

SELF-PERCEPTION OF BLIND CHILDREN
AGED NINE TO FOURTEEN YEARS IN
KISUMU AREA //

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THE DEGREE OF.....M.A. 1982.....
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By

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A Thesis submitted in part fulfilment
for the Degree of Master of Arts in Educational
Psychology in the University of Nairobi.

October, 1982.



DECLARATIONS

I, Rispa Anyango declare that this thesis is my original work and has not been presented for a degree in any other University.

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ABSTRACT

Self-Perception of Blind Children Aged
9-14 Years in Kisumu Area.

The problem of disability is not a new one, for as long as man has been living on earth, there has always been some individuals with limited physical and mental abilities.

Review of literature, reveals that there has been alot of research work done on the self-perceptions of such individuals in the western countries, whereas, there has been very little research done with the handicapped in Africa and more so in Kenya. It is with this in mind that the present study, was carried out to find out how the blind children perceive themselves and their abilities.

A questionnaire was constructed by the researcher and administered to 40 blind children aged 9-14 years from 2 schools for the blind in Kisumu area of Western Kenya. The questionnaire was also administered to 40 non-blind children of similar age-range from 2 ordinary primary schools in the same area. The catchment area for the schools used in the study encompasses, Rift Valley, Western and Nyanza provinces

of Kenya.

The questionnaire contained items that elicited self-perception of the subjects with regard to their ability to learn, ability to socialise, physical appearance, physical ability, initiative-ness and attitude towards integration. The questionnaire also contained items that measured socio-economic status of the subjects.

The collected data was statistically analysed using descriptive statistic, 2-way analysis of variance and the Pearson-product correlation. Self-Perception was used to refer to the way in which a person views himself and his abilities. The words, self-concept and self-perception were used interchangeably in the study.

The results showed the mean score for most of the self-perceptions to be higher for the blind subjects than for the non-blind subjects. Analysis of variance showed some of the differences to be significant, for example, significant differences were observed between the self-perception of the blind and the non-blind children in their attitude towards integration. Differences in perception between the blind boys and blind girls were not observed, whereas, significant differences were

observed between the perceptions of non-blind girls and those of non-blind boys. The Pearson-product correlation coefficient(r) was calculated to find out the relationship between the subjects' self-perceptions and their socio-economic status (SES). For the blind subjects, positive correlation was observed between their self-perceptions and SES, except with the blind girls where a negative correlation was observed between their perception of ability to socialise and socio-economic status. Positive correlation was also observed between the self-perceptions of non-blind subjects and their socio-economic status.

These results have implications to the curriculum developers, and the policy makers in special education as well as the blind children themselves. Significant differences in self-perceptions of the blind and non-blind children, should indicate to the policy makers and curriculum developers in special education that it is necessary to have special training for the people working with blind children. It is also necessary to design an appropriate curriculum for teaching them which should take into consideration the Psycho-social development of the blind children. For the blind children, this study will help to create an

awareness of what they think of themselves and their abilities. The results will also educate the other members of society on the ability of the blind and it will also help the society to learn to consider blind children as individuals, each with his/her own personality, talents and abilities. This is very important for the integration and acceptance of blind children into their societies.

CHAPTER ONEI N T R O D U C T I O N

- 1.1 General statement of the problem.
- 1.2 Provision of Education for the Blind in Kenya.
- 1.3 Statement of hypotheses, objectives and questions.
- 1.4 Theoretical background of self-perception.

1.1 GENERAL STATEMENT OF THE PROBLEM

Research on the handicapped has received little attention amongst educational researchers in Kenya. For example, apart from the survey carried out by United Nations on the attitudes towards the handicapped in 1974, there has been very little research done on the handicapped. It is therefore, appropriate that more research should be done with the handicapped, especially now that the handicapped have been recognised internationally. The year 1981 was declared, the international year of the disabled persons by the United Nations and in Kenya, 1980 was the National year of the Disabled.

The ratio of ordinary to disabled children is about 9:1 world-wide (UNESCO 1974) and there were

5,699 handicapped children enrolled in special schools in Kenya by December 1980, (Daily Nation 23rd July 1981). This shows that education of the handicapped has tended to lag behind, hence there is need for further development. The present study is intended to contribute towards the improvement of education for the handicapped by considering their personality development, in particular, their self-perception. The study tried to compare perceptions of the handicapped and those of ordinary children as regards their learning ability, sociability, physical ability, ~~initiativeness~~ and attitude towards integration. The findings will be of particular interest to the teacher-education, curriculum development and administration sections of special education.

