

Ksh 3000 =

**DEVELOPMENT OF A GUIDANCE PROGRAMME
FOR STUDENTS WITH SPECIAL EDUCATIONAL
NEEDS IN KENYA: A STUDY OF PERSONAL
ORIENTATION**

BY

FRANCISCAH IRANGI WAMOCHO

**A Thesis Submitted in Fulfilment for the Degree of
Doctor of Philosophy in Educational Psychology of
Kenyatta University**

Wamocho, Franciscah
*Development of a
guidance program for*



2004/269847

KENYATTA UNIVERSITY LIBRARY


(ii)

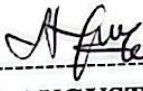
DECLARATION

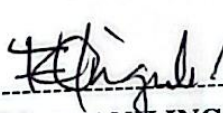
This thesis is my original work and has not been presented for a degree in any other university or any other award.

Signature  Date 14/9/03
FRANCISCAH IRANGI WAMOCHO

This thesis has been submitted with our approval as University Supervisors.

Signature  Date 14/9/2003
DR. GEOFFREY KARUGU
Senior Lecturer
Department of Special Education
Kenyatta University

Signature  Date 15/9/2003
PROF. AUGUSTINE NWOYE
Associate Professor and Chairman
Department of Guidance and Counselling
Kenyatta University

Signature  Date 15/9/03
DR. FRANK INGULE
Senior Lecturer
Department of Educational Psychology
Kenyatta University

SEPTEMBER 2003,

DEDICATION

This thesis is dedicated to my dear husband Professor .Leonard Wamocho for his constant guidance; support and encouragement in my education, and to our children Claire, Romuald, and Rhoderick for their support.

ACKNOWLEDGEMENTS

I would like to express sincere appreciation to all whose contributions made the completion of this thesis possible. First, I would like to express my utmost appreciation and gratitude to my supervisors, Dr. Geoffrey Karugu, Prof. Augustine Nwoye and Dr. Frank Ingule for their scholarly guidance, assistance, tireless devotion and encouragement.

My sincere gratitude goes to my colleagues in the department of educational psychology and special education departments at Kenyatta University for their encouragement. Special thanks go to Margaret Murugami and Amina Abubakar for their moral support and constant encouragement.

Appreciation is also extended to Kenyatta University Deans Committee for the award of a grant that enabled the writer towards a partial accomplishment of this study. I also thank the administrators and students in institutions where I conducted my study. They were very supportive.

Special thanks to my late loving dad Ernest Irangi and to my mum Karen, for their encouragement and prayers during my entire education and to my uncle Elijah Irangi and auntie Dorcas Irangi and to my dear loving brother Geoffrey and sisters Jemima, Flora and Jean, thank you for your prayers and support.

Finally, but not least, I wish to express my sincere personal gratitude and love to my husband Prof. Leonard S. Wamocho, and our three children Claire Mugaduka, Romuald Netto and Rhoderick Irangi for their patience and understanding. The list is too long to permit individual mention but that does not mean any dilution of gratification to Mr. A.D. Bojana for his editorial work.

TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgement	iv
Acronyms	vi
List of Tables	viii
List of Figures	xi
Abstract	xii

CHAPTER ONE: INTRODUCTION

1.1	Background to the study	1
1.2	Statement of the problem	3
1.3	Purpose of the study	4
1.4	Research questions	5
1.5	Significance of the study	6
1.6	Scope and delimitations of the study	7
1.7	Assumptions of the study	7
1.8	Definitions of operational terms	8

CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction	11
2.1	Theoretical framework	11
2.1.1	Theory of self-actualisation	11
2.1.2	Carl Rogers' self-theory	22
2.1.3	Theory of development task	25
2.1.4	Erikson's psychosocial theory	26
2.2.1	Review of related literature	29
2.2.2	Studies on the POI	31
2.3	Review of the home and school environment	43
2.3.1	The home	44
2.3.2	The school	48

2.4.0	Research hypotheses	55
-------	---------------------	----

CHAPTER THREE: METHODOLOGY

3.0	Introduction	57
3.1	Research design and variables	57
3.2	Population of the study	58
3.3	Sampling technique	59
3.4	Instrumentation	60
	3.4.1 POI major scale	61
	3.4.2 Administration of POI	64
	3.4.3 Scoring of POI	64
	3.4.4 Interpretation of POI scale	65
	3.4.5 Validity and reliability	71
3.5	Data collection techniques	71
3.6	Data analysis procedure	73
3.7	Pilot study	74

