made greater academic gains than similar handicapped children who were placed in special classes. Moreover, the social and emotional development of mildly handicapped learners in regular classes was not adversely affected by segregation in special class. Other than the original humanitarian reason for mainstreaming, the second major driving force behind it were combination of court laws (litigation) and Federal and state laws (legislation) that mandated it. In Kenya a lot of advocacy

towards this trend has been witnessed but most special educational services continue to be residential based, Ndurumo (1990). The results of this study indicate that Nakuru Municipality has the bigger part of the population of exceptional learners in residential schools than those integrated. Recent developments of training special teachers at degree level by local universities indicate that mainstreaming is gaining root. Success in mainstreaming will however be sustainable when the enrollment rates of teachers keep pace with the size of this population as supported by results from this study.

2.3 Special Education and Related Services in Kenya

The ministry of education report of 1976 accords great credit to churches and non-governmental organizations for pioneering work in special education. The contributions of the churches however have been limited, flawed and sometimes biased along the lines of their faithful. Their contribution did little to ensure that they became pacesetters in the mainstreaming of exceptional children and through them special schools became agents of stigma by assuming position of dumping points for a burdensome lot. The turning point was in 1964 when an education commission was formed by the government to respond to the plight of exceptional children, Ndurumo (1990). It was through this that the government initiated the integration of less severe children in regular schools. It also suggested the training of teachers to take care of the psychological needs of this population. The result of the recommendation has provided directions that special education assumes to date.

1. A number of residential schools were set up to serve traditional categories, which includes visually impaired, physically disabled and hearing impaired.

2. Teachers receive specialized training at various levels, which includes certificate from primary teacher colleges, diploma at KISE, and degree certificates at Maseno and Kenyatta universities.
3. The Kenya Institute of Special Education (KISE) is also mandated to conduct research, design and produce assistive and adaptive devices to assist disabled learners.
4. The government also runs two-week and three months induction courses, Ndurumo (1990). Data at the Rift valley PDE's office indicate that 13% of teachers in special schools in the province have taken two weeks training, 55% three months training and 14% have diploma in special education while 5% have degrees.

Long after the 1964 recommendations, flaws continue to gape in the system. The training given to teachers is not only limited in spatial coverage but also in content hence integration continues to be effected as understood by personnel with little or no knowledge on exceptional children. It is worth noting that the same training does not provide sufficient information on counseling for this population. This has had an adverse effect on school enrolment rates of disabled learners and likewise thwarts the progress of those already in school. Integration continues to be effected as understood by uninformed personnel. Evidence shows that the situation is characterized by lack of assistive devices and adaptive devices, inappropriate adaptation of the physical environment to respond to disability and employing of improper assessment modes on these children (Odhiambo.2001). This research established evidence that supports this trend. All teachers involved in counseling had no prior knowledge of special education or counseling skills. Resources required to support counseling were not available.

2.4 Prevalence of Disabilities in Kenya

Estimating the exact number of the disabled in any given nation is not an easy task. Even if a census is undertaken it may not give the exact number because those who collect data may not be able to identify those children suffering especially from mental retardation, learning disabilities, speech and language impairments, emotional and behavioral problems. This is because such impairments are hardly visible and the assessment instruments are often imperfect Ndurumo (1990) used the 10% prevalence rate of the UN statistics to conduct a census to ascertain the prevalence of this population with an aim of obtaining data to aid planning, budgeting and service delivery. The results showed Kenya has 0.6% hearing impaired, 0.4% visually impaired, 3.0% mentally retarded, 0.5% physically challenged, 3.0% learning disabled, 1.2% speech and language disordered, 1.0% emotionally and behaviorally disturbed, 0.3% multiple handicap.

The table below illustrates this population between ages 4-5 years as of 1985 using the 1979 census at a growth rate of 4% per year.

Table 2.1 Prevalence of Disability in Kenya since 1985

Category	Prevalence	Total disabled	Age 14-15 taken
into account			
Hearing impaired	0.6	110370	27390
Visually impaired	0.4	73580	18260
Mentally challenged	3.0	551850	136950
Physically challenged	0.5	91975	22825
Learning disabled	3.0	551850	136950
Speech impaired	1.2	220950	54780
Emotionally disturbed	1.0	183950	45650
Multiple handicapped	0.3	51185	13695

(Adapted from Ndurumo, 1990)

2.5 Labels /Categories for Service Delivery in Kenya

Hobbs (1975) indicates that classification of disability can profoundly influence what happens to a child in that it can either open doors to services and experiences the child needs for growing competence or on the other hand, inappropriate classification can blight the future of a child. It can reduce opportunity, diminish competence and self-esteem, cause alienation from others and prevent the realization of the child's potential. Kirk and Gallagher (1983) explored the major differences of opinion about classifying exceptional children into subgroups. They found out that those who oppose categorizing usually feel that classification leads to misclassifying and mislabeling, particularly in low incidence families; that categories do not lead to educationally relevant programs and that category and labels are detrimental to the self-concept of the labeled child. Those who favor classification on the other hand stated that the purpose of classifying is to bring the special child in contact with trained personnel who will provide a special education program. Likewise they argue that categories help to focus the attention of lawmakers on their specific problems and aid in obtaining legislation to support special programs; that categories allow us to pursue the etiology of disability and that finally categories, when properly used, aid in communication among the stakeholders.

While acknowledging that classification is a necessary activity in all disciplines, Heward and Orlansky cited in Van Osdel, (1977) provide another compelling argument against the traditional classification system now in practice. They cited for example classifying a child as "mentally retarded" that it does not indicate the specific skills the child needs to learn or how best to teach that skill. In the light of relevancy, they suggested that alternative classification systems should be devised based on

educationally relevant variables leading to strategies tailored to a child's individual needs. In a similar vein, Reynolds, (1984) suggests that special education classification should be oriented toward dimension, such as academic achievement and educational potential, rather than categories.