According to the interactionist self-theory, a child's perception of self and that of the world around him are crucial in determining his behaviour (Mead, 1934). The understanding of a handicapped child's self-perception is thus essential knowledge for the social and educational planning of special education and for curriculum development.

Modern education is dedicated to the academic and social development of every student to the fullest extent permitted by his individual capacities.

The goal of such education is therefore to produce an informed, responsible, self-confident and self-reliant adult who will participate in and contribute to their society; Education programmes for the handicapped are also imbued with the same philosophy and committed to the same goals.

The handicapped, like other individuals, do experience psychological needs such as the need for success and if this drive is experienced when there is limited ability, then it creates anxiety and in extreme cases, can give rise to personality disorders. It is thus important for educators of the handicapped to give due consideration to Psychological needs of their pupils and consequently to their personality development.

For the individual handicapped child, it would be important to study the way in which he views himself; the view of self contained in such notions as self-perception, self-concept or the ideal self would be one way of exploring the child's response to his disability.

Most self-concept theorists agree that behaviour helps to shape ones' self-perception which in turn influences ones' behaviour. Knowledge of a pupil's self-concept would therefore be useful in explaining, improving and modifying his behaviour.

This study is based upon the self-concept theory as presented by Mead (1934); Kinch (1963) and Ira Gordon (1972). According to these theorists, a child's personality development is viewed in terms of the development of his self-concept, and subsequent behaviour, hence a child's self-concept and his subsequent behaviour are of paramount importance. They maintain that a child's self-concept is enhanced by the people who are significant and important in his life. Teachers are an example of those who are significant to a child and they can thus be important agents in the formation of positive self-perceptions of their pupils. Results of the present study will be useful to both the pre-service and in-service teacher training programmers.

The handicapped are usually considered as special and different people who should be treated differently from the rest of the community and for them to be integrated in their communities, it is important that the rest of the community is aware of the handicapped persons' aspirations and difficulties. It is therefore important that we understand how the handicapped persons feel, think, act and perceive themselves. This will enable the planners to provide for their needs adequately and to enhance integration

into their respective communities. In Kenya integration of the handicapped has been recommended as a policy by the National Committee on Educational objectives and policies since 1976, and its basic aim is to achieve the maximum normalisation of each handicapped person, bearing in mind his abilities and disabilities so that he can be a functioning member of the society, accepted and adapted to a life that is not so different from other members of society.

It is equally important to make able-bodied people understand what it is really like to be handicapped, this may help to change some of the biased, stereotyped attitudes that people normally have about the handicapped.

Amongst handicapped children, the blind have been chosen because the blind pupils here in Kenya try to follow the normal school curriculum as other ordinary children and it would thus be interesting to compare their perceptions. Education of the blind was one of the first programmes developed in Special Education and out of 5,000 handicapped children in school, 1,140 (about 25%) are visually handicapped. Blindness is also a visible deviation and one which has been catered for in Kenya since 1946.

According to the personality development theory (Erikson 1972), formation of a positive self-concept is essential for the normal social and emotional development. Achievement of this requires confirmation of all senses that the self is an individual, separate and to some degree independent of others (Kirk 1974). Since vision is the sense which inherently presents the outside world as external, it is thus instrumental in the natural development of the self.

The main problem, this study addresses itself to, is to establish how the blind children view themselves and their abilities and to compare these with those of the ordinary children of a similar age-group.

A teacher in one of the schools for the blind, emphasised that the resistance he and other teachers encounter is not based on rejection but on a combination of compassion and unawareness. Normally teachers of the blind, not understanding the capabilities and motivation level of their pupils, tend to become so over-protective that they underrate the ability of their pupils to fend for themselves and overlook the need to encourage them to do so. Information on how blind children perceive their various abilities is important and it can be used to change this attitude of teachers towards their

blind pupils. This change is necessary, in view of the fact that various researchers, using both Kenyans and other Nationalities as subjects, have confirmed a positive relationship between a pupil's academic achievement and his self-perception and his teacher's perception of his abilities (Maritim 1979, Mwaniki 1973, Purkey 1970, Fink 1962).

