



Jotham Kariuki Wanjohi

Attitude Assessment Of Sighted Pupils Towards Visually Impaired Peers

 **LAMBERT**
Academic Publishing

Jotham Kariuki Wanjohi

**Attitude Assessment Of Sighted
Pupils Towards Visually Impaired
Peers**

LAP LAMBERT Academic Publishing

Imprint

Any brand names and product names mentioned in this book are subject to trademark, brand or patent protection and are trademarks or registered trademarks of their respective holders. The use of brand names, product names, common names, trade names, product descriptions etc. even without a particular marking in this work is in no way to be construed to mean that such names may be regarded as unrestricted in respect of trademark and brand protection legislation and could thus be used by anyone.

Cover image: www.ingimage.com

Publisher:

LAP LAMBERT Academic Publishing

is a trademark of

International Book Market Service Ltd., member of OmniScriptum Publishing Group

17 Meldrum Street, Beau Bassin 71504, Mauritius

Printed at: see last page

ISBN: 978-613-9-83474-7

Zugl. / Approved by: Nakuru, Egerton University., 2013

Copyright © Jotham Kariuki Wanjohi

Copyright © 2019 International Book Market Service Ltd., member of OmniScriptum Publishing Group

ATTITUDE TOWARDS VISUALLY IMPAIRED PUPILS

KARIUKI JOTHAM WANJOHI (PhD)

Table of Contents

CHAPTER ONE5
 OVERVIEW OF HANDICAPPING CONDITIONS5
 Causes of Visual Impairment6
 Types of visual impairments6
 Color blindness.....7
 Causes of Color Blindness7
 Types of colour blindness7
 Effects of Visual impairment on learning7
 CHAPTER TWO8
 THEORETICAL FRAMEWORK8
 Socialization Theory8
 ReinforcementTheory.....10
 ModelingTheory.....10
 Cognitive ConsistencyTheory.....11
 Symbolic Interactions Theory.....11
 Self-concept Theory.....12
 CHAPTER THREE.....14
 ATTITUDE DUE TO GRADE OF SIGHTED PUPILS14
 Objective one14
 Hypothesis.....14
 Findings.....14
 Conclusion.....16
 Recommendation.....16
 CHAPTER FOUR.....17
 ATTITUDE DUE TO AGE OF SIGHTED PUPILS17
 Objective 217
 Hypothesis.....17
 Age as a factor in attitude towards the visually impaired children17
 Findings.....17
 Conclusion.....19
 Recommendation.....19
 CHAPTER FIVE.....20
 ATTITUDE DUE TO GENDER OF SIGHTED PUPILS20

Objective 320
 Hypothesis.....20
 Gender as a factor in attitude towards visually impaired children20
 Conclusion.....23
 Recommendation.....23
 CHAPTER SIX24
 ATTITUDE DUE TO EXPOSURE OF SIGHTED PUPILS24
 Objective 424
 Hypothesis.....24
 Duration of integration as a factor in attitude towards visually impaired children24
 Findings.....25
 CHAPTER SEVEN.....29
 ATTITUDE DUE TO TEACHERS WORKLOAD.....29
 Objective 529
 Hypothesis.....29
 Teachers training as a factor in attitude towards visually impaired children29
 Findings.....30
 Conclusion.....32
 Recommendation.....32
 CHAPTER EIGHT.....33
 ATTITUDE DUE TO TEACHER'S AGE33
 Objective 633
 Hypothesis.....33
 Age as a factor in attitude towards the visually impaired children33
 Findings.....33
 Conclusion.....35
 Recommendation.....35
 CHAPTER NINE36
 ATTITUDE DUE TO TEACHERS GENDER.....36
 Objective 736
 Hypothesis.....36
 Gender as a factor in attitude towards visually impaired children36
 Findings.....37
 Conclusion.....38

Recommendation.....	38
CHAPTER TEN.....	40
ATTITUDE DUE LOCATION OF INTEGRATED SCHOOL.....	40
Objective 8.....	40
Hypothesis.....	40
Findings.....	40
Conclusion.....	41
Recommendation.....	42
CHAPTER ELEVEN.....	43
ATTITUDE DUE TEACHERS TRAINING.....	43
Objective 9.....	43
Hypothesis.....	43
Teachers training as a factor in attitude towards visually impaired children.....	43
Findings.....	44
Demographic data for visually impaired pupils.....	46
Conclusion.....	48
Recommendation.....	48
CHAPTER TWELVE.....	49
ATTITUDE OF THE VISUALLY IMPAIRED.....	49
Objective 10.....	49
Hypothesis.....	49
Conclusion.....	54
Recommendation.....	54
CHAPTER THIRTEEN.....	55
ATTITUDE OF PARENTS OF VISUALLY IMPAIRED PUPILS.....	55
Objective 11.....	55
Hypothesis.....	55
Role of parents in integration of visually impaired children.....	55
Findings.....	56
<i>Distribution of benefits of integration according to parents of visually impaired pupils</i>	60
Conclusion.....	62
Recommendation.....	62
Definition of terms.....	63
References.....	64

CHAPTER ONE

OVERVIEW OF HANDICAPPING CONDITIONS

Social attitude vary on how members of society perceive the disadvantaged people. Early Greek and Roman civilizations viewed the handicapped with a picture of superstition and ruthlessness. For instance, in Rome, Athens and Spartan disabled children were put to death in a legally approved manner and the fathers had the right to abandon newborn infants if they were deformed. Those handicapped children who survived were given severe punishment as it was believed that evil spirits possessed them and had to be exorcised by religious officials (Glass,1982).

In the pre-Christian church era in Europe, the orphans, the aged and the blind were kept in wards. This segregated them from the rest of the society (Kirk & Gallagher, 1982). This is a reflection of how handicapped people were perceived by the non-handicapped people. In the 18th and 19th centuries separate places were established to provide care to the handicapped people. The reason behind this was society's positive change of attitude toward the handicapped people.

In Africa traditional societies, the care of the disadvantages people was dependent upon the cultural practices and beliefs of various communities. Among the Songye community of the Democratic Republic of Congo, a child disability was attributed to its father's inability to pay dowry for his wife or sorcery (Devlieger, 1989). Among the Chagga people of the Tanzania, the physically impaired were perceived as satisfying the evil spirit and hence acted as insurance to the normal society against them. This made it necessary to take care of the physically challenged (Walker,1978).

In the Ibo community of Nigeria, treatment of the handicapped people ranged from pampering to rejection. In the traditional Agikuyu society of Kenya, youth people were taught to walk in an upright manner to avoid physical deformity a condition that was not admired by this society (Kenyatta.1978). Even today the Agikuyu people do not accept disability. For example, Mrs.Kiarie (a trained nurse) refused to accept that her son named Mbatia was mentally handicapped even after confirmation from a psychologist (parent magazine, 2000). A

case had been cited of a parent who secluded her physically handicapped son for 14 years before this information leaked to the coordinator for the physically handicapped children (Mathenge, 2000).

During a session in Kenya's parliament, Dr. Ombaka, a member of parliament, shocked fellow members when he disclosed that he had become blind after some illness (Tanui, 1997). Perhaps this episode was not traumatic as that of Mr. Mbuvi, (Wachanga, 1997), who was sacked as a messenger in Nairobi bank, after becoming blind and despite having trained to work as a blind person in the same bank. These examples show that handicapped people are not readily accepted by the rest of the society, as they should be.

Causes of Visual Impairment

- Injury to eyes
- Inheritance
- Infections (trachoma)
- Amblyopic
- Cataract
- Glaucoma
- Age
- Neurological disorder
- Retinopathy (immature blood vessels of retina)
- Refractive errors
- Stroke

Types of visual impairments

According to world health organization in 2012, there were 246 million people with low vision and 39 million who were blind.

Classification of visual impairment; they include from;

- 20/30 to 20/60: is considered mild vision loss or near vision loss,
- 20/70 to 20/160 moderate visual impairment
- 20/200 to 20/400 severe Visual impairment
- 20/500 to 20/1000 profound Visual impairment
- Over 20/1000 near total blindness

- No light perception is considered as total blindness.

Color blindness

It is defined as the lack of color vision (deficiency of color vision). It occurs in 1 out of 12 men in the world.

Causes of Color Blindness

Genetics: through the X chromosome of the mother.

Types of colour blindness

Red/green: people with such conditions confuse blue and purple because they cannot see the red element of the color purple. 40% of the color blind pupils in schools are unaware of their condition (color blindness). 60% of the pupils continue to suffer and experience many visual related problems in everyday life.

Effects of Visual impairment on learning

- Limited ability to learn incidentally and have poor concept formation
- Inability to do practical
- Doing homework is limited unless they are in special schools where braille is available
- Limits language development because they cannot conceptualize their environment
- Have fears on social integration hence rarely joining any groups

CHAPTER TWO

THEORETICAL FRAMEWORK

In this book, the following theories were used to explain the concept of social acceptance or rejection. That is, how members of society socialize and acquire attitude from early childhood to adult years. These are;

Socialization Theory

Socialization is a powerful process that influences human development in many aspects be it physical, cognitive, emotional and social development. It is during this process that skills, norms and attitudes of a society are imparted into a child (Ezewu, 1983). It occurs through interaction and much of it is unconscious to non-deliberate. This interaction mostly occurs in the family and it gives a child cultural identity, because it is lifelong (Mead, 1934; All port, 1961; Kelly, 1973; Wood head, 1988). The family is universally recognized as the primary socializing agency. It is only social institution which has a role child bearing and rearing (Ezewu, 1983). At the age of two months, a child is able to recognize what is visually happening around it (Bronson, 1974; Haith, 1979). An infant starts interacting with its mother or caregiver and this mark the start of the socializing process. The quality of the interaction is very important in the socializing process (Schaffer, 1984). The higher the quality of interaction, the more an infant becomes attached to its mother and the environment (Erickson, 1963). Every family has values or norms, which are passed onto the child by the mother and then by the rest of the family members (Winsler&Gallimore, 1977). As a child grows, he/she continues to imbue and internalize values of the family which form the child's values of the wider society.

When the child goes to school, she/he finds other socializing agents with different values. They are pupils, teachers and workers, who combine to make up another social environment for the child. The environment provides structured, deliberate, casual and even accidental socialization (Blummer, &Pennington, 1992; Peil& Oyeneye,1998).Though the school is a distinct community, it represents the values of the wider community (Ezewu, 1983) and the children learn what is considered worth by the society or what is called the dominant culture, which is transmitted by peers, teachers and parent (Wentworth, 1980). Members of a given community involuntarily reproduce the dominant culture whether in school or elsewhere. So the social perception of the visually impaired children by the rest of the society is similar whether the visually impaired child is in school or at home.

In addition, education's main function is to transmit culture or certain values in a given society and if it ignores certain values in school, these will not be transmitted at all. For example, if the society's attitude towards the visually impaired children is negative and this is not corrected in school, pupils will retain such negative attitude.

Haralambos (1980) observed that in the school, evaluation and classification of each child by others takes place. This process occurs in stages because each child takes time to react to the other (Skinner, 1968). As the new comer tries to interact while the others, his/her social feature and competencies are asserted from the receiving groups frame of reference (Rogers, 1969; Abraham, 1982). If the new comer is similar to the receiving group, she/he is accepted and if not, rejected (Zajoric, 1968; Livesley& Bromley, 1973). This shows that the receiving group has been socialized into perceiving the status. This counts a lot before one enters a group, wherein reinforcement and imitation of behavior are key factors in determining attitude development (Skinner 1953). Modeling is viewed as being more influential in attitude development than other factors (Bandura, 1963). Hence children imitate their parent's behavior from an early age.

Apart from parents, children later imitate other powerful modes in school and society. Children are likely to imitate people who are prominent and powerful than those who are unimportant or weak (Bandura; Ross and Ross, 1963). The learnt attitudes are internalized, retrieved and used at the appropriate time.

The sighted society has a stereotype attitude towards the visually impaired children (Jan et al 1977) and this makes some parents to view their visually impaired children as mentally retarded; with a consequence on special segregation. These stereotypes are internalized by children and later used as the standard measure in the perception of others, whether children or adults, at home or in school.

When the sighted designate visually impaired children abnormal, then all of their behaviors and characteristics are colored by that label. The sighted peers perceive them with an attitude that is characterized by fear, hostility, aloofness, suspicion and dread (Rosenhan,1973). The result is social rejection of the visually impaired by their sighted peers (Gottlieb &Leysler, 1981). This is because the sighted children have brought negative attitude about the handicapped from home to school.

Social integration of visually impaired children may improve behaviors of the visually impaired children. A study done by Agbeke (2005) on the impact of segregation and integration of visually impaired children showed that integration improved visually impaired children's

participations in family and community activities than those in special schools.