Evidence indicates that there are at least 12 categories of exceptionality in Kenya (Ndurumo, 1990) which are further subdivided for the purpose of educational placements. Among these educational programmes are special boarding schools, special day schools, special classes, resource room and integrated programmes. The rationale for placing exceptional children in any of the programmes is determined by various variables among which are the degree of severity of the handicap, the availability of the educational options in the child's home area and in most cases, the philosophy or belief of the referral centre, doctors, parents, and even the school administration (Ndurumo, 1990). Although labels and classification have been beneficial for service delivery in Kenya, they have been associated with stigma especially where people lack understanding of etiology and the appropriate measures of amelioration. From the evidence of this research it is notable that a favorable balance can be achieved if Kenyan teachers come up with emerging designs from their classroom practices that respond appropriately to the needs of disabled learners.

A look at the needs assessment conducted by Kinuthia (1989) reveals that counseling needs of these children range in causation from student, teacher and likewise parent and societal factors. This makes counseling imperative especially when discharged by teachers equipped with knowledge and skills for this population (Galloway, 1985).

2.6 Counseling Exceptional Children in Schools

Exceptional children have needs other than those of their normal peers that emanate from their disability (Karugu, 1989) hence the special education objectives contained in the Kamunge educational report, recommended that psychological needs of these learners be met through counseling. The report recommended in servicing of teachers to equip them with skills to effect

Counseling, but evidence indicates that this service is offered by teachers with little or no counseling skills and little knowledge of special education. In primary schools, the senior teachers often overburdened with big workload are charged with the responsibility of offering counseling hence an evident teacher burnout. This makes it hard for them to allocate sufficient time for this essential service to the disabled learners as well as their normal peers in the regular school setting.

In terms of exceptional children, counseling is treated as an interactive process which facilitates meaningful understanding of self and the environment, and result in the establishment and or clarification of goals and values for future behavior (Shertzer, 1974). The role of the special teacher is to offer help to the disabled child, parent and regular teachers (Galloway, 1985). Among the main duties of the teacher-counselor is to plan for a counseling program that is responsive to the needs of the exceptional child. This involves carrying out appropriate orientation for the child to fit in the education system and eventually experience habilitation and rehabilitation (Galloway, 1985). Karugu (1989) purports that the regular teacher also benefits from consultancy on how to individualize educational program which Curran (1986) argues will aid the learners have three fundamental questions answered. These are; who am I? , Where am I going? Why am going there? These questions deal with one's self-concept, lifes

plans and value patterns, in essence, they deal with the self-knowledge involved in self-direction. Through group counseling the teacher offers understanding of disability to non-disabled peers to enable them cultivate acceptable attitude towards disability. Through consultancy with administration and relevant authorities, the teacher influences the provision of assistive devices and adapting of the physical environment to suit the needs of these learners, (Ndurumo, 1990).

When dealing with disabled learners, building appropriate records, like anecdotal records is helpful in that it generates baseline data on each learner which makes it possible for regular teachers to employ behaviour modification techniques to aid these learners change behavior (Karugu, 1989). The practice of referral of disabled clients to public and private agencies for further help has been an essential practice of a placement committee in places which have done successful mainstreaming (Galloway, 1985). Evidence indicates that due to limitation of knowledge on the special child on the part of teachers, disabled learners are inappropriately referred or ignored. The report by Kamunge (1988) indicated that counseling was expected to provide basic information on career development in primary schools to reduce the number of disabled who end up in poorly paying jobs and/or as beggars on the streets. Despite the recommendations by Kamunge (1988), that the training of teachers include counseling to equip them meet special educational needs, it is doubtful whether counseling in schools reflect this recommendation. Reports at the Municipal Education Office indicate that the Ministry of Education mainly runs seminars for secondary school counselors, and these seminars often have little information on special learners.

Karugu (1989) purports that a counselor in special education is expected to play the role of advising on all educational, social and vocational aspects of their clients. To fulfill this role the teacher must be a regular schoolteacher, then a special educator, and finally specialize in guidance and counseling. Deciding who actually makes an effective counselor for exceptional children is not an easy task as it might appear. Different people have different views but the following catalogue provides useful guidance on acceptable characteristics in the counseling of exceptional children in mainstream education.

1. Empathy-According to Brammer (1979) empathy means the ability to put oneself in another person's position to comprehend his needs and feelings hence it is the principle route to understanding a counselee
2. Establishing of rapport which Shertzer and Stone (1980) describe as an essential condition to comfortable unconditional relationship between the counselor and the counselee is an important issue essential especially when dealing with emotionally disturbed children who are currently being incorporated into regular schools by the government.
3. The counselor needs to have interest and respect for people, this is essential because exceptional children often harbor feelings of low self-esteem owing to their visible impairments (Galloway, 1985)
4. Acceptance and trust is demonstrated by words, gestures and postures that convey a positive tolerant attitude on the part of the counselor is absolutely vital in dealing with exceptional children who in most cases have distorted self-concept.
5. Evidence in the public media indicates the use of stigmatizing language and demeaning acts on exceptional persons Ramani (2001) hence teachers need to give unconditional positive regard to help them develop the strength for ability in a world that pegs self-worth on appearance and physical ability.
6. When dealing with this population, the counselor is required to culture a strong sense of listening and practice strong ethical conduct.

2.7 Conceptual Framework

In an attempt to understand the impact of counseling on exceptional children, different theorists have tried to examine its process. The main approach to counseling exceptional learners is discussed in this section. The Gestalt theory presented a lot of relevance to the present research in that it has its basic goal of development of growth and personal integration through awareness. Perls (1973) has stated that the goal of counseling is to help individuals mature and grow, implied by this definition (Passions,1995) is the emphasis on self-responsibility, helping the exceptional children depend on themselves rather than on others, that counseling should assist them in seeing that they can do much more than they think they can do. Thus, exceptional children become more self-aware and move towards self actualization.

An immediate aim of the Gestalt process is the attaining of awareness, increased and enriched awareness, by and of itself is seen as curative. Without awareness, the exceptional child does not possess the tools for personality change. With awareness, they have the capacity to face and accept denied parts of their being and to get in touch with their subjective experiences and with reality, they can become unified and whole (Zinker, 1978). Gestalt therapy is particularly appropriate for exceptional children who exhibit examples of people who are overly socialized or feeling restrained or constricted in some way. Those who are depressed may be inhibiting their awareness of themselves and others.