1:2 PROVISION OF EDUCATION FOR THE BLIND IN KENYA

Special Education Section which deals with Education of the Handicapped in Kenya was established in July 1977 and before its inception, matters pertaining to special education were handled by the Primary Education Section.

The aims of special education in Kenya include;

- (i) The overall development of the individual spiritually, mentally, socially and physically, to the highest possible degree.
- (ii) The development of the potential productive and creative abilities of the individual so that he may be an asset to his society. and
- (iii) The attainment by the individual of a fuller degree of independence in his life.

Special education section covers a total number of 55 schools or units attached to ordinary schools; with a total enrollment of about 5,000 children. These include Technical/vocational schools. The areas of Handicap catered for are:

- The Visually Handicapped (Blind)
- The Physically Handicapped
- The Mentally Handicapped
- The Hearing Impaired (Deaf)

The current population of visually handicapped persons receiving educational and vocational training in Kenya is about 1,300. They are catered for in 6 primary schools, 1 integrated unit, 1 private school, 1 secondary school, 2 vocational training centres and 1 agricultural institute.

Special education, which is a form of compensatory education offered to the handicapped in Kenya, is not defined in either the constitution or the education act. The Ministry of Basic Education is responsible for the education of handicapped children and Special education is a department within the Ministry of Basic Education. Under the Education Act of 1963, the children's department of the Ministry of Home Affairs was authorised by the government to establish institutions for handicapped children.

In Kenya, education for the handicapped is neither free nor compulsory and consequently, the Government has no authority to force parents to send handicapped children to school. However, the government's plan to provide free education for all children also includes the handicapped and it also plans to expand the teacher-training programme for teachers of handicapped children, and it has appointed an inspector of Special Education who is under the Ministry of Basic

Education. Although Kenya may have limited resources, programmes for the handicapped are certainly justified on both Humanitarian and Economic grounds. The handicapped, if equipped with the necessary skills, ~~they~~ can become economically independent and an asset to their communities.

The first school for the blind was started at Thika by the Salvation Army in 1946. It has now grown from a small vocational school for twenty-five students to a four-department educational institution with a Nursery, Kindergarten, full primary school, a girls' domestic science unit and a workshop for boys. A full secondary school for the blind is maintained separately at the same place.

The Catholic Church, with the help of the Kenya Society for the blind also established another school for the blind at St. Oda Aluor in 1961. The school started with an initial intake of seven students in February 1961 and the number increased to twenty-two in the same year. With the increase in the number of students, more buildings were put up with the aid from private funds. The Kenyan government has also participated in providing funds for Teachers' salaries, Equipment, Boarding and Maintenance. The Salvation army has also, since then established Likoni School in Mombasa and Kibos School for

the blind in Kisumu.

In these schools for the blind, classes are taught according to the government syllabus and scheme of work. Students are encouraged to participate in physical education, swimming, scouting and singing. Braille is used as the medium for writing and reading, the pupils are provided with the necessary equipment for Mathematics and raised maps for Geography.

The basic needs and goals for the education of blind children are not different from those of ordinary children, it is only the means of achieving these goals that are different. The content material and subject matter as well as the attitudes and understandings which are sought are the same as those for ^{sighted} ~~seeing~~ children. Rottman ~~R.~~ (1978) outlined three main objectives in educating blind students, thus;

- (1) To enable the student to accept his blindness and himself as a blind person, without loss of self-esteem.
- (2) To establish firmly in the student's mind, the conviction that he, not only can but should lead a normal, happy, productive life in full and equal competition with his sighted peers.

- (3) To help him to accept and master the tools, skills and aids that will contribute to his ultimate equality, independence and self-sufficiency.

Lowenfeld^d (1952) also proposed the following as a more specific goals in the education of blind children;

"Education must aim at giving the blind a knowledge of the realities around him, the confidence to cope with these realities and the feeling that he is recognised and accepted as an individual in his own right."

Therefore, the conviction that blindness need not limit anybody from anything which makes life worthwhile, is the key that unlocks the door of achievement for blind children and blind adults. In order for this goal to be achieved, it is important that blind children as well as blind adults, develop a positive self-concept of themselves and of their abilities.