Reinforcement Theory

Hovland, Janis and Kelly (1980) observed that attitudes are learned just as people learn anything else, and they develop early in life (Sullivan, 1953). The first five years of childhood are very crucial in attitude formation (Peil and Oyeye, 1998). This is because the child's physical and intellectual capacities are expanding. The child learns skills, roles and aspirations of the family and forms a blue print for future interactions with other members of society. The learnt experiences determine how all future social situations are approached (Pennington, 1992). Therefore, when a child learns to socially perceive a visually impaired child negatively at home, he or she will still perceive a visually impaired child similarly in school later. This attitude reflects the attitude of the wide society.

People like interacting with others and some like it more than others (McClelland 1987). However, discriminative learning helps to identify and characterize others; Selection of a peer is influenced by her or his physical attributes (Catania, 1992). The more unique a member is the easier it is to notice him or her in a group or activity.

Modeling Theory

Modeling behavior is a key factor in determining attitude development (Bandura, 1963) and this makes children imitate their parent's behavior from early ages. Apart from parents, children later imitate other powerful models in school and society especially those people who are prominent and powerful. They shun weak personalities (Bandura, Ross and Ross, 1963). The learnt attitudes are internalized, retrieved and used at the appropriate time.

The sighted society has stereotyped attitude towards the visually impaired children (Jan, 1977) and this makes some parents view their visually impaired children as retarded with a consequence of social rejection. Non-handicapped children internalize these attitudes, and later use them as the standard measure in the perception of others whether children or adults, at home or in the school. This sighted peers use the following characters to label the visually impaired children: fearful, hostile, aloof, suspicious and dreadful (Rosenham, 1973), which results in rejection of this children by their sighted hosts (Gootlieb and Leyser, 1981). This is because the sighted children have brought the negative attitude towards the visually impaired from home to schools. This means that social discrimination may operate as an isolating mechanism to

outsiders, Catania (1992) reported that studies done by Mineka, et al (1984) show that avoidance behavior is learnt. This is based on observing others.

In summary, socialization and attitude formation process explain the concept of social acceptance of the visually impaired children by the sighted children in integrated classes. The attitude of perceiver (sighted children) is formed at home and then transferred to school where it is reinforced or moderated. This is then used in responding to the visually impaired children whether at home or in school. So when a visually impaired child joins a regular school and gets rejected or accepted by the sighted ones and teachers, the sighted children are just doing what is normal to them. A process that may delay the adjustment of the visually impaired children in the new school and academic process.

Cognitive Consistency Theory

Cognition is a way of gaining knowledge by a person. Piaget (1952); Werner (1984) and Cairn (1978) observed that attitudes are formed at the same time as cognition. As a child is growing, so are its mental facilities, which have patterns. New cognitions are acquired, assimilated and then accommodated into the already existing patterns of knowledge. This cognition includes attitudes of the environment, people, objects, or situations and this influence how people react to particular situations (Sheif &Hovland, 1961) using the attitude as their scale of reference in rejection or acceptance of others. Added cognitions may be in agreement or conflict with the already existing cognitive structures. Heider (1958) explained this using what is called balance model.

In an integrated classroom, the sighted children may develop cognitive conflict caused by the presence of the visually handicapped children. This cognitive imbalance may use the visually impaired children to be disliked and isolated by their sighted peers. A situation which can take more than three years (Coie&Dogde,1983).

Symbolic Interactions Theory

Societies are composed of interacting individuals who not only react but perceive, interpret, act and create. The individual is a dynamic and changing actor. The individual mind is always changing due to new experience and activities in the environment. We share meanings with others. We respond to others and reality emerges in the process of interaction. According to Blumer one of the chief architects of the symbolic interaction refers to the peculiar distinctive

character of interaction as it takes place between human beings. Human beings interpret or define each other actions (symbols). Skinner (1986), a behavioral psychologist points out that individuals react to external stimuli, a process Hollander (1969) says occurs in stages. That is, when a visually impaired pupil is brought in an integrated regular classroom the sighted children and even teachers may take time to familiarize themselves with the new comer. During that time of familiarization, significant learning occurs (Rogers, 1969). Abraham (1982) pressured this theory and observed that societies are made of interacting individuals, who are dynamic. The individual changes after acquiring new experiences. Experience is shared and through this interaction occurs, a situation Abraham called symbolic interaction. This interaction is vital for the adjustment in students including visually handicapped in school. When visually impaired pupils are brought to the integrated classroom, the above mentioned interaction may not be there. Visually impaired children have social features which are perceived by sighted children and teachers as lack of social competence. In their study Bryan, (1986a) Pearl et al, (1986) found that disabled children in integrated schools, received more negative than positive reinforcement from teachers than their non-handicapped counterparts.

In Kenya, studies indicate that visually impaired children perceive themselves as higher academic achievers (Anyango, 1984) although they hate integration (Njoroge1991) due to their low self-concept (Muola, 2000) and perhaps the attitude of their sighted hosts in the schools.

Self-concept Theory

Self-concept is a system of beliefs and attitudes that individuals have about themselves (Francis, 1996). The introspective approach (Festinger, 1954; Sullivan, 1953) views self- concept as a product of a person's social interactions and society's reaction to that person. The introspective approach (Fitts, 1965; Rogers, 1951) focuses on the consciousness that underlines the self-image, and is defined as a consistent cognitive model of a person's perception of his or her attributes, values and interpersonal relations.

Some studies (Beaty, 1992; Lopez-Justicia et al, 2001) have found that adolescents with visual impairments may feel inadequate and inferior because of their lack of social acceptance, academic underachievement, and physical disability. Other studies (Gronmo&Augestad, 2000; Huurre et al, 1999) indicated that psychological development outcomes of many adolescents with visual impairment were similar to that of their sighted peers. A person who loses his/her sight undergoes extensive behavioral-motivational, cognitive, and emotional adjustment (Dodds

et al , 1994).On the basis of the assumptions that stress and depression are use by conscious and cognitive processes, Dodds, Flannigan and Ng (1993) developed the Nottingham Adjustment scale, claiming that attitudes toward blindness and acceptance of the impairment affect self-worth, which directs motivational components such as locus of control and attribution style (that is, the way in which the individuals ascribes internal or external causes to events).Friendship is defined as a relationship that necessitates mutuality and long- term stability (Hartup, 1993). It is a dynamic emotional and cognitive process that changes throughout life. Many adolescents with visual impairments are socially isolated; have smaller social networks; and spend their time in passive activities, such as talking on the telephone (Kef, 2002, Sacks &Wolffe, 1998).

Gronno and Augestad (2000) and Kelly (1993) found that the self-concept and social adjustment of adolescents with visual impairments were similar in different educational settings. However, small samples, different scales, and gender and cultural differences make it hard to draw conclusions from these studies (Hatlen, 2004)

CHAPTER THREE
ATTITUDE DUE TO GRADE OF SIGHTED PUPILS

Objective one

Sighted children in class 4-6 differs with those in classes 7-8 in their attitude towards visually impaired pupils in integrated schools.

Hypothesis

There were no statistical significant differences between sighted children in classes 4-6 and those bin classes 7-8 in their attitude towards visually impaired children in integrated schools.

Findings

The null hypothesis was stated that there was no significant difference between sighted pupils in class 4-6 and those in class 7-8. Collected data was further subjected t-test and results show that there was statistical significant difference between sighted pupils in classes 4-6 and those in classes7-8.

Difference of sighted pupils in classes 4-6 and those in classes 7-8

Class	No.	Mean attitude	Mean difference	t. value	p value (2 tailed)
4-6	54	178.24	7.10	3.023	0.003
7-8	131	171.14			

Earlier studies by Coie and Pennington (1976); young et al (1985) had found that forth and seventh graders were more differentiated in their social perception of their peers than first graders. They explained that, children gain social awareness with increasing age. Another reason why pupils of classes 7-8 may have more negative attitude towards the visually impaired peers than pupils of class 4-6 was because of an individual trait. Berndt (1983) concluded that children are liked and become popular when they are cooperative and friendly in their interactions, and disliked and rejected when they are aggressive or disruptive in their peer interaction. This study and others have found that visually impaired children in integrated schools have many problems

including attention seeking or outright disruption of the existing classroom atmosphere whether teachers are there or not. Class 7-8 pupils are busy preparing for examinations hence have not time for any disruptive activities or people. Class work posses competition between learners whether sighted or not and this why majority of sighted pupils were ready to do this while 4.3% of the sample was not sure whether they could do it.

On sighted pupils helping the visually impaired pupils do their homework, 90.2 % of the sighted pupils disagreed that they do this. In this regard, Kupersmidt, Coie, and Dodge (1982, 1983) say that being rejected means sighted children are not likely to play, come close, assist or recognize the visually impaired. Rejected children have less chances or likelihood of interacting with sighted peers. In this study, majority of the sighted pupils (79.5 %) exhibited liking for the visually impaired pupils. Only minority (18.3 %) of the sighted pupils disliked the visually impaired pupils of the sample, and an insignificant minority (1.8 %) was not decided. This is good for full integration of the visually impaired pupils in regular schools. The majority who dislike the visually impaired pupils should have been integrated earlier; for successful integration (Marek,2000).In addition, cooperative environment often lead to acceptance of outsiders into group (Slavin et al, 1985; John & Johnson, 1987) and it also overlaps with peer tutoring, which enhances successful integration.

Sighted children improve their attitude towards the visually impaired children after integration. Kaffemanine (2002) found out in study that sighted pupils think that visually impaired children have learning difficulties because of, disability to learn (45.3 %), mentally retardation (35.3 %), visual impairment (42.6 %), learning impairment (5.3%), and other factors (21.6%). In addition 75.2 % of his sample wanted visually impaired children equally integrated in classrooms.

Communication between sighted pupils and visually impairment is very important if social integration will be enhanced. When asked whether the sighted pupils ignored their visually impaired peers in integrated classroom, 92.9 % of the sample disagreed with this statement. Only 4.8 % of the sample reported that they actually ignored the visually impaired peers especially when requested for help. This shows high quality integrated classrooms. Other studies on the same issue by Kaffemeniene (2002) reported. That 61.3 % of sighted pupils had not communicated with visually impaired pupils as their friends. However, sighted pupils were willing to help their visually impaired peers because of the following reasons: life is hard for them, visually impaired pupils are rejected by many, and this may also happen to the sighted pupils and the visually impaired need from the sighted hosts.

Conclusion

The objective of this study intended to find out whether sighted children in classes 4-6 differed with those in classes 7-8 in their attitude towards integration. As sighted children in integrated schools reach upper classes their attitude towards visually impaired pupils declines hence need for intervention.

Recommendation

Sighted pupils in classes 7-8 should be prepared to accept the visually impaired pupils during or before integration.

CHAPTER FOUR ATTITUDE DUE TO AGE OF SIGHTED PUPILS

Objective 2

Age of sighted children influences their attitude towards visually impaired children in integrated schools.

Hypothesis

There was no statistical significant differences between younger and older sighted children in their attitude towards visually impaired peers in integrated schools.

Age as a factor in attitude towards the visually impaired children

Age difference existing between children may affect the quality and quantity of their interactions even when they are well acquainted, and bullying of younger peers can appear as well as rejection by own peers (Hartup, 1983). Friendship and social interaction become better and stable with age, 2-3 year children old flirt with different playmates, while five years olds are faithful to one or two peers sometime (Brierman and Furman, 1984). This is because younger children are less differentiated in their perception of peers behavior behaviors than are older children. Coie and Pennington (1976), and younger, (1985, 1986) found that fourth and seven graders were not differentiated in the social perception of their peers than first graders. This is because their social awareness increases with age. As a child grows he/she becomes more aware of people (Kransor, 1986; Shantz, 1985) while younger children have more difficulties in social interaction. Due to the above, younger non-handicapped children have been found to have less negative attitude towards their peers than older ones (Turnbul and Blancher-Dixon, 1981) and that is why they are more nurturing than older ones towards the hearing impaired. Others studies indicate that as non-handicapped children mature, they increase unfavorably their attitude towards their physically handicapped peers (Connor, 1971). This contrasts with lowen (1994) who found that young and non-handicapped children usually accept their visually impaired schoolmates easily though after some initial curiosity. As the non-handicapped children mature, they are supposed to adjust to the norms of their societies; hence this study endeavored to establish sighted children's attitude towards their visually impaired peers in integrated schools. This is important if the Kenya integrated education programme is to succeed.

Findings

This objective intended to establish whether age of sighted pupils in integrated schools influence their attitude towards visually impaired pupils. Results obtained indicate that there was significant difference between those aged between 9-12 and those aged between 13- 17years.

Table 2

Difference of younger and older sighted pupils towards integration

Age group no	Mean attitude	Mean difference	t. Value	P value (tailed)
9-12 75	17.28	4.93	-2.241	0.026
13-17110	175.21			

The objective of this hypothesis was to find out if sighted pupils age influences their attitude towards their visually impaired peers. Learners aged 9-12 years were categorized as young while those aged 13-17 years were categorized as young while those aged 13-17 years were categorized as old.