Exceptional learners often exhibit inhibitions caused by handicaps emanating from disability. Growth for them would involve genuine contact between them and the person providing counseling. This approach focuses more on process than on content and on the present than the past and the future. Gestalt approach emphasize on learning to appreciate and fully experience the present moment. Counseling therefore

aid the exceptional children direct their energies on their abilities instead of disability. This results from locating impasse in their personal growth and making transition from external to internal support.

Exceptional learners often experience what Gestalt term as unfinished business, counseling therefore aids them get direction that will get them out of preoccupation compulsive behavior, wariness, oppressive energy, selfdefeating behavior and find fresh direction. Gestalt insists on making contact with the environment through senses to make change inevitable. This therapy was backed by the following conceptual framework that guided this research.

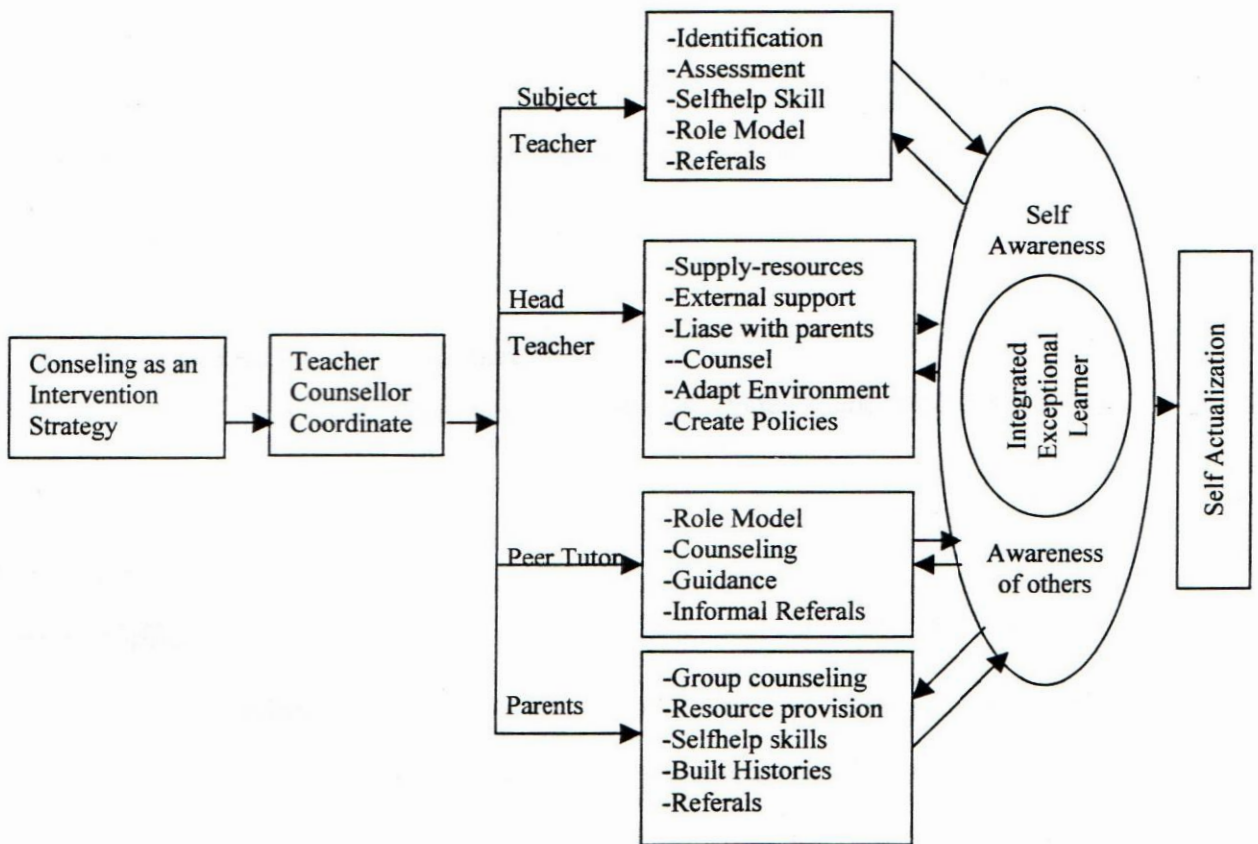


Figure 2.1 Counseling model for exceptional learners in regular schools

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study utilized survey design as the principal source of primary data. This design was considered suitable to this study given that no prior or post treatment was applied to the subjects of study. The design was suitable in determining the variables of study as they were at the time of data collection.

3.2 Location of the Study

The study was conducted in 2 regular primary schools that have effected integration in Nakuru municipality of Nakuru district in the Rift Valley province.

3.3 Population

The target population of this study was drawn from 2 regular primary schools in Nakuru municipality. It comprised of all 35 integrated exceptional learners and 16 teachers making the total population to be 51 subjects.

3.4 Sampling and Sampling Procedure

The sample comprised of all integrated exceptional students and teachers directly involved in their instruction within regular schools in Nakuru Municipality. The sampling process involved obtaining preliminary information from the municipal education office to determine the schools which practiced integration and from a list of 75 schools both primary and secondary, 2 regular primary schools met the criteria. The sampling process for the students was purposive based on recognizable disability hence 35 students 27 of whom were boys and 8 girls were selected. A prior visit to the schools was conducted to ascertain the learners' verbal abilities and it was established

that 5 students could not meet this criteria. Purposive sampling was also used to determine the teacher sample. 16 teachers who had direct contact with exceptional learners as subject teachers, resourceroom teachers, headteachers and the teacher-counselor were included, this made the total sample to be 51 subjects.

3.5 Instrumentation

The study utilised several instruments developed by the researcher to collect data. They included the headteacher interview schedule (HIS), teacher counsellor questionnaire (TCQ), subject teacher questionnaire (STQ), student questionnaire (SQ) and an environmental observation form (EOF). The subject teacher questionnaire contained 26 items on a Likert-type scale with both positive and negative statements. They were intended to capture regular teacher attitude towards integration and their involvement in counselling of exceptional learners during teaching. The teacher counsellor questionnaire comprised of 34 items both structured and unstructured with yes and no responses. It comprised of biographic details and statements on how they conducted counselling to exceptional learners and descriptions of their attitude towards integration. The student questionnaire aimed at capturing progress on all aspects of the exceptional learner's life. The headteacher interview schedule comprised of 19 items both structured and unstructured to provide information on the different variables of the study which included the history of integration, selection criteria for counsellors, sources of support to the counsellor and suggestions on the way forward in provision of counselling to disabled learners. An environmental observation form was prepared with items to capture the level of adaptation of the physical environment because it influences the social and personal adjustment of a disabled learner and likewise reveal the attitude of the teacher towards integration of

exceptional children. This research likewise relied on documentary sources of data which included registers, teacher and student school monthly returns to the ministry, assessment records magazines, timetables and achievement tests.