The main objective of this study was to find out how the blind children perceive themselves with regard to their learning ability, physical appearance, physical ability, their ability to socialise, ~~initiativeness~~ and attitude towards integration and compare these with the perception of ordinary, non-blind children. It was thus hoped that this research

would help to clarify how blindness per se affects self-perceptions of children aged nine to fourteen years and whether these perceptions are related to the sex and socio-economic status of the children.

1.3 STATEMENT OF HYPOTHESES, OBJECTIVES
AND QUESTIONS

The purpose of this study was to find out:-

- (a) How the blind children, nine to fifteen years old perceive themselves academically in relation to the ordinary, non-blind children of the same age.
- (b) How the blind children of same age as above perceive themselves socially in relation to other non-blind children of similar ages.
- (c) Whether differences in sex influence the perceptions of blind and ordinary children aged 9-14 years.
- (d) The relationship between self-perceptions and the socio-economic status of the blind and non-blind children.

Hypotheses derived from the above objectives were as follows; (stated in the Null form)

- (1) There is no difference between the blind and non-blind children of 9-14 years in their self-perceptions of:-
 - (a) ability to learn
 - (b) ability to socialise
 - (c) physical ability and physical appearance
 - (d) ~~initiativness~~
 - (c) integration.

- (2) There is no difference in self-perceptions of the boys and those of girls for both the blind and non-blind children.
- (3) Socio-economic status of the blind and non-blind children is not related to their self-perception.

Socio-economic status of the subjects was measured in terms of a child's parents' income per month and the parent's education level.

Literature on personality suggests that the development of self-perception is not a unitary process but depends on a number of factors and it is not as fully understood as it might be. (Maritim 1979). One way of understanding it, is to consider when and how a child's self-concept emerges and how it affects his behaviour.

Interactionist theorists believe that they have answers to the above questions, they view self-concept as a conditioned response learned from the reactions, attitudes and feelings of other individuals. Once this has been learned, it influences subsequent behaviours. This school of thought also known as Symbolic Interactionism, has been supported by people such as Kinch (1963) Mead (1934), and Cooley (1902). Mead, for example, considers the self as essentially a social structure, arising from social experiences, where an individual internalises the ideas and attitudes expressed by the key figures in his life by observing their actions and attitudes, adopting them often unknowingly and then expressing them as his own. The key figures or 'significant others' as Mead calls them, are an individual's family, peers, teachers and others in constant contact with him. Considering the extended family system in the African society, the key figures, in

this case would include all of those living within the Homestead.

From the above formulation, self-concept is thus largely derived from the reflected appraisal of others.

A basic implication of this view-point is that a person's self-perception ought to be fairly congruent with the others' perception of him. Various studies indicate significant agreement between self-perception and perceptions of others (Stringfield and Kenrick 1980: Scott and Johnson 1972).

In another meaning, the self has been described as important in conveying a person's attitudes, feelings and perceptions of himself as an object. It is like someone standing outside of himself and evaluating what he sees from a more or less detached point of view. (Atkinson 1964)

McDonald (1965) states that a person sees himself in some way as a successful or not very successful learner, as having or not having certain learning capabilities. Therefore one's self-image determines his openness to learning and it is through this self-understanding that one's personality is expressed.

Hamacheck (1971) defines the self as a process. The self is considered as a doer in that

it includes active processes such as thinking, remembering and perceiving. Borg and Gall (1974) also defined self-concept as the set of cognitions and feelings that each person has about himself.

Self-concept can thus be explained in a number of ways, in this study it is considered to consist of the following:-

- (1) an individuals' thoughts and feelings about himself
- (2) the ability and freedom to express appropriate feelings about himself.

Self-perception is thus defined as the way in which a person views himself, his feelings and abilities. This definition is based on the interactionist self-theory, and it is more or less similar to Jerslid's definition of self-concept as "a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is" (Jerslid 1952). What is crucial in both definitions is an individual's conception of who and what he is. In this study, the terms self-concept and self-perception are used interchangeably to mean the same thing.