Since obtained P value was 0.026 and it was less than the null hypothesis was rejected. This means that there was a statically significant difference between younger and older sighted children in their attitude towards visually impaired peers in integrated schools. This suggests that there is a likelihood of younger children rejecting their visually impaired more than older sighted children in integrated schools.

During integration, age should be considered, because peer influence increases with age. In implementing Kenya integrated education programme pupils age was not considered and this may bring problems though integration should start as early as possible.

Hart up (1983) argued that observations have confirmed that the age differences existing between children, may affect the quality and quantity of their interactions even when they are all acquainted. Younger children appear to enjoy and accommodate successfully the demands of cross age interaction and older children in such situations console, entertain, and help care for younger classmates. Children with young siblings seem to be more helpful.

This was contradicted by Thurnbull and Dixon (1981) finding that younger non handicapped children have been found to have less negative attitude towards their peers than Older ones.

However, Coie and Pennington (1976) and younger et al (1985) found that fourth and seventh graders were more differentiated in their social perception of their peers than first graders. Their explanation was that, children gain social awareness with increasing age. Kranson (1986), Shantz and Shantz (1985) in support of this position, reported that younger children have more difficulty in social interactions.

As a child grows, he/she becomes more aware of people (Dave, 1934; Rubin & Kransor, 1986, Shantz & Shantz, 1985) and entering a group, older children have been observed tom engage in more positive reciprocity with group members than do younger children (Dodge, 1986) who have more difficulty in social interactions which becomes more defined with age (Bierman & Furman, 1985; Horrocks & Bucker, 1995). Asher and dodge (1995) differed with this position and argued that the age level at which social cognition begins to predict sociometric status is not known. However, York, Heal and Schneider (196) found that older children were more tolerant of students with disabilities than were younger students. Bennet and Cass (1989) found that the quality of academic integration differed between those transferring at 11 and 14 years respectively. The latter fared well, both ending up at the bottom of the attainment pile. They explained that as pupils grows older; he/she may acquire more personal –social problems like being tense, shy, slow and unprepared for lessons.

Conclusion

The objective of this study intended to find out whether older sighted children in integration schools differed with younger sighted ones in their attitude towards visually impaired children. Kenya integration education programme should target younger children for sensitization and counseling if this programme is to succeed.

Recommendation

Younger sighted pupils in integrated schools should be trained or prepared to accept and foster closeness between sighted and visually impaired children in integrated schools.

CHAPTER FIVE
ATTITUDE DUE TO GENDER OF SIGHTED PUPILS

Objective 3

Gender of sighted children influences their attitude towards visually impaired children in integrated schools.

Hypothesis

There was no statistical significant difference between sighted boys and girls in their attitude towards visually impaired peers in integrated schools

Gender as a factor in attitude towards visually impaired children

From the ages of three years, children interact more frequently with members of their own sex but there are serious barriers to opposite sex friendship (Newman, 1982). Stereotypes about men and women are remarkably enduring; consequently society has more favorable behavior towards men than women (Cross & Markus, 1993; Geiss, 1993). Across the world, men are perceived as more nurturing and affiliative (Williams & Best, 1986).

Children learn gender identity and role in much the same way they learn other things. Gender role, is learnt through provision of sanctions and rewards by others. Kessler and Mokenna (1982) found out that boys were quick to reject their handicapped peers than girls (Goodman, 1972). Kershaw (1973) explained these in terms of the boys involvement in games where competence in games enhance ones social status. Those who are not competent are not popular, hence not easily accepted in social groups. In school, acceptance or rejection of a child depends on gender. Those who are different are rejected (Putallaz and Gottman, 1981). A visually handicapped boy is limited in vision, which is very crucial feature on competence in games, thus their acceptance by sighted boys in class and out of class activities is low.

Curtis (1985) found that females were consistently favoring their handicapped peers. Shantz and Shantz (1985) explained this in terms of girls being more polite and more concerned with personal control and more accommodative (Forbes, 1982). Females also seek intimate friendship sooner than males. They are also more emphatic because they are better at reading other peoples non verbal cues (Einsberg and Lenon, 1983 and Hall, 1987). So both males and females turn to females for intimacy and understanding. Though popular children receive more visual attention from peers (Rubin, 1982 and Vaughn & Watress, 1989, 1981) than unpopular ones Butler (1984)

did not find sex of the perceiver to greatly influence this process. A study conducted by Masakhwe and Anambo (1999) on discrimination against the disabled females in Kenya showed that in education, many families will educate the able bodied boy first, then able bodied girls and if there is money left, then the disabled girl. Given Kenyans cultural diversity, this study will try to find out how sighted boys will treat visually impaired girls and how sighted girls will treat visually impaired boys in the Kenya integrated educational programme. This will help us understand the role of gender in the success of the integrated programme.

Findings

This objective intended to establish whether gender of pupils influenced their attitude towards visually impaired pupil's integrated schools. Results obtained indicate that there was no statistically significant difference between girls and boys in their attitude towards visually impaired pupils in integrated schools.

Difference between sighted girls and boys in their attitude towards visually impaired pupils in integrated schools

Gender	No.	Mean attitude	Mean difference	T. Value	P value (2 tailed)
Girls	94	172.85	-0.73	-0.334	0.739
Boys	91	173.58			

The results after testing this hypothesis was that there was no statistical difference between girls and boys in their attitude towards integration of visually impaired pupils. T-test result indicates that boys and girls did not differ in their attitude towards visually impaired pupils in their attitude towards integration. Since the obtained p is greater than 0.05 for t test null hypothesis was accepted. This means that there was no statistically significant difference between sighted boys and girls in their attitude towards visually impaired peers in an integrated classroom. This suggests that both boys and girls have almost similar attitudes towards visually impaired peers in integrated schools.

From the age of 3 years, children interact more frequently with members of their own sex and express verbal performance for them. Rejection of the opposite-sex occurs and avoidance of the opposite sex peer is a salient feature of the social organization. In the middle childhood,

friendship between males and females may have beneficial and satisfying consequences, but there are serious barriers to opposite sex friendship (New, 1982).

Putallaz & Gottman 1981 a, 1981 b, in their study of entry behavior among familiar peers whether popular or unpopular, found that all children irrespective of gender were accepted, rejected or ignored by the group at some point during their entry attempt. Though popular children receive more visual attention from peers (Rubin, 1981) than unpopular ones, Butler (1984) did not find the sex of the perceiver to greatly influence this process. The finding contrasts with Charles, Wirth and La Frencere (1983) who observed that when in competition boys are better than girls and they spend more time in the bystander position. This suggests that when comparing boys and girls in any issue, boys appear more aggressive because they are more power assertive (Maccoby, 1990) while girls are more polite, concerned with personal control (Shantz & Shantz, 1985), and more accommodative (Forbes, 1982). This is perhaps why girls are even more rejected in entering groups than boys. Evaluation bias is made on the basis of gender (Ahs more. 1981; Taylor 1981; Martin 1981). Boys are more likely than girls to be rejected (Coie, Dodge & Copotelli, 1982). This position was reinforced further by Condon, York, Heal and Schneider (1986) Curtis, 1984) when they reported that girls are more accepting to learners with disabilities than boys. Females are more socially accepting and nurturing, compared to males.

Sighted girls and boys did not think that visually impaired pupils waste their class time when the latter seeks assistance. This was evident from the 89.2 % of sighted pupils when they were asked whether visually impaired pupils waste their class time compared to 9.1 % of the sample who felt the visually impaired pupils actually wasted their class time. This could be through reading, packing and unpacking among other academic activities. About 93.6 % of sighted pupils reported that their own non class time was not wasted by impaired pupils. In regular classrooms girls and boys sit next to one another whether they are sighted or visually impaired. Upon sitting next to another, the likelihood of sighted and visually impaired pupils coming into contact is very high hence touching one another. There are no hard feelings between these two groups of learners and this is why, games and plays contribute to socializing of either girls or boys in integrated classrooms. When sighted pupils were asked whether they played with visually impaired pupils, 87% of them disagreed that they played with visually impaired peers while 11.3 % did not play or would not want to play a tall.

Jackson et al (1991) made the same observation that play provides children with opportunities

for developing mastery and competence in cognitive, social and physical skills. Games played in this study included javelin, football hide and seek running and circles. Sighted pupils irrespective of gender greeted visually impaired pupils regularly as majority (92.4 %) of the sighted pupils reported. Very few pupils did not greet the visually impaired peers as 2.1 % of the sample indicated. On the same issue 5.4 % of the sighted pupils could not remember greeting the visually impaired pupils in integrated schools.

Earlier studies by York (1992) reported that non-disabled peers have emerged as some of the best problem solvers and supporters for achieving the successful integration of student with disabilities. Classmates can be involved in identifying important age appropriate and socially valid activities in which their peers with disabilities should participate (Forest & Lusthus, 1987 & Vander cook, York & forest, 1989). Friendship and social integration of visually impaired pupils are very crucial to visually impaired pupils in their homes and surrounding.

Conclusion

The objective of this study intended to find out if boys and girls differed in their attitude towards integration of visually impaired children. Results indicated that sighted boys and girls were equally receptive in relating to visually impaired children in integration schools.

Recommendation

Integrating both boy and girls is very healthy.

CHAPTER SIX
ATTITUDE DUE TO EXPOSURE OF SIGHTED PUPILS

Objective 4

Duration of exposure of sighted children influences their attitude towards visually impaired children in integrated schools.

Hypothesis

There was no statistical significant differences sighted children who were integrated earlier and those integrated later in the attitude towards visually impaired peers in integrated schools.

Duration of integration as a factor in attitude towards visually impaired children

When children who are unfamiliar are brought together and interact in play session, they behave as if they are familiar with one another (Asher, 1983) but when visually impaired children are together with sighted peers the former may become rejected and isolated over time (Coie & Kupersmidt, 1983). This is because the task of entering a group possesses serious problems (Gavary, 1984; Puttallaz & Gottaman, 1981). Even after entering a group, attaining group acceptance is a difficult task, which requires time because each group has its own frame of reference (Forbes, 1982; Gorsaro, 1979). This makes the visually handicapped child lack friend who are vital for her/his social development and adjustment (Hartup, 1985) when they join the main stream schools.

Lowen (1974) noted that young children usually accept the visual handicapped schoolmates quite readily, sometimes after an initial phase of curiosity. On integration, the sighted children adjust and accept the visual handicapped children. The sighted children, who attend school with the visually handicapped peers, have been found to develop more positive judgment of the abilities of the visually handicapped children and those who have never been integrated (Bateman, 1962; 1964; Steinzor, 1966).

In a study of disabled children, Gottlieb & Baker (1975) observed that increasing the duration of integrating mentally retarded child, increased his/her social standing among non-handicapped peers. The above findings contrast with Connor (1971) who found out that as time goes on; non-handicapped children become less acceptable to their physically handicapped peers.

This calls further study to ascertain whether integrating the visually impaired children with sighted ones in regular classroom is a critical factor in attitude towards visually impaired pupils

by their sighted peers in integrated Kenyans schools.

Findings

This objective intended to establish whether the time of integration of visually impaired pupils influence sighted pupil's attitude towards the visually impaired pupils in integrated schools. Results obtained indicate that there was statistically significant difference between those integrated early and those integrated late

Differences between sighted pupils integrated earlier and those integrated later in their attitude towards visually impaired pupils in integrated schools.

Integrated	No	Mean attitude	Mean difference	t.value	p value (2 tailed)
Late integration (1-4 years)	102	171.73	-3.31	-1.514	0.132
Earlier integration (5-8 years)	83	175.04			

The null hypothesis was stated that there was no significant statistical difference between sighted pupils integrated late and those integrated early. T-test results indicate that there was no statistical significant difference between those integrated late and those integrated early. Since the obtained p value 0.132 was greater than 0.05 for test, the null hypothesis was accepted. This implies that there was no statistically significant difference between sighted children integrated early and those integrated late in their rejection of visually impaired peers in integrated early and those integrated late in their rejection of visually impaired peers in integrated schools. This suggests that the point of integration significantly affect rejection of visually impaired peers in an integrated classroom.

Children, whether visually impaired or not are rejected at some point during their entry attempt into a group (Puttallaz and Gottman, 1981). Dodge and Frame (1982) have shown that peers become biased in their perception of a child and alter their behavior towards that child once they have identified that child as liked or disliked. They may assume a disliked child is worthy of negative outcomes, and therefore exclude him or her from playing activities. Alternatively they make it very easy for liked child to succeed. Individual's early experience determines how all future social situations are approached. Many social psychologist regard the first relationship as a blue print for future relationship, which determine how one interacts with other people

(Pennington, 1992).