3.6 Data Collection

The researcher made visits to the Municipal Education Office to obtain preliminary data which assisted in the sampling process. Prior visits were made to the schools to introduce the purpose of the research. Participating teachers were given their questionnaires to respond to individually while the resourceroom teachers, who had been inducted earlier, helped to present student questionnaire to exceptional students. The researcher, as a rapid assessment of the educational setting conducted traverse observation of the physical environment and the results were recorded in an environmental observation Form (EOF). Documentary sources utilised included class registers, examination papers, assessment records, teachers and pupil monthly return records, lesson plans and letters (official).

3.7 Data Analysis

All data collected was transcribed and coded based on the type and source of the data. Data was analysed and interpreted mainly qualitatively and to some extent quantitatively in the light of the research objectives. Quantitative measures were limited to descriptive statistics. Analysis of data was conducted with the aid of Statistical Package for Social Scientists (SPSS).

Table 3.1 Summary of Data Analysis

Research Questions	Independent Variable	Dependent Variable	Statistical Testing
Who offers counselling to exceptional children in regular schools?	Persons who offer counselling to exceptional learners	Positive development of exceptional learners	-Frequencies -Percentages
What is the attitude of the regular teacher towards integration of exceptional learners in regular school settings?	Teacher's attitude	Positive development of exceptional learners in regular schools	-Frequencies -Percentages
What is the impact of counselling on holistic development of exceptional learners?	Counselling	holistic development of exceptional learners	-Frequencies -Percentages

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, research data obtained are presented using descriptive statistics. The findings are presented in the form of tables and percentages and discussions are presented for each research question that guided this study. A survey design was used to establish the various variables of the study. The results of the distribution of the target population of the study were as follows:

Distribution of teacher sample

The demographic information of the teacher sample was as shown in the following table:-

Table 4.1 Teacher demographic information (N=16)

Variable	Demographic Categories	Frequencies	Percentage
Gender	Males	4	25.0
	Females	12	75.0
Age Groups	21 – 30	2	12.5
	31 – 40	10	62.5
	41 – 50	2	12.5
	51 – 60	2	12.5
Marital Status	Single	3	18.75
	Married	13	81.25
Teaching Experience In years	1 – 10	5	31.25
	11– 20	9	56.25
	31 – 40	2	12.5
Professional Qualification	P1	11	68.75
	ATSI	5	31.25

The teacher sample comprised of a total of 16 regular teachers who had direct involvement with the exceptional students within the regular school setting. 25.0%

were males and 75.0% were females who formed the majority. 12.5% of the sample was aged 21 – 30 years, while 62.5% ranged from 31 – 40 years. There were 12.5 senior teachers in the 41 to 50-age range and 12.5 % exceeded 50 years. In terms of marital status, the majority of teachers were married (81.25) and had an average of 23.6% of teaching years. Majority of the teachers had a P1 professional qualification while 31.25% had been promoted on merit to Approved teachers States 1 (ATSI).

Students Distribution

The distribution of the student sample per class was as shown below:-

Table 4.2 Distribution of student sample per class (N=30)

Class	Frequency	Percentage	Cumulative Percentage
1	1	3.3	3.3
2	1	3.3	6.7
3	1	3.3	10.0
4	1	3.3	13.3
5	5	16.7	30.0
6	6	20.0	50.0
7	4	13.3	63.3
8	2	6.7	70.0
Unit	9	30.0	100.0

The total sample of students was 30 subjects with recognizable disability.16.7% were from the Menengai Primary School and had visual handicap while 83.3% were mentally challenged from Pangani Primary School. 73.3% were males while 26.7% were female. The above table shows the classroom placement of these learners. Majority of the exceptional learners (30.0%) were in a special unit annexed to the school, followed by class 6 which had 20%, class 5 had 16.7% and 13.3 in class 7, class 1,2,3 and 4 had a 3.3% distribution being the least followed by class 8 with 6.7%

4.2 Results of Question 1

Question 1 was stated as follows-**Who offers counseling to exceptional students in regular schools?** The table below summarizes results to this question

Table 4.3 Persons involved in counseling of exceptional students

Cases	(N)	Description	Response	Frequency	%
Regular Teacher	14	I use knowledge from my training to counsel disabled learners	Strongly Agree	7	50.0
	14	I often agree with parents, Resource room teachers and other colleagues on the procedure to use in handling self help activities	Strongly Agree	6	46.2
	14	I do not hesitate to ask the disabled learner to repeat statements not properly understood	Strongly agreed	9	64.3
	14	Disabled Learners are excused from activities only when absolutely necessary	Agree	5	35.7
Peer Tutoring	14	I allow disabled learners to pair with a learner of their choice for practice during my lesson	Strongly Disagree Strongly Agree	6 6	42.9 42.9
	14	I have trained normal learners to ask before assuming the disabled learners need physical assistance.	Strongly Disagree	7	50.0
Teacher Counselor	2	How were you appointed to your counseling post?	By the head teacher Proposed by Staff	1 1	50.0 50.0
	2	Are pupils referred to you by			

		their subject teachers	Yes	2	100.0
	2	At what frequency do pupils seek counseling on average	Daily	1	50.0
			Fortnightly	1	50.0
	2	Do you feel confident to counsel disabled learners	Yes	2	100.0
Parents	2	Parents of disabled learners visit the counseling office to talk about their children	Yes	1	50.0
			No	1	50.0
	2	Do you get the following forms of assistance?-Supervisory	No	2	100.0
		-Resources	No	2	100.0

4.2:2 Discussion of Question 1

The findings from this study revealed that 47.1% of regular teachers strongly agreed that they offered counseling during teaching. Substantial evidence supported the fact that regular teachers utilized subject time to develop a range of skills for instance, 52.9% strongly agreed that they encourage verbal ability, more than 10 indicated commitment to developing self-help skills while more than a half showed commitment to time management. Results also revealed that the teachers practiced counseling informally by use of peer tutors in and out of class to develop different skills in the exceptional learners. Responses from more than half of the teachers revealed that teachers ensured that there was appropriate constant arrangement of the classroom environment for ease in mobility. Results from the environmental observation form on the compounds of the 2 schools also support the commitment of teachers to remove barriers that hinder free movement by disabled individual learners. There was evidence that 64.3% of the subject teachers made referrals to the teacher

counselor. Parental involvement in counseling was however indicated by a 50.0% of the teacher counselors.