Hurlock (1959) outlined five conditions that shape a child's developing self-concept; these are:-

- (1) Child-training method used in the home as important in shaping the young child's developing concept of self.
- (2) Aspirations the parents have for their child; if these are unrealistically high, the child is doomed to fail and failure leaves an indelible mark on the child's self-concept.
- (3) A child's ordinal position in the family has effect on the child's developing personality and hence his self-concept.
- (4) Effect of minority group. Those children who are aware of the fact that they belong to a minority group, will be affected by the peers' neglect and indifference. This will also affect their concepts of self.
- (5) Environmental insecurity as a result of divorce, death or mobility has a negative effect on the young child's developing personality and his self-concept, since the child will feel insecure and different from his peers.

According to Erikson's personality theory (Erikson 1972), the human infant is born without any concept of himself, any attitudes or value systems. His self-perception or organisation of self-attitudes develops with his own development. He learns and acquires the notion of who he is and what he is as he interacts with the others.

S U M M A R Y

In this chapter, the general problem that gave rise to this study has been stated and the importance of studying self-perception on handicapped children considered.

As background information, educational services for the handicapped and particularly the blind, in Kenya was looked into. The objectives and hypotheses to be tested in the study was then analysed and finally, theoretical background of self-perception, was considered. In the next chapter some literature related to this area of study is reviewed.

CHAPTER TWO

LITERATURE REVIEW

- 2.1 Literature on the Handicapped.
- 2.2 Literature on relation between Self-concept and Academic achievement.
- 2.3 Literature on the Handicapped and their Self-concept.
- 2.4 Summary.

2.1 LITERATURE ON THE HANDICAPPED

In 1974, the Kenya Commission for UNESCO undertook a short study to find out the attitudes that people have about the handicapped. The Commission was particularly interested in knowing what the public felt about a number of issues concerning the deaf, blind, physically disabled and the educable mentally retarded. The Commission prepared a questionnaire with items which tested attitudes towards the provision of education for the handicapped, allocation of certain jobs and the integration of handicapped children with the rest of the society.

Results of their inquiry indicated the following:-

- (a) There is not only great concern with the handicap problem but also a keen desire to see something done.
- (b) There is a willingness to contribute towards the welfare of the handicapped.
- (c) There is a feeling that some categories of handicapped people could benefit from education. The Kenya government is already providing formal education to the Visually handicapped, Physically handicapped, Mentally handicapped and the Hearing impaired (deaf).
- (d) There is a conviction that certain jobs should be allocated to the handicapped persons. The study could have been expanded to include the attitudes of the handicapped persons themselves on various types of jobs.
- (e) There is also a feeling that the handicapped child should be given a chance to overcome his handicap problem in a bid to facilitate his integration into the rest of society.

It is now a government policy to integrate the handicapped children into ordinary schools for their formal education, as much as possible.

This study dwelt mostly on what people felt and thought about handicapped persons but ignored the

integral part of what the handicapped persons themselves felt and thought about the various issues.

The Kenyan society, at present is becoming increasingly concerned about problems of the handicapped. This concern is demonstrated by the general public's willingness to donate funds and other materials towards organisations which are operating schools or homes for the handicapped. The concern has also been recognised at the National level by a declaration of the year 1980 as the National year of disabled persons in Kenya and 1981 as the International year of disabled persons.

Working with the blind, Lukoff (Lukoff et. al. 1972) notes that a common complaint of blind people, is that they are not treated as other people, the handicap seems to arouse very special attitudes reserved for the blind. He also traces the evolution of these attitudes towards the blind to originate from neglect and hostility and end in compassion.

The pity aroused by this handicap is something with which blind persons have to contend. Among them are those who resent the inability imposed on them by the offer of a helping hand or those who dislike the life style designed for them in various institutions. He states that;

"It is the blind who insist on thrusting themselves into society, who want to broaden their economic and social basis, who make us conscious of their attitudes towards blindness." (Lukoff 1972, p.4).

Lukoff (1972) also challenged the view that in social interactions, there are pervasive attitudes towards blind people, instead, he maintains that attitudes are differentiated, for example, a person may pity and also avoid or pity and seek to meet. He found that among the sighted, there was a readiness to help the blind even without clear signals for that need and a tendency towards more protective and patronising attitudes and it is from such that the blind form their opinion of the sighted. It would have been more comprehensive to explore some of the attitudes the blind have of themselves and of others around them. He continues to emphasise that it is the people, roles and institutions in contact with the blind person, which have the greatest impact in shaping how he formulates for himself his notions of the kind of person he is. In view of the importance of those close to the blind person, parental skills should involve more than child management and should help to foster an independent self-concept in the blind child, a process which should then continue in school.