Becoming friends and maintaining these relationships are among the most significant achievements of childhood and adolescence (Hart up, 1995). To enter a new group (Classroom) requires more attempt by the new member whether one is visually impaired or not (Putallaz & Gottman, 1981) because attaining group acceptance is difficult task which requires time. One goal of many intervention programmes is designed to help handicapped children become better equipped to enter and become integrated into already existing peer groups. This may be a difficult task as rarely does the group as a whole or any of its members attempt to put the newcomers at ease, give him or her opinions or take their activities into their account (Philips et al, 1995). This situation, may force the visually impaired children to become isolated and less interactive over time (Coie, Kupersmidt, 1983; Dodge, 1983). These rejected children are likely to dislike integration and drop out of school.

Perhaps this is due to fear or negative attitude towards these pupils. For integration to succeed this small minority of sighted pupils need to be changed because exclusionary education and positive interaction between children with or without disabilities is not easy. But daily contact through such social activities like greeting can enrich integration. Social and physical integration of visually impaired pupils in school and at home is very important for successful integration in the life of visually impaired pupils. This was confirmed by 93.5 % of the sighted pupils when they were asked whether they could go home with pupils who were visually impaired. Only 6.5 % of the sample reported that they could not assist a visually impaired peer to go home. A very small portion of sighted pupils (2.7 %) were not sure or had never helped a visually impaired pupil to go home.

Within the school compound, visually impaired pupils will be helped to go to the toilets by 81.9 % of the sighted pupils while only 2.7 % will not do this and 5.4 % had not made a decision. Children are very supportive of others especially those who have difficulties? This observation concurs with Gerkens (1979) study which established that cooperation and intimacy emerge in childhood and adolescence? But personal support is especially strong in adolescence. Apart from locating toilets within the school the visually impaired pupils move to their appropriate classrooms. Almost all respondents (97.3 %) reported in agreement that they were ready to assist their visually impaired peers locate classrooms. One of the difficulties visually impaired pupils face is walking to school from home. In this study teachers confirmed that absenteeism of visually impaired pupils was rampant especially during the rainy season.

This is due to poor mobility which leads to falling down due slippery paths. This has made majority of the sighted pupils sympathize with the visually impaired ones. Approximately 93.2 % of the sighted pupils were willing to assist the visually impaired pupils go to school from their home.

This assistance greatly enhances physical and social integration. One of the challenges that visually impaired pupils face is travelling from home to school. This is why the integration programmes should be planned well in advance so that sighted pupils can be identified earlier and given the task of helping the visually impaired in travelling or mobility in their natural environments. Lichman (2002) argues that visually impaired pupils require to be trained in daily living skills which they can use independently, with or without assistance. Pupils also do extracurricular activities like fieldtrips.

Hodges (1983) while evaluating the effectiveness of integrated visually impaired children in regular classrooms revealed that children can complete and achieve in regular school activities if given appropriate understanding, support and assistance. This competence may be achieved when the visually impaired child stays longer with the sighted children. When it comes to eating; sighted pupils were willing to help the visually impaired peers. About 65.4% of the sighted pupils strongly agreed this, while 28.1 % said they should not offer this service while 2.2 % were still undecided. Assisting the visually impaired children to get food is a positive gesture because in some schools, lunch time is competitive and hectic event whereby the visually impaired children may not endure competition. In this regard Funchs (2000) points out that integrated schools must port the visually impaired or blind child in his physical, emotional and social development with qualified action. This has been done in many European countries like Germany and Italy.

This may affect the progress of integration as Gilbert and Hart (1990) cautioned that impaired children should be given some homework in form of projects so that they get help from home especially from their sighted peers, brothers and sisters.

On physical integration, girls and boys had no problem sitting next to one another. Approximately 81.6 % of sighted pupils agreed that they sat next to a pupil with visual impairment while only 14 % of sighted pupils would refuse to sit next to a pupil with visual impairment.

Physical integration is a good start of social integration. Gilbert and Hart (1990) reported that handicapped children from integrated classrooms demand a lot of attention from their sighted

hosts. They also bring attendant problems like interruptions from clicking fingers, banging with pencils, whistling or bursts of anger. They also physically interfere with other learners.

Why do sighted pupils refuse to play games with visually impaired peers? The majority (54.6 %) of them believe that the visually impaired pupils did not have the competence to do this, while 31.4 % of sighted pupils did not know the reasons.

On whether visually impaired pupils should be separated from sighted pupils during teaching majority (65.9 %) of sighted pupils did not accept this position because they believed visually impaired children should be taught.

It is true that visually impaired pupils have problems including seeking help to pack and unpack their belongings and materials. They require human guide (peers for mobility), time and again non-disabled peers have emerged as some of the best problem solvers and supporters for achieving the successful integration of pupils with disabilities. Classmates can be involved in identifying important age appropriate, socially valid, activities in which their peers should participate (Forest and Lusthaus, 1987 and Vandercook York and Forest, 1989). Peers can assist a student to locate a class, find a seat and obtain appropriate material and participate in small group activities.

Majority (78.4%) of sighted pupils had no quarrel with visually impaired pupils competing during exams while a tiny proportion did not accept this competition (16.2%). Apart from reading from their peers, classmates can help their visually impaired pupils to know the new environment, feel accepted and secure. In addition, peers can provide encouragement, understanding and support in educational and social activities. Research shows that one major problem disabled students face in integrated classes is rejection and isolation due to lack of peer support, but if 8 out of 10 sighted pupils can read for the visually impaired peers, then this is a high level of integration. It increases formal support from the peers and friends (Forest, 1987 and Peak Parent Centre 1988, New York and Vandercook, 1988). For successful integration, peer support and friendship are not luxuries but necessities (Grenut-Scheycr Coats, and Falvey, 1990; Stainback and Stainback 1987, 1988; Stocking, Arrezzo and Leavitt, 1980).

CHAPTER SEVEN

ATTITUDE DUE TO TEACHERS WORKLOAD

Objective 5

Teachers' workload influences their attitude towards visually impaired children in integrated schools.

Hypothesis

There were no statistical significant differences teachers which light and heavy work load in their attitude visually impaired children in integrated schools.

Teachers training as a factor in attitude towards visually impaired children

Teachers' skills and attitude assist the process of bonding teachers and students. This facilitates knowing and working with students as individuals (Collins, 1996; McCain & Good, 1996, Morse, 1996). Teacher's skills necessary for working with the handicapped children may be instrumental in determining student's attitude towards placement and quality of intervention services (Medina & Luna, 1999). In addition, the flexibility and attitude of regular classroom teachers are related to success of integration once it has been undertaken (Grosenick, 1971; Simek, 1979 & White, 1980).

Planning teams often do not select or identify the receiving teacher before planning integration (Peterson, 1980). This is because teachers come from the same community as the visually impaired children; hence they possess the same negative attitude as the rest of the society. They resist the integration of the visually impaired children (Goodlad, 1984). This resistance is natural and stems from teachers not being prepared for the task. Handicapped should not be mainstreamed until teachers in regular schools are trained and willing to handle them.

In a study of social acceptance of speech handicapped children in ordinary schools, Marge (1996) found that children and teachers attitude towards handicapped children were similar and that both preferred the non-handicapped child. But for integration of the visually impaired pupils to succeed teachers accept visually handicapped one when they join the mainstream school.

The observation supports Schwarts (1983) finding that, the teacher's positive attitude towards the handicapped children is crucial because it helps in adjusting and shaping the attitude of the non-handicapped ones. Wahler (1977) observed that teachers could convince an isolated Childs peer group to change their reaction towards him/her and thus increase social activities between

them. In addition, Kounin (1970) found that interaction between a teacher and a pupil has an impact on how other students view the one who has interacted with the teacher. This means that if a teacher is trained to handle a visually impaired child favorably, especially in front of the other children, they will appreciate and accept the child faster than if the opposite is the case. This enhances social integration. Hence the need to investigate teachers' attitude towards the incoming visually impaired children. The study examined the impact of training in special education or lack of it, in influencing their attitude of teachers towards integration of visually impaired children in regular schools.

Findings

Objective five of this study intended to establish whether teachers' workload influences their attitude towards integration of visually impaired pupils. Results show that there a statistically significant difference between teachers with less workload and those with more workload.

It is normal for students to demand a lot of teacher attention whether visually impaired pupils or not. Students seek clarification, answers and general guidelines on how to tackle issues from their teachers at all levels, from nursery schools to university. Over 90 % of all teachers in the sample strongly agreed that low vision pupil demand a lot of attention. This shows that teachers in integrated schools had to contend with demand for attention from both visually impaired pupils and sighted ones.

Teacher's attitude due to workload

Workload	No	Mean attitude	Mean difference	t. value	P value (2 tailed)
Below 20 lessons	26	67.12	-2.66	-1.094	0.278
Above 20 lessons	22	69.77			

Hypothesis five was that there was no significant difference between teachers with more and those with less than 20 lessons per week in their attitude towards the visually impaired pupils. The objective was to find out if a teachers weekly workload influenced his/her perception of the visually impaired children in integrated schools. A weekly workload of less than 20 lessons was considered low while more than 20 lessons were considered high. The obtained p value was 0.278 while the mean difference was -2.66. It implies that, there was statistically significant difference between teachers with less than 20 lessons per week and with those with more than 20

lessons per week.

Teachers in integrated schools may have become tolerant to problems of visually impaired children like poor handwriting, slow in school work and demand for more attention from visually impaired children. When it comes to teacher's workload and motivation to work only 4.5 % of the teachers reported lacking motivation in their work while 95.5 % of all the teachers reported that they did not need motivation to teach in integrated schools.

When teachers were asked whether it is not difficult teaching low vision pupils, half (50 % of the teachers) were in agreement while 39.6 % of teachers felt it was difficult task. Apart from teachers heavy workload, teachers have to handle visually impaired pupils have several problems, which hinder learning. These problems include emotional disturbance, time use, poor handwriting and speed of reading and absenteeism. Earlier studies by Glass, Cahan, Smith and Filby (1982) reported that smaller classes are associated with high quality student's achievement. A position also supported by Mackenzie (1983) but who cautioned that class size alone does not guarantee success but teacher preparedness for work may be the main determinant factors for success in integration.

Research by Gersten & Walker (1981) found out those teachers of integrated schools perceive handicapped children as difficult to teach and demanding, while Duibrough & Kniread (1979) had reported that classroom teachers may perceive the visually impaired pupils as extra burden. Due to this extra workload the teachers may use a lot of their time with the handicapped children at the expense of the non-handicapped.

Xia-guang (1990) indicated that visually impaired pupils need to take more time to read and write. As they require extra time for completing their work, teachers reported that the visually impaired children are very hard working in their class work and they need remedial instructions from teachers.

Fullan (1988) argue that teaching effectiveness depends of teacher's beliefs. Teachers of visually impaired children may be surprised because they were not prepared for an extra burden of the handicapped or handicapped child may interfere with education of other children (Booth, 1983). Visually impaired pupils require more remedial work than sighted ones as 79.2% of teachers reported. Only 18.7% of the sample disagrees and a minority 2.1% was left undecided. As reported elsewhere, visually impaired pupils just like any other pupils require remedial teaching to improve their class performance. Hence they seek more attention. Remedial teaching is required to correct initial errors that occur in the learning process. These initial errors

were listed by Christine (1979) and Hodges (1983) as spelling and omission ones. They further reported that diagnostic teaching approach is desirable because students have different level of vision at different stages in their school time. Later Xia-guang (1990) reported that as visually impaired pupils become integrated in regular classroom where they study with regular students, they need and receive help services from a special teacher.

Bennet & Cass (1989) added that visually impaired pupils increases teachers workload because of their low IQ, being dozy, careless mistakes and difficulty in recognizing shapes. In the same regard Hardman (1993) adds that visually impaired children differ from sighted peers in areas of intelligence, ranging from understanding spatial concepts to a general knowledge of the world. They also differ in speech and language development and social development, orientation and mobility.

Conclusion

This objective of this study intended to find out if teacher's workload influenced their attitude towards integration. Teachers with a heavier workload had a more negative attitude hence need to reduce teacher's workload if they are teaching in integrated classes.

Recommendation

Workload of teachers in integrated schools should be reduced or moderated.

CHAPTER EIGHT

ATTITUDE DUE TO TEACHER'S AGE

Objective 6

Teachers' age influences their attitude towards visually impaired children in integrated schools.

Hypothesis

There were no statistical significant differences teachers below and those above 39 years in their attitude visually impaired children in integrated schools.