4.3 Results of Question 2

The question that was asked was- **what is the attitude of regular teachers towards integration of exceptional students in regular school setting?**

The aim of this question was to find out the attitude of the regular teachers towards the integration of exceptional students in regular classes. The responses are summarized in the table below:

Table 4.4 Teacher attitude towards exceptional learners in regular school (n=14)

Rank Order	Description	Response	Frequency	Percentage
1.	I am comfortable with my status as a teacher	Strongly agreed	11	78.6
2	I encourage verbal ability of disabled learners	Strongly agreed	9	64.3
3	I give extra work to gifted learners	Strongly agreed	8	57.1
4	I take time to orientate normal peers before admission of disabled learners	Strongly agreed	8	57.7
5.	I point out role models who are disabled to encourage success in exceptional students	Agreed	7	50.0
6	I structure parallel learning/playing activities for disabled learners only when necessary	Agreed	7	50.0
7.	I often send the disabled learners for remedial learning with the resource teacher	Agreed	7	50.0
8	I encourage all learners to make personal timetables.	Agreed	5	37.5
9.	I only change teaching techniques when	Disagree	5	35.7

	absolutely necessary.			
10.	Parents are helpful in providing learning materials	Disagree	5	35.0
11.	Disabled learners are excused from activities only when absolutely necessary.	Disagree	5	35.0
12.	I have enough material to help me teach disabled learners.	Strongly disagree	4	28.6

4.3:2 Discussion of Question 2

The findings of research question two indicated that the regular teacher conducts counseling during lesson time. 78.6% of (n =14) regular teachers responded that they strongly agreed they were comfortable with their teaching status. Despite lack of training and sufficient resources, results show various forms of interaction that indicate a positive attitude and commitment to total development of the learners. More than 50% of the teachers took time to orientate normal learners before the admission of exceptional students. This agreed with the findings of research by Johnson et al (1960), which indicated that the right attitude is necessary to ensure that normal pupils do not suffer from attention given to those with special needs.

In addition, positive attitude is reflected in the physical organization to remove tension within the school that could exert negative influence on the pupils' behaviors. 57.1% strongly agreed that they keep the classroom environment constant to encourage ease of movement by the disabled learners. This is supported by information recorded from observation on the Environment Observation Form (EOF) which revealed that the windows were shaded to guard against in attention; the floors were smooth while the doorsteps were low to facilitate easy movement for the disabled learners. Door sizes and constant chair arrangement that can accommodate

wheel chairs and individual movement with the help of the white cane were noted. Generally the physical environment was free from barriers along paths and well arranged flowerbeds delineated footpaths.

Concerning individualized attention more than half of the teachers specified that they use same teaching techniques on normal and exceptional learners most of the time. They however indicated that they send disabled learners to the resource room for remedial teaching. Evidence likewise indicated that they give extra work to exceptionally gifted pupils. This indicates a positive attitude despite the fact that they are implementing a curriculum that is not adapted to special educational needs. 50.0% number of teachers used some form of peer tutoring during instruction which is a form of instruction that has been proved by research to be effective on exceptional learners, this is because they are individualized to meet the unique needs that result from heterogeneity of the exceptional learner. Robust body of published research that reports on comparisons among different approaches to special education instruction is reported by Symons & Warren(1997). This indicates that effective individualized teaching methods that are used widely in special education include programmed instructions, precision teaching, and direct instructions and peer tutoring (Castro & Mastropieri, 1986; Fuchs & Fuchs, 1986; Warren & Reichle, 1992; White, 1988). More than 50% of the regular teacher indicated that they pointed out role models of successfully placed disabled persons in order to encourage their students. This is supported by evidence from the environmental observation schedule which had a collection of magazine cuttings posted in the resource room wall.

4.4 Results of Question 3

Question 3 was stated as follows-**what is the impact of counseling on the holistic development of exceptional students in regular schools?**

The aim of this question was to ascertain the extend to which counseling is achieving the 8:4:4 curriculum goals for special education that is to help rehabilitate and habilitate exceptional students into a state of usefulness to self family and the society they are living in. Table 5 presents a breakdown of the description from various interactions in the total milieu of the exceptional student that influence their development.

Table 4.5 Impact of counseling on development of exceptional student (n=30)

Source of interaction	Description	Response	Frequency	%
School	I enjoy coming to school	Yes	28	93.3
	I would like to go to a boarding school	No	23	76.7
	When I compete school I would like to join a secondary school	Yes	18	60.0
Regular teacher	I enjoy answering questions during: (a) Math (b) GHCR (c) Science (d) English (e) Art and Craft	Yes	28	93.7
		Yes	29	96.7
		Yes	30	100
		Yes	15	50.0
		No	15	50.0
	Whenever I am in need or problem, I tell my teacher and he/she helps me.	Yes	19	63.3
		Yes	26	86.7
		Yes	26	92.9
		Yes	21	70.0
Normal peers	I enjoy doing the following during classroom activities with other children			

	(a) Telling stories	Yes	19	63.3
	(b) Reading Stories	No	21	70.0
	(c) Calculating Math	No	23	76.7
	I enjoy PE lessons	Yes	24	80.0
	At school I enjoy staying alone	No	23	76.7
	At school I enjoy playing with all children	Yes	20	66.7
	Whenever I am in need other children help me quickly	Yes	22	73.3
	I feel afraid to ask other children for help when I am in need	Yes No	15 15	50.0 50.0
Parental involvement	My parents always help buy for me learning materials when asked by the teachers.	Yes	20	66.7
	I am always helped to complete my homework at home.	Yes	18	60.0
	My parents encourage me to work hard in school so as to succeed in life	Yes	25	83.3