CHAPTER FOUR: RESULTS

4.0	Introduction	76
4.1	Descriptive statistics	77
4.2	Statistical analysis	87

CHAPTER FIVE

5.0	Introduction	111
5.1	Implications for programme development and recommendation	123
	5.1.1 Implications of findings to students with special needs	133
	5.1.2 Framework of guidance and counselling programme	137
5.2	Implications of findings to policy makers	148
5.3	Conclusion and Recommendations	150

REFERENCES	153
APPENDIX A: Personal Orientation Inventory (POI)	162
APPENDIX B: POI Hand Scoring Answer Sheet	170
APPENDIX C: Hand Scoring Stencil Scale 2 – Tc (Key No.2)	171
APPENDIX D: Hand Scoring Stencil Scale 2 – Tc (Key No.2)	172
APPENDIX E: Hand Scoring Stencil 3 – O (Key No. 3)	173
APPENDIX F: Hand Scoring Stencil Scale 4-1 (Key No.4)	174
APPENDIX G: Hand Scoring Stencil Scale 5 –SAV (Key No.5)	175
APPENDIX H: Hand Scoring Stencil Scale 6-Ex (Key No.6)	176
APPENDIX I: Hand Scoring Stencil Scale 7-Fr (Key No.7)	177
APPENDIX J: Hand Scoring Stencil Scale 8-S (Key No.8)	178
APPENDIX K: Hand Scoring Stencil Scale 9-Sr (Key No.9)	179
APPENDIX L: Hand Scoring Stencil Scale 10-Sa (Key No.10)	180
APPENDIX M: Hand Scoring Stencil Scale 11-Nc (Key 11)	181
APPENDIX N: Hand Scoring Stencil Scale 12 – Sy (Key no. 12)	182
APPENDIX O: Hand Scoring Stencil Scale 13 – 1 (Key 13)	183
APPENDIX P: Hand Scoring Stencil Scale 14 – C (Key No.14)	184

ACRONYMS

POI	Personal Orientation Inventory
P.H.	Physically Handicapped
V.I	Visually Handicapped
H.I	Hearing Impaired
KSPH	Kenya Society of Physically Handicapped
Ti/Tc	Time Ratio
Ti	Time Incompetent
Tc	Time competent
I	Inner directed
O	Outer directed
SAV	Self-Actualizing Value
Ex	Existentiality
Fr	Feeling Reactivity
S	Spontaneity
Sr	Self-Regard
Sa	Self-Acceptance
Nc	Nature of Man Control
Sy	Synergy
A	Acceptance of Aggression
C	Capacity for Intimate Contact
MOE	Ministry of Education
NSA	Non-Self-Actualizing

LIST OF TABLES

Table 1	Sample frame	59
Table 2	POI scales means, scores difference between nominated samples	70
Table 3	Test retest reliability coefficients.	71
Table 4(a)	Mean test score on time orientation of sampled Kenyan students with special needs	77
Table 4(b)	Mean test score on support ratio for sampled Kenyan students with special needs	78
Table 5(a)	POI time orientation mean score difference between female and male students orientation.	79
Table 5(b)	POI support ratio mean score difference between female and male students	79
Table 6 (a)	POI Time Orientation mean score Difference of students with various handicapping conditions	81
Table 6 (b)	POI Support Ratio Score Difference of students with various handicapping conditions	82
Table 7 (a)	POI Support Ratio score Difference between first year students.	83
Table 7 (b)	Support Ratio mean score Difference between first year and final year students.	83
Table 8	Mean test score differences on personal orientation indices of female and male students.	84
Table 9	Mean test scores on personal orientation measures of first and final year students	85
Table 10	Mean test scores on personal orientation perimeters of students with special needs in Kenya.	86
Table 11 (a)	Mean test scores and Levenes test on time orientation for hearing impaired and physically handicapped students.	88
Table 11 (b)	Mean test scores and Levenes test for equality of variances for	