Age as a factor in attitude towards the visually impaired children

Age difference existing between children may affect the quality and quantity of their interactions even when they are well acquainted, and bullying of younger peers can appear as well as rejection by own peers (Hartup, 1983). Friendship and social interaction become better and stable with age, 2-3 year children old flirt with different playmates, while five years olds are faithful to one or two peers sometime (Brierman and Furman, 1984). This is because younger children are less differentiated in their perception of peers behavior behaviors than are older children. Coie and Pennington (1976), and younger, (1985, 1986) found that fourth and seven graders were not differentiated in the social perception of their peers than first graders. This is because their social awareness increase with age. As a child grows he/she becomes more aware of people (Kransor, 1986; Shantz, 1985) while younger children have more difficulties in social interaction. Due to the above, younger non-handicapped children have been found to have less negative attitude towards their peers than older ones (Turnbul and Blancher-Dixon, 1981) and that is why they are more nurturing than older ones towards the hearing impaired. Others studies indicate that as non-handicapped children mature, they increase unfavorably their attitude towards their physically handicapped peers (Cornor, 1971). This contrasts with lowen (1994) who found that young and non-handicapped children usually accept their visually impaired schoolmates easily though after some initial curiosity. As the non-handicapped children mature, they are supposed to adjust to the norms of their societies; hence this study endeavored to establish sighted children's attitude towards their visually impaired peers in integrated schools. This is important if the Kenya integrated education programme is to succeed.

Findings

Objective of the study intended to establish whether teachers age influence their attitude towards integration. Results show that there was a statically significant difference between younger and older teachers in their attitude towards integration.

T-test result on teachers attitude and age

Age of teacher	No	Mean attitude	Mean difference	T.value	P value (2tailed)
Below39years	21	69.4	1.9	0.447	0.657
Above39years	27	67.5			

Hypothesis six was sated that there was no significant between teachers aged above 39 years and those below 39 years in their attitude towards the visually impaired pupils. There were 48 teachers (20 males and 28 females) who participated in the study. Those below 39 years had an attitude mean score of 69.4 while those above 39 years had an attitude means score of 67.5. Data was subjected to t-test and the obtained t value was 0.447 and the mean difference was 1.9 the null hypothesis was rejected There was a statically significant difference between teachers aged below 39 years and those above 39 years in their attitude towards integration of visually impaired pupils. Younger teachers in integrated schools may be rigid, ignorant and unprepared to engage an extra burden in their classrooms.

On the issue of putting visually impaired children in separate or special schools, majority the teachers disagree (60.4 %) while 27.1 % of the respondents agreed with this position. Disabled children drop out of school due to poor academic performance and rejection, hence there is need to enhance the classroom environment by accepting and respecting their visually impaired students (Sparks & Stinson, 1991; Rockwell & Stooglunt, 1997). However, one out of four teachers (27.1%) wants visually impaired pupils taught in separate or special schools. Separation enhances rejection, isolation and labeling of these visually impaired pupils, a fear they may live forever. Some scholars have pointed out the disadvantages of integration (Morgan 1978) teaching the handicapped children with the non handicapped ones in the regular classrooms. First, the handicapped might be exposed to a curriculum that is inadequate to their needs particularly regular classroom teachers may not be adequately prepared to receive and handle this extra burden (Dinbrough&Knirad, 1979).

Secondly having an extra handicapped child in class means extra workload and this may force the regular classroom teacher to use a lot of time with the handicapped children at the expense of the non handicapped. Thirdly, simply placing the handicapped child in a regular classroom

offers no guarantee that the students will be accepted by the handicapped peers (Monroe and Howe, 1971; Jones, Lavine and Shell, 1972). This situation can worsen if teacher's attitude towards the visually impaired pupils is not positive or accommodative.

The quality of teacher's interaction with pupils may influence sighted pupils reactions towards the visually impaired children. Deiro (1996) said that children value adults but questioned who value them. It is teachers who care, intervene best, foster better teachers students relationships especially when dealing with disabled children (Morgan, 1987). Teacher's skills and attitudes assist the process of bonding between teachers and students: knowing and working with students as individuals (Collison, 1996) and establishing trust. Low vision pupils were not disruptive in were. A minority (4.2 percent) of the teacher were undecided. This is good news for the process of integration. However, a significant 37.5 percent of the teacher reported that visually impaired pupils were disruptive in class. This could be they also differ in speech and language development and social development, orientation and mobility.

Conclusion

The objective this study intended to find out if teacher's age influenced their attitude towards integration. Teachers below 40 years had a more positive attitude than those above 40 years towards visually impaired children; the Kenya integration education program should target and train all teachers above 40 years in special education.

Recommendation

Teachers above 40 years of age should be targeted for training before integration of visually impaired starts.

CHAPTER NINE

ATTITUDE DUE TO TEACHERS GENDER

Objective 7

Teachers' gender influences their attitude towards visually impaired children in integrated schools.

Hypothesis

There were no statistical significant differences teacher's male teachers and female teachers in their attitude visually impaired children in integrated schools

Gender as a factor in attitude towards visually impaired children

From the ages of three years, children interact more frequently with members of their own sex but there are serious barriers to opposite sex friendship (Newman, 1982). Stereotypes about men and women are remarkably enduring; consequently society has more favorable behavior towards men than women (Cross & Markus, 1993; Geiss, 1993). Across the world, men are perceived as more nurturing and affiliative (Williams & Best, 1986).

Children learn gender identity and role in much the same way they learn other things. Gender role, is learnt through provision of sanctions and rewards by others. Kessler and Mokenna (1982) found out that boys were quick to reject their handicapped peers than girls (Goodman, 1972). Kershaw (1973) explained these in terms of the boys involvement in games where competence in games enhance ones social status. Those who are not competent are not popular, hence not easily accepted in social groups. In school, acceptance or rejection of a child depends on gender. Those who are different are rejected (Putallaz and Gottman, 1981). A visually handicapped boy is limited in vision, which is very crucial feature on competence in games, thus their acceptance by sighted boys in class and out of class activities is low.

Curtis (1985) found that females were consistently favoring their handicapped peers. Shantz and Shantz (1985) explained this in terms of girls being more polite and more concerned with personal control and more accommodative (Forbes, 1982). Females also seek intimate friendship sooner than males. They are also more emphatic because they are better at reading other peoples non verbal cues (Einsberg and Lenon, 1983 and Hall, 1987). So both males and females turn to females for intimacy and understanding. Though popular children receive more visual

attention from peers (Rubin, 1982 and Vaughn & Watress, 1989, 1981) than unpopular ones Butler (1984) did not find sex of the perceiver to greatly influence this process. A study conducted by Masakhwe and Anambo (1999) on discrimination against the disabled females in Kenya showed that in education, many families will educate the able bodied boy first, then able bodied girls and if there is money left, then the disabled girl. Given Kenyans cultural diversity, this study will try to find out how sighted boys will treat visually impaired girls and how sighted girls will treat visually impaired boys in the Kenya integrated educational programme. This will help us understand the role of gender in the success of the integrated programme.

Findings

On gender composition of teachers; Males comprised 39.6 percent of the sample while 60.4% were female teachers. There were more female teachers than male ones. Most urban primary schools are dominated by female teachers.

Results show that female teachers had more positive attitude. The obtained P value of 0.826 was bigger than the theoretical p value of 0.05; hence the null hypothesis was rejected. Then there was statistically significant difference between female teachers and male ones. Shears, 1974 and Curtis (1985) had found that, female teachers had better attitude and males' ones. Shears, 1974 and Curtis (1985) had found that females favor handicapped peers due to the politeness and being accommodative (Forbes, 1982). Females also are better in seeking friendship and Lenon (1983) and Hall (1987) viewed them as more understanding to the needs of other people.

The issue of fearing strangers or people with different attitudes is normal. Visually impaired pupils are physically different from sighted peers and teachers and this may make teachers behave differently during the first encounter. When teachers are asked whether they feared visually impaired pupils, 48 % of them strongly disagreed, while 16.7 % just disagreed. About 41.7 % of teachers were in agreement on the issue while only 10.4 % had no decision. Scholl (1987) reported that many teachers fear integration due to lack of confidence in handling the visually impaired pupils. This study found that 41.7 % of the teachers supported earlier that a proportion of teachers feared the visually impaired pupils when they joined their integrated classroom.

On whether visually impaired children who join regular classrooms have problems,

68.7 % of all teachers sampled were in agreement that this was the case while 16.7 % of the sample was in disagreement. This left 14.6 % undecided teachers. This means that it is true that

low vision pupils bring with them a lot of personal problems into regular schools; these include emotional disturbance, poor handwriting and slowness in reading and writing among others as teachers in this study reported. Earlier studies by Gilbert and Hart (1990) reported that other problems found in visually impaired children in integrated classrooms includes, demanding a lot of attention, refusing to go for lunch, arguing with other pupils, constant interruptions, banging desks with pencils, whistling, forgetting notebooks, destroying materials and arriving late for lessons. This is why after integration visually impaired children require a lot of support and therapy from teachers, parents and peers.

More than half (50.1 %) of all teachers were surprised when visually impaired pupils joined their classes as compared to 35.5 % of teachers who were not, surprised while 14.6 % of teachers were undecided. Teachers can be surprised visually impaired children join their integrated classrooms because of various reason. These includes teachers not being prepared to implement the programme (Fullan, 1988; Gilbert and Hart, 1990) receiving extra burden, others fear that the class performance may decline while others fear that the other children; education will be interfered with (Booth,1983).

Bennet and Cass (1989) also pointed out that some teachers are frightened when the idea of teaching visually impaired children crosses their minds since they do not have enough skills. They add that teachers need in-service training to prepare them for the range of difficulties these children have. These include seeking attention, destroying of learning materials, lateness, and lethargy to school among others. The proportion of teachers who were not surprised when visually impaired children joined their classroom 35.5 % of all sampled Teachers) may be the ones who were trained in special education. Those who were undecided may behave indifferent in behaviors towards new recruits or pupils in integrated classrooms. However the undecided lot and those who were surprised require special education and orientation to handle the visually impaired children in integrated classrooms.

Conclusion

The objective seven of this study intended to find out if teacher's gender influenced their attitude towards integration of visually impaired children. The integrated education program may succeed faster if male teachers in the integrated classroom are given more training in special education.

Recommendation

The male teachers in integrated schools should be trained to accept visually impaired pupils faster.

CHAPTER TEN
ATTITUDE DUE LOCATION OF INTEGRATED SCHOOL

Objective 8

Location of integrated schools influences teachers' attitude towards visually impaired children in integrated schools.

Hypothesis

There were no statistical significant differences teachers in rural and urban schools in their attitude visually impaired children in integrated schools

Findings

Results show that teachers in urban schools had a more positive attitude (mean difference than those from rural areas.

Difference between teachers attitude due to location of school

Location of school	No	Mean attitude	Mean difference	T. Value	P value (2 tailed)
Urban	80	68.4	1, 0	-0.221	0.826
Rural	8	67.4			

The Table shows that the obtained p value was 0.826 while the assumed one was 0.05. The hypothesis null was rejected. There was statistically significant difference between urban and rural teachers attitude towards integration. Results in this table show that, teachers in urban integrated schools had no significantly more positive attitude than those in rural schools.

In this study when teachers were asked whether they helped low vision pupils more sighted ones in class, 62.5 % of them disagreed with this position, showing that they help sighted pupils more than low vision peers. Only 29.2 % of them disagreed with this position, showing that they help sighted pupils more than low vision peers. Only 29.2 % of the sample reported helping low vision pupils more than sighted ones in integrated classrooms. This left a minority of 8.3 % of teacher's undecided

or being indifferent to the process of integration. This confirms what Bryan, Pearl, et al; 1986 observed that disabled children got more reinforcement from teacher's than their non-disabled peers especially in urban schools.

In a similar study by Kaffemaniene (2002, 47.4 % of teachers of visually integrated schools reported that they are not prepared to work with the visually impaired children due to their low attitude towards them. In this study when teachers were asked whether they help low vision pupils more than sighted ones. Most teachers (61.5%) agreed that they helped visually impaired pupils more than sighted ones. However, 29.2 % of the sample disagreed while the remainder of all teachers sampled remained undecided. This shows that teachers sympathize with the visually impaired pupils due to their visual handicap. However, this is good for integration because many teachers are prepared to help visually impaired pupils I integrated classrooms.

When it comes to visually impaired pupils their teachers in the classroom, 41.7 % of the teachers were in agreement that this does not happen in their classroom. When teachers were asked whether visually impaired pupils appeared hostile to in the classroom, 62.5 % of the teachers reported that hostility from visually impaired pupils was not evident.

Only 25 % or one out of every four teachers reported that visually impaired pupils were hostile in integrated schools. However, 12.5 % or one out of eight surveyed teachers had no decision on whether visually impaired pupils are hostile to teachers in classrooms. Some visually impaired children could be verbally or physically hostile to teachers due to their emotional status and disturbance, though 52.1 % of the teachers were in agreement that they have never been bothered by this problem. Gracia and Harley (1991) reported that many factors contribute to the difficulty of serving children with special needs in rural area. The most often cited problem is the ability to recruit and retain enough qualified special educators (Silver, 1986) and this has not been addressed by teaching training programmes (Itelge and Marrs, 1981). In this study majority of the functional integrated schools were located in Nakuru municipality. Only eight teachers were available and sampled in rural integrated schools.

Conclusion

This objective intended to find out if location of integrated school influenced teachers attitude towards integration of visually impaired children. The integrated education program should target all teachers both rural and urban areas.