4.4:2 Discussion of Question 3

The results indicate that there is positive response to the majority of the statements from interactions by persons in the total milieu of exceptional students majority of which occur within the regular school. The students indicated a 93.3% response to enjoying their present school and supported this by a 76.7% no response to the desire to leave for a boarding school. This provides a good predictor that the regular school setting is supportive to integration of exceptional students Johnson et al (1960) asserts from their research findings that the setting of the total milieu which leads to particular kinds of behaviors and feeling on the part of the pupil create opportunity for teachers that often cannot be provided in formal interviews. Interactions with the subject teachers indicate positive progress in students involvement in academic aspects which is a pointer to cognitive development of the learner. 100% showed that

they answer questions during Science,93.3% during Math,96.7% during GHCR and 50% in English and Art & Craft.92.9% acknowledged that the classroom environment is arranged and left constant to facilitate easy movement.70% indicated confidence in their teacher incase of negative peer interference as in name calling.86.7% responded to the fact that incase of need or problem, they asked for help from their teachers.

Peer interaction is known to generate a great influence to a learner whether normal or disabled. There were various responses to illustrate this point. During lessons, evidence indicated that 63.3% of exceptional students enjoyed telling stories to their peers, 30% enjoyed reading stories and 23.3% enjoyed calculating sums. Story telling scores high as a class room activity while physical education scored the highest outdoor activity at 80%. Research indicates that even mentally retarded learners enjoy play and can pass through developmental stages of play in a similar order as the normal peer (Jeffrey, 1986). The timetables in the two schools were structured to accommodate more playtimes during both P.E and school breaks. There was 73.3% yes evidence that the normal children provided immediate help incase of need. Emerging from the responses on the interactions, there was 50% evidence that the disabled learners found it hard to ask for help from the normal peers. A further 76.7% of the disabled learners responded that they preferred to be alone most of the time.

The study revealed that most of the disabled learners believe they get help from their parents as 66.7% indicated material help from parents when asked for by the teacher, also 60% stated that they got help from parents to complete their homework.83.3% indicated parental encouragement towards future success. Researches indicate that parents can be most useful agent of behaviors change because they can aid the teacher

construct relevant case histories of the disabled and help in employing behaviors modifying techniques (Karugu, 1989; knoblock (1989).

In summary, it is indicative from this study that the regular teachers are the key agents in counseling provision to exceptional learners in regular school setting. Results revealed that they enlist the services of peer tutors and make referrals to the teacher-counsellor. This is in line with the special education objectives of 8-4-4 that recommended that regular teachers rehabilitate exceptional learners in a state of usefulness to self, family and society. Results however indicate that the teachers lack appropriate training, refresher courses and resources to aid them individualize counseling to a heterogeneous population. The teacher attitude towards integration proved positive which is supportive to counseling provision to exceptional students. Research by Johnson et al (1960) purports that the teachers self concept, her/his attitudes and skills, the students self-concept, her/his concept of others, his/her defenses, the counselors ability to function as a counselor from a variety of orientations such as clinical, client-centered or eclectic, all represent important elements of the counseling process. A positive attitude is imperative in among regular teachers because it has almost become a cliché that people with disability regard their greatest handicap as other people's attitude. Subject teachers have the responsibility of constructing awareness of disability and model an attitude that recognizes ability. This study established that counseling helped exceptional learners experience social progress. Equipping teachers with behaviour modification techniques would enable them to utilize principles that would reinforce appropriate academic growth.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this Chapter is to enable the researcher to present a summary and draw conclusions from the findings of the research questions. The implications from the findings are discussed in reference to current educational practice and recommendations for further complimentary study are made.

5.2 Summary

The target of this study was to determine the impact of counseling on holistic development of exceptional learners in regular schools. The research utilized survey, which revealed that the regular teacher discharges counseling during teaching. It also indicated the informal use of peer tutoring method to effect behavioral change in educational needs of the exceptional learners. This study revealed that although teachers worked corporately to create holistic intervention to meeting counseling needs of disabled learners, they lacked vital resources necessary to facilitate effectiveness in counseling which included sufficient time caused by big workload, role overload, and role conflict. There was evident lack of space for counseling as teacher's utilized resourceroom to counsel. Also lack of technical support from the government and inappropriate knowledge compromised the use of formal techniques which are needed to make progress in counseling. Social progress was noted more than academics; this is partly due to lack of appropriate skills on the part of the teachers, lack of resources and a curriculum that is not adapted.

5.3 Conclusions

According to results obtained from data analysis, the following conclusions are drawn:-

Regular teachers accord counseling to exceptional learners mainly during lesson time. This research however noted that despite their positive attitude, the following variables may put in question their effectiveness as counselors of exceptional students:-

1. That all the teachers involved have a P1 professional qualification in regular teaching. None had special education training or professional qualification in counseling. In service courses have not been accorded hence putting in question the relevance of teachers' knowledge given that most of them have taught for many years.
2. Lack of resources like psychological tests excludes exceptional students with unrecognizable disability like the learning disabled and emotionally disturbed whom
3. Levi (2002) recommends for a lot of counseling.
4. The subject teachers indicated that they make referrals of cases to the teacher counselor yet it was evident that these counselors have no specific resources like an office, this compromises confidentiality.
5. Appointment of the teacher counselor is done with no specific criteria from the Ministry of Education. This means adhoc methods are employed in choosing the person which compromises the issue of skills that are therapeutic to exceptional learners.
6. The regular teacher faces a rigid school routine characterized by role overload, role conflict, big workload of between 33 and 40 lessons a week. Research indicate that this loads negatively on the teachers causing attitudinal burnout which eventually severes individualizing attention to exceptional learners.
7. Complaints of lack of sufficient support from the Ministry of education and parents imply lack of supportive social network required by the counseling

provider to deal with frustrations that commonly arise from the slow progress of the exceptional learners.