	hearing impaired and visually impaired students on POI time orientation	88
Table 11(c)	Mean test scores and Levenes test for equality of variances on POI time orientation for physically handicapped and visually impaired students	89
Table 12 (a)	Mean test scores and Levenes test for equality of variances on POI support ratio for hearing impaired and physically handicapped students.	90
Table 12 (b)	Mean test scores and Levenes test for equality of variances on POI Support ratio for hearing impaired and visually impaired students.	91
Table 12 (c)	Mean test scores and Levenes test for equality of variances on POI support ratio for physically handicapped and visually impaired students.	91
Table 13 (a)	Mean test scores and Levenes test for equality of variances for hearing impaired and physically handicapped students on POI time orientation.	93
Table 13 (b)	Mean test scores and levenes test for equality of variances for hearing impaired and visually impaired students on POI support ratio.	94
Table 14 (a)	Mean test scores and levenes test for equality of variances for first year and final year students on POI time orientation	95
Table 14 (b)	Mean test scores and levenes test for equality of variances for first year and final year students on POI support ratio.	96
Table 15 (a)	Means standard deviation and significance of difference between sampled female students and subjects nominated in POI manual.	97
Table 15 (b)	Means standard deviation and significance of differences between sampled male students with special needs and subjects nominated in POI manual.	98

Table 16 (a)	Means, standard deviation and significance of differences between sampled hearing impaired students and samples nominated in POI manual.	99
Table 16 (b)	Means, standard deviation and significance of differences between sampled physically handicapped students and samples nominated in POI manual.	100
Table 16 (c)	Means, standard deviations and significance of differences between visually impaired students and samples nominated on POI manual.	101
Table 17 (a)	Means, standard deviations and significance of differences between sampled first year students and samples nominated in POI" manual.	103
Table 17 (b)	Means, standard deviations and significance of difference between sampled final year students and samples nominated in POI manual.	104
Table 18	Mean test scores and t-value of samples according to gender of students with special needs.	105
Table 19 (a)	Mean test scores and t-value of the hearing impaired and the physically handicapped students.	106
Table 19 (b)	Mean test scores and t-value of the hearing impaired, and visually impaired students.	107
Table 19 (c)	Mean test scores and t-value of the physically handicapped students and visually impaired students.	108
Table 20	Mean test scores and t-value of the first year and final year students with special needs.	109

LIST OF FIGURES

Figure 1	Maslow's triangle of needs and motivation	12
Figure 2	The research's conceptual framework on factors that influence time competence/time incompetence and inner directedness and other directedness of students with special needs.	54
Figure 3	Comparison of self-actualizing, normal and non-self-actualizing standard range scores on time orientation.	66
Figure 4	Support ratio scores and their grouping according to concept of self-actualization	68

ABSTRACT

The major purpose of this study was to collect baseline data to be used in developing a comprehensive guidance and counselling programme for students with special educational needs in special education secondary schools and vocational rehabilitation training centres in Kenya. This was a quantitative study which involved collecting baseline data using personal orientation inventory (POI) a standardized instrument which consists of 150 paired opposing statements to measure these "students values" and behaviours which are viewed to be important in self-actualized persons. The population of the study was drawn from four purposively selected provinces viz: Eastern, Nyanza and Nairobi because of their higher percentage of special education institutions. Eight districts and two divisions were randomly selected from the four provinces. A total of 229 first and final year students aged between 13-26 years old were randomly sampled for the study. Data collected were analyzed using statistical package for social sciences (SPSS). The independent sample t-test was used to compare the difference between the POI of two major scale's mean scores against the POI approximate range scores given in POI manual, and also to compare the mean of the students with disabilities against nominated subjects given in the POI manual. The results of the study indicated that students with special needs were non-self-actualizing. These findings suggest that these students are other directed and time incompetent and live in the past or future with a lot of regrets and sentiments. Based on the self-actualizing theory guiding this study and the findings of this study, indicated that there was need for a guidance and counselling programme to be developed for students with

special needs which should be comprehensive and could involve the orientation of these students toward positive concept of personal growth (self-concept, self-esteem, self-acceptance and pursuit of independence). Such a programme should further address the students' educational, social, personal and vocational and rehabilitation needs based on their handicapping conditions as identified by POI. Finally, an outline for the guidance programme for students with special needs was developed focusing on areas of needs identified by POI.