Recommendation

Integrated Education programme should target all schools whether rural or urban but more to the former.

CHAPTER ELEVEN ATTITUDE DUE TEACHERS TRAINING

Objective 9

Teachers training in special education influence their attitude towards visually impaired children in integrated schools.

Hypothesis

There were no statistical significant differences teachers trained in special education and those not trained in the same, in their attitude visually impaired children in integrated schools

Teachers training as a factor in attitude towards visually impaired children

Teachers' skills and attitude assist the process of bonding teachers and students. This facilitates knowing and working with students as individuals (Collins, 1996; McCain & Good, 1996, Morse, 1996). Teacher's skills necessary for working with the handicapped children may be instrumental in determining student's attitude towards placement and quality of intervention services (medina & Luna, 1999). In addition, the flexibility and attitude of regular classroom teachers are related to success of integration once it has been undertaken (Grosenick, 1971; Simek, 19790 & White, 1980).

Planning teams often do not select or identify the receiving teacher before planning integration (Peterson, 1980). This is because teachers come from the same community as the visually impaired children; hence they possess the same negative attitude as the rest of the society. They resist the integration of the visually impaired children (Goodlad, 1984). This resistance is natural and stems from teachers not being prepared for the task. Handicapped should not be mainstreamed until teachers in regular schools are trained and willing to handle them.

In a study of social acceptance of speech handicapped children in ordinary schools, Marge (1996) found that children and teachers attitude towards handicapped children were similar and that both preferred the non-handicapped child. But for integration of the visually impaired pupils to succeed teachers accept visually handicapped one when they join the mainstream school.

The observation supports Schwarts (1983) finding that, the teacher's positive attitude towards the handicapped children is crucial because it helps in adjusting and shaping the attitude of the non-handicapped ones. Wahler (1977) observed that teachers could convince an isolated Childs peer group to change their reaction towards him/her and thus increase social activities between them. In

addition, Kounin (1970) found that interaction between a teacher and a pupil has an impact on how other students view the one who has interacted with the teacher. This means that if a teacher is trained to handle a visually impaired child favorably, especially in front of the other children, they will appreciate and accept the child faster than if the opposite is the case. This enhances social integration. Hence the need to investigate teachers' attitude towards the incoming visually impaired children. The study examined the impact of training in special education or lack of it, in influencing their attitude of teachers towards integration of visually impaired children in regular schools.

Findings

This objective intended to establish any differences in teacher's attitude to their training

T-Test results on teachers differences in attitude due to professional training

No	Mean attitude	Mean difference	T. Value	P value (2 tailed)
Non graduate	42	68.1	0.465	0.644
Graduate	6	69.8	1.7	

T-test results on attitude due to teachers training in special education

Training in	No	Mean attitude	Mean difference	T. value	P value (2 tailed)
Special education					
Yes	23	68.00	-0.296	-0.296	0.7969
No	25	68.72			

Hypothesis nine stated that there was no statistically significant difference between teachers trained and not trained in special education in their attitude towards visually impaired.

Since the obtained P of 0.769 is greater than 0.05 for independent samples t-test and the difference between teachers trained and those not trained in special education in attitude towards integration. This implies that there was no significant difference between teachers trained in special education and those not trained in their rejection of the visually impaired pupils in integrated schools. This suggests that rejection of visually impaired peers in integrated schools depend on other factors other than teacher training in special education.

When it comes to teacher's professional training table shows that university graduate teachers

had a more positive attitude than non-university graduates. This implies that graduates teachers had more awareness, understanding and sympathy to visually impaired children than non-graduate teachers. The teacher is a central figure in all education.

Many teachers in ordinary schools have no knowledge with regard to teaching the visually impaired. Some are perhaps negative, others are only confused and afraid, still others overlook or overprotected the pupil (Haugann, 1991).

Teachers perceive rejected children as displaying two types of behavior: hyperactivity and disruptiveness. Aggression and social withdrawn were viewed similarly. Teachers just like anybody else in the community may hold negative attitude towards the visually impaired pupils hence the need for training in special education. Training of teachers in special education enhances proficiency in use of Braille, maps and embossed instructional materials. When teachers attitude changes, they can easily direct the sighted pupils to increase physical support which makes the visually impaired children to feel loved.

Training will also make teachers use motivational skills to enhance academic activities. According to Koun (1970), the interaction between a teacher and a visually impaired pupil has an impact on how other students view the one who has interacted with the teacher. This means that if a teacher trained to handle a visually impaired child favorably, especially in front of other children, they will appreciate and accept the child.

Majority (95.8%) of teachers in integrated schools reported that they need more special education training so that they handle visually impaired pupils confidently. Only 4.2

% of the teachers was confident in their handling of visually impaired pupils. Few regular educators are trained in dealing effectively with the students (Baker & Zigmond, 1990; Broon Gamble, Hendrickson & Algozzino, 1991), a factor that affects integration. Only fifty percent of all teachers in integrated classrooms are fully trained anywhere in the world (Gilbert & Halt, 1990). This makes teachers fear integration due to lack of authority over visually impaired pupils or teaching situations. When not properly trained, teachers select classroom behaviors from what conforms to their expectation and beliefs (Adams & Biddle, 1976; Saland & Hanke, 1981). They have to examine the curricula, skills and settings (Epps, Thompson & Lane, 1985). A study done by Ward (2009) on teachers attitude towards integration of disabled children into regular schools show that they lack confidence in handling special pupils unless these pupils do not need extra management skills. However, their attitude can be changed significantly by pre-service training. Freiberg (1992) points out that, teachers in regular schools have to enroll special education in

order to be educated about methods and materials needed to provide appropriate education for the integrated pupils. Apart from adequate training in special education teachers were asked whether they had enough teaching facilities for visually impaired pupils. Majority of them (79.2 percent) had adequate facilities while 16.7 percent of the teachers reported they needed, more facilities and 4.2 percent of the teachers were not sure whether they had adequate or inadequate teaching facilities. Bennet (1989) reported that pupils in integrated classrooms struggle academically, hence get poor scores due to several problems. The majority problems are lack of learning materials, interests, imaginations, difficulty in reading and lack of pupil's preparedness. Freiberg (1992) added that, apart from adequate facilities, they must be technologically diversified so as to assist the child with visually impairment learners in the classroom.

Studies done in Poland by Marek (2000) reported that teachers acceptance of integration depends on how supportive the education system or schools, especially in the provision of learning materials such as maps, diagrams and Braille.

Training teachers in special education may affect how they perceive their work, especially from parent's reactions. When asked whether teachers felt that their services to visually impaired pupils were satisfactory to parents of these pupils, 35.4 % of them reported being in agreement. About 31.3 % of them were in disagreement and 33.3 % of the teachers were not sure whether their services were appreciated or not by parents of the visually impaired pupils. Earlier studies by Hodges 1983 indicate that majority of parents of visually impaired pupils. Welcome integration of their children walk properly, communicate better and feel accepted (Davern & Schnorr, 1991). Marek (2000) advises teachers of visually impaired children accept the many challenges they face.

Demographic data for visually impaired pupils

The study involved one hundred and eighty five sighted pupils, 16 visually impaired pupils forty eight teachers and twelve parents of integrated visually impaired pupils.

Distribution of visually impaired children by class

Class	Frequency	%
Std 8	7	44
Std 7	4	25
Std 6	2	13
Std 5	1	6
Std 4	2	13
Total	N=16	100

Distribution of visually impaired children by age

Age	Frequency	%
8	1	6
9	1	6
11	1	6
12	2	13
13	4	25
14	4	25
Total	N=16	100

The above table shows that majority (43.8 %) of the visually impaired pupils were in standard 8. This was followed by those in standard 7 who represented 25 % of the sample. Visually impaired pupils in standard 6 and 4 tied at 12.5 % of the sample respectively. The least number

of visually impaired pupils were in standard 5 which had 6.2 % of the sample.

Demographic data shows that majority of the visually impaired pupils in integrated schools were aged 13 and 14 years. This age group comprised 50% of all the visually impaired pupils sampled. This was followed by those aged 12 and 15 years respectively. They composed a quarter (25%) of the sample. Those aged 8,9 and 11 years were the minority comprising 20 of the sample.

Responses about integration by the visually impaired children

Items	Yes		No	
	F	%	F	%
Do you easily make friends in school?	16	100	0	0
Do you like school?	16	100	0	0
Does visually impairment hinder class work?	14	88	2	13
Do you talk to a friend in class regularly?	16	100	0	0
Do sighted pupils help you in class?	16	100	0	0
Do you have many friends?	13	81	3	19
Do you play games?	14	88	2	13
Do other pupils like you?	16	100	0	0
Do other pupils assist?	14	88	2	13

The above table shows that response of visually impaired pupils towards their integration.

Conclusion

This objective intended to find out if teachers professional training influenced their attitude towards integration of visually impaired. Graduate teachers had more positive attitude than non-graduate teachers towards integration. Training in special education should be given to all teachers.

Recommendation

Teachers' professional training is adequate for integrating visually impaired pupils.

CHAPTER TWELVE ATTITUDE OF THE VISUALLY IMPAIRED

Objective 10

Visually impaired children had positive or negative attitude towards their integration in regular schools

Hypothesis

Visually impaired pupils had a negative attitude towards their integration in regular schools

Findings

Objective ten of this study intended to find out visually impaired pupils towards integration. Results show that all visually impaired pupils liked integration.

Attitude	Frequencies	%
Like	16	100
Dislike	0	0
Total	16	100

Simple frequencies were used to find out how visually impaired pupils felt about integration. All of them liked integration.

Distribution of problems of visually impaired pupils as reported by their teachers

Problem	Frequency	%
Lack of large print	3	18.8
Lack of adequate and good materials	11	68.8
Require more time	12	75
Are too emotional	3	18.8
Large classes	2	12.5
Too much workload	2	12.5
Poor handwriting and drawing	10	62.5
Do spelling mistakes	2	12.5
Lack of support from parents	4	25
Struggle to see blackboard	4	25
Withdrawn	2	12.5
Poor sitting arrangement at the back	1	6.3
Slow in mastering Braille	2	12.5
Self-pity	1	6.3
Absenteeism	1	6.3
Position learning materials are held	3	81.3
Failure to complete work	2	12.5
Lack of spectacles	1	6.3
Loosing learning materials	1	6.3
Illegible class work	1	6.3

The major problems faced by visually impaired in integrated classrooms included inadequate time (75 %). Lack of adequate and good materials (68.8 %) positioning of holding materials (19.8 %), slow in Braille work (12.5 %), being withdrawn (12.5 %), lack of large print (18.8 %), spelling mistakes (12.5 %) and failure to complete homework (12.5 %). Other significant problems include absenteeism, lack of spectacles, losing learning materials, illegible class work,

poor sitting arrangements and self-pity. Others researchers like Bennet and Cass (1989) reported almost similar finding but added other problems like poor imagination and perception. Sighted pupils may have other problems to the visually impaired pupils like teasing, abuse, kicking non-cooperation, outright rejection and name calling. All these problems mostly occur outside the classroom especially during break time, lunchtime or between lessons. This is the time teachers have less control over these pupils.

Problems encountered by teachers of visually impaired pupils in integrate schools

Item	YES		NO	
	F	%	F	%
Students are emotionally disturbed	7	16	37	84
Time allocated not adequate to assist low vision pupils	11	25	33	75
Illegible work (poor handwriting)	23	52	21	48
Slow in learning, writing and reading	24	55	20	46
Loss of brailed material	3	7	41	93
Heavy workload	4	9	40	91
Lack of teaching and learning materials	19	43	25	57
Demand for a lot of attention	4	9	40	91
Take time/failure to complete work	11	25	33	75
Lack of motivation	2	5	42	96
Students feeling lonely	1	3	43	98
Lack of support from parents	1	3	43	98
Lack of special education training	4	9	40	91
Receive extra payment for handling pupils with poor vision	14	29	34	71
Deserve extra payment	29	85	5	15

When teachers were told to list various problems that were faced by the visually impaired pupils in integrated classrooms only 15.9 % of the teachers indicated that they encountered emotional problems in visually impaired pupils while a majority or 84.1 % of teachers reported in the negative on this issue. The Table shows that emotional disturbance in visually impaired pupils is not a big hindrance to their integration in regular schools. This could be a sign of social

acceptance of the visually impaired pupils by their sighted hosts. In integrated schools, there is a normal timetable followed by all teachers and majority of the teachers reported that they were satisfied with the time allocated for their specific lessons. On the issue of time allocated for assisting the low vision pupils in the classroom, 75

% of the teachers indicated that they are satisfied with the time given while 25 % of the teachers in the study needed more time to deal with the visually impaired pupils in completing their academic work. This proves that time allocated for assisting the visually impaired pupils who are not many, is adequate or teachers have adjusted complete their work within the given time.