8. The results from the research indicate that the greatest recognizable progress on exceptional students was on the social aspect because of the influence of peer tutoring. Research findings indicate that pairing learners produce positive effects as the normal learners act as source of immediate support both in and out of class.
9. On the cognitive aspect of development, progress is noted more in areas where verbal ability was required for instance in slow progress however was noted where skills of reading and computation were required. This reflects on lack of professional training in special education, which equips the teachers to behavior modifying methods to achieve academic progress.
10. The learners' response on parental help revealed that parents are positive in according help, which contradicts the teacher claims of lack of parental help. This implies lack of skill on the part of the teacher on setting up viable counseling system that productively involves the parents.

5.4 Recommendations

From the results of this study, the following recommendations are made.

1. It is evident that the regular teacher is central in provision of counseling to the exceptional learners therefore the ministry of education should retrain all the teachers by offering in-service training to update their knowledge.
2. The Government should use the services of itinerant special educators to provide consultant services to regular teachers as a way of filling in the void in provision of basic knowledge needed in counseling.
3. The school is the most central point for holistic intervention in the development of disabled learner hence resources should be supplied by the government to facilitate counseling.
4. The government should develop suitable psychological tests to aid regular teachers in assessing the unrecognizable disabilities like learning disabilities and emotionally disturbance among learners.
5. The Ministry of Education should provide clear guidelines on forms of referral for further intervention.

6. The ministry of education should provide employment assistance programmes (EAP) to support regular teachers with attitudes and skills that recognize ability.

5.5 Suggestions for Further Research

1. Longitudinal studies should be conducted to ascertain the impact of counseling on individual learners with respect to achievement, motivation and acquisition of life skills.
2. A study should be conducted on challenges facing teachers in providing counseling to exceptional students in schools practicing integration.

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APPENDIX A

QUESTIONNAIRES FOR GUIDANCE AND COUNSELLING TEACHERS

The researcher is a student of Egerton University currently undertaking an M.Ed program in Guidance and Counseling. This questionnaire intends to solicit views on the impact of counseling on exceptional children in regular schools in Nakuru Municipality. Results of the study will be used in the improvement of provision of counseling to exceptional children. Please respond to the questions honestly.

(Please fill in or tick the appropriate response)

Your school-----

- 1.) NAME-----
- 2.) SEX-----male female-----
- 3.) AGE-----20-24, 25-29, 30-34, 40-44, 45-49, 50-
- 4.) Highest academic level attained CPE KJSE "O" level "A" level
others
- 5.) Are you a trained teacher? Yes / No
- 6) If not, are you planning to go for training? Yes No
- 7.) Professional qualification P3 P2 P1 S1 Diploma ATS B.ED PDDE
Others
- 8.) What is your experience as teacher 1-5, 6-10, 11-15, 16 and above years?
- 9.) Indicate the level and year of training A) certificate..... B)
Diploma.....
C)..... D) Masters..... E)
Other.....
- 10.) Have you undergone any counseling training? Yes/No. If yes did you cover the following areas?
 - A) Theories of counseling and psychology.....
 - B) Techniques in counseling.....
 - C) Use of psychological tests.....
 - D) Human growth and development.....
 - E) Introduction to exceptional children.....
 - F) Behaviour modification techniques.....
 - G) Ethics in counseling.....
- 11.) How were you appointed to the counseling office?.....

- 12.) How long have you served as a counselor?.....
13.)A) What is your workload per week?.....
- B) Other than teaching and counseling, do you have other duties?
Indicate.....
- 14.) At what frequency do pupils seek counseling on average? A. Daily B. Weekly
C.)Fortnightly
- 15.) Are pupils referred to you by subject teachers? Yes/No. If not indicate sources.....
- 16.) Is any support given to the counselor on the following areas? A) Supervisory B)
Advisor
C) Guidance D) Resources
- 17.) Indicate the relevant people who provide support-----

- 18.) Do counselors get support from other teachers? Yes/No.
- 19.) Indicate the kind of support. -----

- 20.) Do you use any form of discipline measure in your counseling? Yes/No
- 21.) Does the inspector of schools visit you often? Yes/No. If yes when was the last
time s/he did? 22.) A) Have you received any street children lately? Yes/No. What is
the approximate number?---
- 23.) Are there learners who are exceptionally bright? If yes, do they receive any
counseling Yes/No
- 24.) Do you feel confident to counsel disabled children? If no, give a reason-----

- 25.) Have you ever had any training on disabled children? A) Yes B) No
- 26.) Does the school offer any special resources to help special learners in your
school? If yes
Specify. -----

- 27.) Do parents of disabled children visit the counseling office to talk about their
children?
- 28.) If yes, what is their role in meeting counseling needs of their children?

29.) In your counseling practice do you think counseling children with disability need special skills?

30.) In your opinion do you think educating disabled children with their normal peers help them in

adjusting to life? A) Very much B) much C) not much D) not at all

31.) In which area do disabled children benefit most from counseling? A) Social B) Mental

C) Physical D) personality

32.) Do you have any known cases of HIV (AIDS)? Yes/No

If yes how is the counseling office meeting their needs?.....

33.) What are the sources of constraints in the counseling practice in your school?

Specify

in order of importance.....

APPENDIX B

Head teacher's Interview Schedule

School.....

1. When did integration of disabled learners begin in your school.....

2. Are there any documents stipulating the procedure of implementing integration?

Yes/No

If yes,

specify.....

3. What preparations does the school undertake before new disabled learners are admitted?

4. Does the school conduct the following?

i).Psychological tests to ascertain disability? Yes/No

ii).Send learner to the hospital for medical checkup? Yes/No.

iii).Rely wholly on the information from parents/guardians? Yes/No.

5. Do you have special educators? Yes/No. If yes specify their number.....

6. What measures have been put in place to prepare regular teachers to accommodate disabled pupils?

7. What resources does the school have to meet special educational needs?

8. Do you get help from the government in relation to meeting the needs of disabled pupils?

If yes

specify.....

9. Are there times when you run parallel routine for disabled learners? Yes/ No.

Specify.....

10. Is the teacher-pupil ratio sufficient for the integration process? Yes/ No. If no, how do you intend to balance?

11. In your assessment, indicate the barriers to success in integration associated with:

i.) Disabled pupils

ii) Normal learners

iii.) Subject teachers

iv.) Parents

v.) Education office

12. Do special learners participate in extra-curriculum activities? Yes/ No. If yes specify

the achievement levels so far.....