The table shows that more than half (52.3 %) of the respondents that visually impaired pupils wrote poorly which posed a problem for teachers when marking. Approximately 47.7

% of teachers reported that they were not bothered by visually pupil's handwriting. May be this group of teachers encountered equally poor handwriting from sighted pupils hence they did not perceive it as a unique problem in visually impaired pupils.

Eight % of all learning occurs through vision (Barraga, 1993). This includes transferring text from wallboard, textbooks or anything else to pupils writing pads or note books. Poor handwriting inhibits this exercise. This is why their performance is always lower than those of sighted peers. Cases of loss of Braille materials is a minor problem in integrated schools as only 6.8 % of the teachers reported experiencing this problem while 93.2 % of the teachers have never encountered this problem as shown by table 18. The reason could be that majority of the visually impaired pupils are of low vision and therefore do not use Braille materials. This was confirmed by actual observation in integrated schools, where use of Braille materials is only limited to those pupils who are blind.

A surprising observation is that majority of teachers (90.9 %) in integrated schools did not perceive their class sizes as big or number of pupils being many. Earlier studies by Glass Cahan, Smith and Filby, 1982; and Mackenzie (1983) had found out that smaller classes are associated with high quality students' achievement. But the latter cautioned that class size alone does not guarantee success. Teacher preparedness for work is a determinant factor in the success of integration.

The table shows less than half of teachers (43.2 %) encountered problems of lack of learning aids while 56.8 % of teachers did not encounter this problem. However, Boswell and Wingrove (1974) stated that it is impossible for visually impaired children to progress satisfactorily in a sighted school unless they are given special facilities while practical as well as materials support

from specialist is considered essential by teachers of visually impaired children (Jamieson et al, 1977; Keilbaugh, 1977; Martin &Hoben, 1977).

Surprising, visually impaired pupils do not demand a lot of teacher attention as reported by 90.9% of the sampled teachers. This problem is only encountered by 9.1 % of the teachers as table 20 shows. This is good for integration. However, the visually impaired pupils reported in this study that they get a lot of assistance from the sighted peers hence there is no need to seek attention from teachers unless their problem is beyond their peers capability.

The table above indicates that the visually impaired pupils have no problem finishing their class work as reported by 75% of teachers, sampled that they actually finish their class work on time. The remaining 25 % of teachers in the sample who said that the visually impaired pupils do not finish their class work on time as some visually impaired pupils require more time to finish their class work.

Motivation of teachers and pupils is very important if a school is to perform well academically. Majority of teachers (95.5 %) indicated visually impaired pupils were adequately motivated to pursue school activities perhaps after the realization that this is one avenue that will enhance their survival. When teachers were asked whether visually impaired pupils were motivated to learn, an overwhelming majority of teachers (95.5 %) reported that the visually impaired pupils were highly motivated to succeed in school despite their visual handicap.

Table 6 indicates that visually impaired pupils were not lonely in integrated classrooms. In fact, many visually impaired pupils had indicated that they had many friends (Sighted and low vision) and that they were assisted in the classroom by their peers.

The table above shows that teachers reported that feeling of loneliness by visually impaired pupils did not affect integration as only 2.3 % reported that they observed lonely pupils, while 97.7 % of teachers had not observed this problem. Teacher acceptance of the disabled child helps a lot in integration because teachers control classroom behavior including respond to newcomers. The few lonely visually impaired pupils get withdrawn from the others and this may be due to low level settlement (Muola, 2000).

Parents of visually impaired pupils were highly supportive of their children in integrated schools as 97.7 % of the teachers reported. They have been supported by parents of visually impaired pupils. Only a minority of teachers, 2.3 % reported that they lack support from parents of the visually impaired pupils. Some of these parents could be working far away, like drivers and soldiers and they may not be readily available to be consulted by teachers.

The table indicates that lack of special education training and poor remuneration were not a big problem in the process of integration. Only 9.1 % of teachers reported that they perceived this as a problem while 90.9 % of the teachers did not bother whether they were trained in special education or not, whether they got paid for service delivered or not. Therefore, both of these factors were not impediments to the process of integration of visually impaired pupils in regular schools. Table 18 shows that, only a minority proportion of teachers (29.2 %) received extra pay for handling visually impaired pupils while the majority did not receive any extra payment from the employer (teachers service commission) or parents of visually impaired children. However, an extra pay could increase their morale as 85.3 % of the teachers reported

Conclusion

The objective ten of this study intended to find out if visually impaired pupils liked integration or not. All of them liked integration.

Recommendation

All visually impaired pupils should be integrated with sighted ones. They need appropriate tools like Braille machines, magnifying lenses, talking books and calculators, etc.

CHAPTER THIRTEEN

ATTITUDE OF PARENTS OF VISUALLY IMPAIRED PUPILS

Objective 11

Parents of visually impaired children had a positive or negative attitude towards integration of their children in regular schools.

Hypothesis

Parents of visually impaired children had a positive attitude towards integration of their children

Role of parents in integration of visually impaired children

The importance of parent involvement in the education of children has been underscored in many research studies in the 1960s (Spodek, et al. 1984). This involvement often takes the form of parent education in which they are helped to deepen their understanding of child development and related skills. Parents also help in classroom and currently are part of the decision making boards. The requirement highlights the need of good communication and good working relationship between home and school. This new relationship with parents bring them into the decision making process, allowing teachers to make use of knowledge and the understanding parents have about their own children. Bronfenbrenner (1974) has suggested that the involvement of the Childs family is critical to the success of an intervention programme. When parents are considered as partners, the programmers' effects are reinforced and its achievement sustained beyond the end of programme. A parent can help the handicapped child apply what has been learned in school in a variety of settings, providing the child with opportunities to extend his/her learning; (Stokes & Baer; 1977, Marholin, Siegel & Phillips, 1975).

Parents are the first teachers of their children, though their teaching is informal. Specific teaching strategies might have to be taught to parents of handicapped children as they must shoulder this responsibility for a longer time than normal parents (Shearer & Shearer, 1977). Parents can help in providing social and emotional support, exchange information, improve child-parent interactions, and participates in school activities. Parents react differently to their child's disabilities. Some accept the problem easily than others. And the initial reaction changes as they live with their child who is different from normal children. Gardner (1973), lower et al (1970) has summarized the range of parental reactions as denial, anger, guilt, blame, shame, overprotection and adaptation. The same position was supported by Karnes and Lee (1980).

Most parents are sincerely interested in the education of their children and will work to promote that education but they must feel their participation will be worthwhile. So parents should be given their specific tasks and their contribution given a feedback by teachers and school administrators. Parents can be involved through sharing of information with teachers, report cards narrative letters, newsletters, parent conference and bulletin boards. Any project or programme beneficial to handicapped children can help others and this is a kind of mainstreaming of integrating parents in the school programme. The reasoning here is that parents of handicapped children have little contact with other handicapped, sighted children or parents hence may be fearful or ignorant of others.

A study by Agbeke (2005) on the impact of integration of visually impaired in regular schools in Ghana found that the visually impaired children became better participants in family and community activities than those were integrated

Findings

Demographic data and responses of parent of visually impaired pupils Table

Distribution of age of parents of visually impaired pupils

Age	Frequency	%
28	1	8.3
32	1	8.3
34	1	8.3
35	3	25.1
38	2	16.7
39	1	8.3
40	2	16.7
42	1	8.3
Total	12	100

As indicated in table above, the ages of parents of visually impaired pupils ranged 28 to 42 years. These parents were relatively young. Table 36 shows 25 % of the parents of the visually impaired pupils were aged 35 years, 16.7 % of the residents were aged 38 years, and 40 years

respectively. These at 28, 32, 34, 39 and 42 years had the same percentage (8.3). This gives a range of 28-42, which is a difference of 14 years only. This shows that respondent's parents were relatively young and perhaps this was why they had taken their visually impaired children to regular schools. A family can have visually impaired children irrespective of the age of the parents, and this is why all parents require information on visual impairment.

Distribution of gender of the parents of visually impaired pupils

Gender	Frequency	%
Male	4	33.3
Female	8	66.7
Total	12	100

There was gender disparity among parents of visually impaired pupils in integrated schools. Males comprised 33.3 % or one out of three parents, while females made 66.7 % of the sample. The reason for this occurrence could be that majority of males were workers who traveled far and wide while many females could have been housewives, work near or could have been more responsible for the welfare of their children. In the African context, females take care of their children are easily accessible when it comes to matters regarding their children. In school where children are asked to bring a parent, they most likely bring a mother, if available. Another notable thing from table is that no child was orphaned or living with grandparents or relatives as they could have reported this.

Level of Education of parents of Visually Impaired Pupils

Level of Education	N	%
None	1	8.3
Primary school dropout	2	16.7
Secondary school dropout	2	16.7
Secondary school Graduate	7	58.3
Total	12	100

There was disparity in education levels of the parents of the visually impaired pupils. The

table above indicates that 8.3 percent of the parents had no formal education while those with primary and secondary school level education were 16.78 each. However, 75 percent of all the parents had secondary schools education. This shows that a family can have a visually impaired child irrespective of the levels of education of the parents.

Distribution of occupation of the Parents of the Visually Impaired Pupils

Occupation	N	%
Farmer	2	16.7
Housewife	4	33.3
Business	3	25.0
Receptionist	1	8.3
Driver	1	8.3
Soldier	1	8.3
Total	12	100

Parents of integrated visually impaired pupils hold different occupations, for example,

33.3 percent of them indicated that they are housewives, 25 percent of the respondents were business people, while 16.7 of the parents were farmers while the remainder worked as a receptionist (8.3%) and a driver (8.3%) respectively. This shows that visual impairment occur across all occupations.

Distribution of Attitude of Parents of Visually Impaired children

Item	Yes		No	
	N	%	N	%
Family in the neighborhood with low vision people	8	67	33	17
Your other Children in the Neighborhood school	10	83	2	17
Parents of visually impaired pupils whose children Interact with others	12	100	0	0
Parents of visually impaired pupils who felt Interaction was good	12	100	0	0

When asked whether they know any family in their neighborhood with a low vision person over 66.7% of the respondents (parents) were in agreement with this statement while 33.3 % were in disagreement. Parents of visually impaired pupils take their children to nearby schools as reported by 83% parent of visually impaired children who their children in neighboring schools, while 16 % of the sample had their children attending other schools apart from their sighted and visually impaired children. Interactions of visually impaired pupils with sighted ones have many benefits with include peer support, communications skills, mobility and assistance and education therapy among others.

All the sampled parents of the visually impaired children reported that their children had good interaction with sighted peers in regular schools. This shows that parents of the visually impaired pupils were happy with the process of integration. They understood and appreciate social integration. These parents need to socialize their visually impaired children so that they can be accepted by other faster. This would make the visually impaired child to get along well with other people later in life.

Distribution of benefits of integration according to parents of visually impaired pupils

Benefits of integration	Yes		No	
	N	%	N	%
Help one another	4	33.3	8	66.7
Not feel isolated	1	8.3	11	91.7
Feel better	3	25.0	9	75.0
Mutual understanding	1	8.3	11	91.7
Be guided	3	25.0	9	75.0
Children attending a school with no low vision pupils	6	50.0	6	50.0
Embarrassed by low vision child	2	16.7	10	83.3
Feel sorry for a low vision child	12	100	0	100
Any low vision person successful in life	11	91.71		8.3
Low vision children be taken to school	12	100	0	100

The table above shows that 33.3 % of parents of the visually impaired children in integrated schools responded that their integrated visually impaired children were helped by others. The other majority of the parents (66.7 %) did not perceive their children as getting help from sighted peers. Successful integration requires cooperation between children with and without differences. This cooperation can be fostered by teachers (Freiberg, 1992) Bonnet and Cass (1989) were of the opinion that successful integration is due to peer support, academic and social integration because visually impaired children have difficulties in reading, writing and social competencies. When the visually impaired were asked whether they get assistance from sighted peers, all of them said yes. So there is need for parents to know school activities.

Results from table above shows that many parents of the visually impaired children prefer integrated schools so that their children do not become lonely (91.7 %) of the parents and this was confirmed by 81.1 % of the visually impaired pupils in integrated schools who reported that they were not lonely in class, and a similar proportion, 81.2 % of them said they had many friends therefore parents of visually impaired pupils and their children have agreed in this issue.

Bennet and Cass (1989) are of the view that parents can play a powerful supportive role in the education of their children, especially if they are collaborative. However, their satisfaction is fairly low because of reservations but about appropriateness of the curriculum, class work regression of their children and lack of clear orientation for their children, other parents fear their children may be loners, not good performers or become outright rejected.

In addition, Bennet and Cass (19989) found that parent of disabled children are not happy with integration system because their children are loners, not cared for, are labeled, or fear that their children will be bullied. Results show that 8.3 % of that parents of visually impaired pupils thought that putting their visually impaired pupils in integrated schools helped them not feel isolated while 91.7 % did not think this was the case" One goal of many intervention programmes is to help isolated children become better equipped to enter and to become integrated into already existing peer groups. The visually impaired child requires friends who are child have a positive effect on the normal ones. But patella and Guttman (1981) reported that even popular children attempt at 26 % of the time to enter a new group without success.