13. With the withdrawing of the cane as the traditional mode of discipline provide other modes in use according to order of merit.

i).....ii).....iii).....

14. Do you often call parents of disabled pupils to discuss the needs of their children? Yes/ No.

15. Do you get help from elsewhere in meeting the needs of disabled learners? Yes/ No. If yes specify

16. Since inception of integration, how many successful pupils have graduated record?

17. In your assessment does the school meet the counseling needs of the disabled adequately?

Yes/ No. If no suggests ways.....

18. Since the government declared HIV (AIDS) pandemic a national disaster, what measures have

been put in place in your school to fight the scourge?

THANK YOU FOR YOUR COOPERATION

APPENDIX C

Questionnaire for Subject Teachers (STQ)

Please fill in the appropriate number that represents the best response to the items below.

5) Strongly agree 4) agree 3) not sure 2) disagree 1) strongly disagree

Item	Choice				
1. I am comfortable with my status as a teacher	5	4	3	2	1
2. My working environment is good	5	4	3	2	1
3. I take time to prepare non-disabled learners for the integration of disabled pupils.	5	4	3	2	1
4. The curriculum goals for disabled learners are the same as those of normal peers.	5	4	3	2	1
5. To help disabled learners built a cognitive map, I ensure the classroom arrangement remains constant.	5	4	3	2	1
6. I often allow disabled learners freedom of movement in class to obtain the best view of learning materials.	5	4	3	2	1
7. I structure parallel learning/playing activities for disabled learners only when necessary.	5	4	3	2	1
8. During my lesson I only change teaching technique when absolutely necessary.	5	4	3	2	1
9. Disabled learners are excused from activities only when absolutely necessary.	5	4	3	2	1
10. I often give a little more extra time to instruct the disabled learners after my lesson.	5	4	3	2	1
11. I often send disabled learners for remedial learning with the resource teacher.	5	4	3	2	1
12. During my lesson I allow disabled learner to pair with a learner of their choice for practice.	5	4	3	2	1
13. I do not hesitate to ask the disabled learner to repeat statements not properly understood.	5	4	3	2	1
14. I give extra work to learners who are exceptionally bright.	5	4	3	2	1

15. There is sufficient variety of teaching/learning resources that aid me each the disabled learner effectively. 5 4 3 2 1
16. Parents are helpful in providing learning materials. 5 4 3 2 1
17. I often agree with parents, resource teachers and other colleagues on the procedure used in handling self help activities. 5 4 3 2 1
18. I have trained normal learners to ask before assuming that the disabled learners require physical assistance is necessary. 5 4 3 2 1
19. I often encourage the disabled learners to be independent in completing all self help activities. 5 4 3 2 1
20. I integrate and infuse counseling in my subject. 5 4 3 2 1
21. Care is taken to ensure that where physical assistance is provided no atmosphere of dependence and overprotection is fostered. 5 4 3 2 1
22. I get help from the counseling office in meeting the needs of disabled learners. 5 4 3 2 1
23. I use the knowledge I got during my teacher training to meet counseling needs of disabled pupils. 5 4 3 2 1
24. I encourage all learners to make personal timetables. 5 4 3 2 1
25. I often point out role models who are disabled and ask disabled learners to strive for success 5 4 3 2 1
26. I often ensure that the same standard of behaviour is maintained by all learner 5 4 3 2 1

SECTION II

Indicate the right age group, gender, marital status, teaching experience and subject.

Age A.Upto 30 years B.31-40 C.41-50 D.Over 50 years Marital status.....

Gender A. Male B.Female **Subject.....Teaching experience.....**

APPENDIX D

Questionnaire for the Students(SQ)

School.....Class.....Sex.....Age.....

.....

We would like to know how you feel about your learning in your present school.

Instructions

- a) Pupils should note that this is NOT a test, hence there is no correct or right answers
- b) It is important that you give your honest answer/view
- c) Read the items carefully in order to understand before making a choice

- 1 I enjoy coming to school? Yes/No
2. I am always in school before the assembly bell rings. Yes/No
3. I come to school on my own. Yes/No
4. I come to school in the company of
A. My Father B.My Mother C.The house help D.My Relative E.Any other
- 5 I come to school by
A. Vehicle B. Motor bicycle C. Bicycle D.Walking
6. a) At school, I enjoy playing with all children Yes/No
b) Whenever I am in need, other children help me quickly Yes/No
c) I feel afraid to ask other children for help when am in need Yes/No
- 7 In school, I like staying alone A. Sometimes B.Always
8. If any children call me nicknames I report to the teacher.
- 9 I enjoy doing the following classroom activities with other children
a) Telling stories b) reading stories c) calculating maths d) mention any other.....
10. I enjoy answering questions during:
a)Math---Yes/No b) GHCR---Yes/No c)Science---Yes/No d)English---Yes/No
e)Kiswahili
11. During lessons the teachers allow me to freely move in order to see the chalkboard. Yes/No

12. a). I enjoy P.E lessons most. Yes/No
b). I enjoy Art and Craft. Yes/No
13. My parents always buy for me learning materials whenever the teacher asks for them. Yes/No
14. I am always helped to complete my homework at home. Yes/No
15. My parents encourage me to work hard in school so as to succeed in life. Yes/No
16. When I complete primary school, I will join a secondary school. Yes/No
17. I would like to go to a boarding school. Yes/No
18. When the bell for going home rings, I always wish to stay in school longer. Yes/No
19. Whenever I have a need or problem, I tell my teacher and he/she helps me.

THANK YOU FOR YOUR COOPERATION

APPENDIX E

OBSERVATION RECORD FORM

Identify the following occurrences of the following activities in relation to integration of disabled learners.

ACTIVITY

LEVEL OF ADAPTATION

Environment

Number of classrooms

Classroom sizes

Classroom arrangement

Classroom paint

Types of chairs and cupboards

Wall hangings

Window shades

Floors

Door sizes

Roof

Paths

Flower beds

Holes on compound

Presence of thorns

Presence of stones

Barriers

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