Visually impaired children may take more time to be accepted in a regular classroom. This is because they have an already made frame of reference or latitude of the mind or even norms (Forbes, et al, 1982, Gorsier 1979, 1980). But this study shows that with time the visually impaired children become accepted by the majority of the sighted peers in integrated schools.

A study by Davern&Schnorr (1991) reported that parents of children with disabilities believe that inclusion is important for general development especially in languages and social skills. The above findings indicate that many parents would prefer their visually impaired children learn in integrated schools. McCarthy and Kappas (1991) added that parents have right in evaluation and placement of their children with disabilities but may be limited by finances. The table above shows that; 25 % of parents of visually impaired pupils felt that their children were being guided in an integrated classroom if given a choice. Bennet and Cass (1989) reported that parents of the disabled children feel that their children first day in ordinary school is traumatic since nobody is prepared to orient the new comers. Some parents do not like ordinary schools because they think their children may be loners, not good performers or easily rejected. Integrated classrooms or schools may not be excellent in handling visually impaired pupils from the day the join the regular school. The teachers and sighted pupils may not be properly oriented towards this task. When the parents of the visually impaired pupils were asked whether they would like their children to attend a school without low vision children, respondents were equally divided, with

half in agreement and disagreement. Half of the respondents would prefer their children to be taught in special schools where there are better facilities, care and preparation for their children. Regular schools may be overcrowded, lack facilities and learning materials.

On how parents of visually impaired felt about their visually impaired children, result show that majority (8.3 percent of the visually children were not embarrassed by having a low vision child as opposed to 16.7 percent of the parents in the sample.

It is normal for parent to compare their children in the family and other outside the family. Parents sympathies with mental and physical challenges. This study confirmed this as all parents of visually impaired children reported feelings for their children with low vision as a minority (8.3 percent) proportion of parents of the visually impaired children did not know a successful low vision people. Many have succeeded as lawyers, musicians and writers. Success of visually impaired pupils can only be achieved through schooling and this is why, all parents of the visually impaired pupils were in agreement that all visually impaired children should be in school. A similarity between visually impaired pupils and their parents was found in this aspect. Visually impaired pupils indicated they liked schools despite having visual problems.

Conclusion

This objective intended to find out if parents of visually impaired pupils liked integration of their children. Majority liked integration.

Recommendation

Parents of visually impaired pupils liked integration hence should be incorporated in the integration in the integration of their children.

Definition of terms

Attitude: is the extent of an individual socializing e.g. playing, working with, liking or disliking other(s).

Adjustment: individuals' ability to cope physically, psychologically and socially to the demands of the self, and the environment.

Full integration: is the fullest form of integration (mainstreaming), where both the visually impaired and sighted children in the same classroom.

Regular school: public private schools, which off abnormal school curriculum in

Kenya

Special education: training given to school teachers to help them in education

Children with learning disability (ies)

Normalization: Trying to integrate a handicapped person as much as possible in the larger society.

Visual impairment: a visual (handicap) defect in the eye of a child that interferes with the process of learning.

Rejection: is a failure to give visually impaired pupils due attention, care or affection.

Isolation: this is keeping visually impaired apart from other pupils or people

Integration school: is a school which hosts both impaired and non-visually impaired Pupils

References

- Abila, C (1992). Integration improves access to education. *Rehabilitation international*, 165. Agbeke, w.k (2005). Impact of integration and inclusive education at the basic education level on children with low vision in Ghana. Unpublished Med Thesis.
- Anyango, J (1984). Self-perception of blind children 9-10 years old. University of Nairobi: Unpublished M.A Thesis.
- Asher & J.D Cole (Eds), *peers rejection in childhood* (Pp 3-11). Cambridge: Cambridge University press.
- Asher, S.R. and Parker.J.G. (1989). Recent advances in the study of peer rejection. In S.R. Barraga, N. (1976). *Visual handicaps and learning. A development approach*. Belvong: Wardsaworth press.
- Boulough, R. v.; Baughmann, K. (1995). Inclusion: a view from inside the classroom. *Journal of teacher education*. Vol. 46, No.2, 85-93.
- Bennet, N. and CASS, A (1989). *From special to ordinary schools: case study in integration* Southampton: Camelot press.
- Catania AC. (1992) > *Learning*. Englewood cliffs. Prentice hall press.
- Charles, W. and Telford, J. (1981). *The exceptional individuals*, 4th Ed. New jersey prentice Hall.
- Chen, D. Friedman, C.T. & Calvello, G. (1989). Parents and visually impaired infants *American printing house for the blind*. Louisville, 176.
- Coie, J.D. & Kupersmidt, J.B. (1983). Evidence of reputation bias in childhoods peer groups. In S.R. Asher & J.D. Cole (Eds), *peers rejection in early childhood* (pp. 165-167). Cambridge University press. Com, AL. (1989). Instruction in the use of vision for children and adults with low vision. *Review journal*. Vol. XXI, No. 1, 26-38.
- Daven, L. and Schnorr (1991). Public schools welcome student with disabilities as full members. In *Freidbergs educating exceptional children*, 48-53.
- Dean j. (1989). *Special needs in the secondary school. The whole school approach*. New York Biddles Ltd.
- Deldago, A.A. (1992). Architectural and social barriers in Mexico. *Disabled people international bulletin*. Vol. 5 No.3 Pp 7-8.
- Dodge, K.A. & Fieldman, E. (1982). Social cognition & social metric status. In S.R. Asher & J.D. Cole (Eds) *peer rejection in childhood* (pp. 119-150) Cambridge. Cambridge university press.
- Erdwin, E. J. (1991) Guidelines for integrating young children with visual impairment in general education settings, *journal of visual impairment and blindness*, 85, 253-260. Ezewu, O (1983). *Sociology of education*. Lagos Longman
- Farewell, k. (1985). Reach out and teach: meeting the training needs of parents of visually impaired young children. *American foundation for the blind*. New York. Fuchs, E. (2000) The school for the visually impaired is changing: seminar paper. Wurzburg www.iceui.europe.org.
- Gallaher, A. (1962). *Educating the exceptional children*. New York. Houghton Mifflin Co.
- Garcia, M & Harley, RK. (1991) A rural programme to train teachers of visually impaired children. *Journal of visual impairment and blindness*. 85,5
- Galloway D. et al. (1994). *The assessment of special educational needs. Who's problem?* New York. Longman.
- George, N.L. & Lewis T.J. (1991). Exit assistance for special educators-helping students make the transition in teaching exceptional children in *Freibergs educating exceptional children*, 32-36
- Gilbert, C. & Hart, M. (1990). *Towards integration. Special needs in an ordinary school*. London. Kegan page book
- Glass, et al (1982). *Teaching exception students in the classroom*. Boston. Little Broom and Co.
- Government of Kenya (1997). *Nakuru district development plan*. Nairobi, government printers.
- Greenish, H. (2002) training of teaching of the visually impaired in Europe. Seminar paper. www.iceui.europe.org
- Hallan, D. & Kuffman, J. (1988). *Exceptional children*. Englewood cliffs, prentice hall
- Haugann, E.M. (1991). Strengths and weakness of integrated education. *ICEVH education*, p.4

Hefziba, et al (2007). Self-concept, adjustment to blindness, and quality of friendship among adolescents with visual impairment & blindness.

Hollowood, T. et al, (1994). Use of instructional time in classroom using students with and without disabilities. *Journal of exceptional children*. Vol. 61, No. 3, 242 – 252. Jackson et al (1991). Play for all children in Freibergs

Jenney, R E. (1995) Integrating students with moderate and severe disabilities into general education classes. *Journey of exceptional children*. Vol. 61, No. 425-439. Johnson, L (1982).

The Braille literacy crisis for children. American printing house for the blind. Louisville. Kaffemniene. L (2002) The attitude of the integration of the visually impaired Kalf @ takas.it. Kanaiya, L.(2000) Children stoked by mental illness. *Parents*, no. 163, 4-7.

Karen, L.F. (1977). Attitude of classroom teachers visually handicapped students. *Journal of visual impaired and blindness*, 71: 10, 43.0-434

Kenya institute of education (2001). Teaching and learning in the primary, care module based teacher development. Government printer.

Kirk S.A & Gallagher (1986). *Educating exceptional children*. Boston. Houghton Mifflin Koeing A.J & Rose d, b (1991). A procedure to evaluate the relative effectiveness of reading in large and regular print. *Journal of visual impairment and blindness* Vol. 85 no. 5, 198-2004.

Koeh, D.(1999). *Totally integrated quality education and training*. Nairobi government printer.

Kristenson K. (1987). Introduction of blind people in the community. *KISE Bulletin*. 18-20 Nairobi

Lessard, K (1994) *The educator*. Vol. VII, No.2 International council for the visually impaired Lewi-Dumunt, N. Reserve main streaming in [Http://www.icevi.org](http://www.icevi.org) first grade: a good way to learn together

Lichmn, A (2002). Helping to integrate visually impaired students into the public school system visually impaired. *Com. Rfwj.htm*

Marek .b (2000). Teaching visually impaired students in Poland. [Http://www.unicef.org/Teachers/forummasakwe](http://www.unicef.org/teachers/forummasakwe), p&Anambo,e.d(2001). Disabled women suffer double discrimination dairy nation,25.

Mathenge , g.(2000), Mother Hide Lame boy for 14 years dairy nation,53

Mathu, e.bed (1996). Disability not a barrier. *Parents magazine Nairobi English press*.

Mediana, C. & luna, c (1999). Teachers as caregiver: Making with students with emotional/behavioral disabilities. *Teachers' development*, vol. 3no.3 Pp.449-465. Melanson, D. (2002). *The visually impaired child: How can I make a difference?* Teachers.net.gazette.

Napoli, V. Kilbride, J.M. & Tebbds.E.(1992). *Adjustment & growth in a changing world* St. Paul, west publishing Co

Ndurumo,m.(1993). *Exceptional children*. Nairobi: Longman

Neville, I. (1989). *The management of special needs in ordinary schools*. London Macmillan Parker, J.G.Asher, S.R.(1987) *The role of poor peer relationship in the development of disorder, peer rejection in childhood*. (pp274-302). Cambridge university press Peil,M. & Oyeneye, O.(1997) *Consensus conflicts & changes. A sociological introduction to African societies*. Nairobi, East Africa publishers.

Putallaz, M.(1983) *Children's entry behavior in S.R.Asher&J.d. coy beds*. Peer rejection childhood (pp. 66-1150). Cambridge university press. Ross, d. 919880. *Educating handicapped young people in eastern Africa*. Paris. Unesco

Sasaka, E.(2000). meeting target of the visually impaired. *Daily nation*. 23.

Sattler, J (1988) *Assessment of children* san Diego jerenesattler publishing Co. Scholl, G. (1987). Visually handicapped students journal of teaching exceptional children. In Freibergs educating exceptional children,p.210.

Spungin, S. 91982,JUNE). The further of residential schools for the visually handicapped children. *Journal of visually impairment and blindness*, vol.76, 6229-34

- Stainback, S. & Stainback, W. (1992) Encouraging peer support and friendship. Teaching exceptional children. Vol 24, 2, 6, 6-11
- Tabitha.(2003). Influence of family and school in the self-esteem of the visual audial and learning disabled student. Unpublished thesis Egerton Njoro
- Tanui, K.(1997). Ombaka ; courage face in darkness. Lifestyle Sunday nation, 2-3. Vockell and Mihail, T. 91993). Instructional principles; behind computerized instruction for students with exceptionalities in Fribergs educating exceptional children, p. 26-31.
- Wall, W.D (1979). Constructive education for special groups. Great Britain. Biddeswerd (2009) [Http://www.informaworld.com](http://www.informaworld.com)
- Xia-guang, p. (1990). Integrated education background. China national instate of education research. [Http://www.ICEVI.org](http://www.ICEVI.org).
- York J. and Vandercook (1992). Designing an integrated programme for learners with severe disabilities in Fribergs educating exceptional children, p.239
- Ysseldyke J.e et al (1992). Outcomes for special educator too: teaching exceptional children. Vol.25, 1, No.36-50

The attitude assessment of visually impaired children by their sighted peers. It is work is very good for higher levels of education. The book is particularly good for undergraduate and post graduate students doing education, counseling and special education needs. It is also relevant to middle level colleges for trainee teachers and tutors. Organizations that deal with the visually impaired especially in their integration in the regular school can also benefit from it.



I did my BEd (Science) at Kenyatta University in Kenya. I graduated with honors. I did a Masters in Education Specializing in Counseling from the same University. Then, I have been teaching in several universities including Nairobi University, Egerton, Laikipia and currently in Kiriri Women University of Science and Technology in Kenya.



978-613-9-83474-7