Okatcha (1974) also carried out a survey to find out the attitudes that people have towards the handicapped in Kenya. He used graduate students preparing to become graduate teachers in Kenya secondary schools and primary school teachers, as subjects. His findings suggested that, educated people believe that special care of the handicapped persons is an evidence of national development.

2:2 LITERATURE ON RELATION BETWEEN SELF-CONCEPT
AND ACADEMIC ACHIEVEMENT.

Coopersmith (1967) investigated the conditions which lead an individual to value himself and to regard himself as an object of worth. He found out that these include parental warmth, clearly defined limits of behaviour and respectful treatment. He, therefore concluded that people with high self-esteem and those with expectations that they will be well-received, approach tasks, whereas people low in self-esteem and those with expectations that they will not be well received, are more destructive, more anxious and more prone to manifest psychosomatic symptoms. This finding has educational implications in that a child with high self-esteem will be more eager to learn, willing to attempt problems and more initiative, thus able to achieve more academically. A child with low self-esteem will however be more conscious of his inabilities and mistakes instead of concentrating on what he can achieve or do.

Maritim E. (1979) working with class seven, Kipsigis pupils, found that self-concept and teachers' perceptions are the strongest predicators of grade achievement. The child's self-concept is thus considered very important in determining his school achievement. Mwaniki M. (1973) also worked in a

similar field, she explored the relationship between self-concept and academic achievement in Kikuyu primary pupils. Her findings were similar to those of Maritim's. The pupils' self-concept is thus important in predicting what the pupil will achieve in school. A knowledge of the handicapped children's self-concept is therefore useful in the planning and provision of a realistic and meaningful compensatory education for them.

Jerslid (1952) also demonstrated the importance of self-concept in making the educative process valuable. Purkey (1970) worked on the relation between self-concept and academic achievement and found that the relation between the two is like a two-way street in that there is a continuous interaction between the self and academic achievement, each influencing the other. A pupil's self-concept will affect his achievement in class which in turn influences his self-perception as regards his class-work.

Fink (1962) also found a significant relation between adequate self-concept and high academic achievement and inadequate self-concept and low academic achievement.

Reader (1955) using grade-school children and Stevens (1966), working with college students,

explored the relation between self-concept and achievement. Both of these investigators found out that positive feelings about the self are associated with good academic achievement.

The above studies give evidence to the fact that a person's self-perception has direct effect on his/her academic achievements.

LITERATURE ON THE HANDICAPPED

AND THEIR SELF-CONCEPT

Calhoun and Elliot (1974) investigated the relation between self-concept and academic achievement of the educable mentally retarded and emotionally disturbed pupils. Their resulting data presented from Correlation Matrix supported various previous findings of a positive relationship between academic achievement and self-concept.

Jervis et.al. (1959) also compared the self-concept of blind and sighted adolescents, they used twenty totally blind pupils. No significant differences were found between the self-concepts of the two groups, however, more of the blind subjects either had very high positive or very low/negative attitudes towards themselves and the blind as a group exhibited a greater variation. This situation of the blind being on the extremes would be indicative of poor personality development and lack of normal adjustment behaviour since the normal distribution curve was not obtained. Most of the blind subjects also expressed their feeling that people in general do not expect much from them.

The studies of Jervis et. al. (1959) concluded that there are no essential and consistent differences between blind and sighted adolescents as a group.

More work on the development of self-concept and the process of obtaining and maintaining self-esteem in blind children and adolescents is still lacking.

Zunich and Ledwith (1965) also compared the self-concept of visually handicapped (blind) children with those of the sighted children. They found that the blind tended to use extremes such as not at all and all the time, more often than the sighted subjects. This is a similar finding to that of Jervis et. al. (1959).

Chindele (1974) came out with similar findings, hence as regards self-concept, the evidence is that there is no lowering of the blind child's perception of himself. Grinter (1974) also studied the self-concept and ideal selves of visually handicapped adolescents and he found out that they did not have a lower self-concept score than the sighted group. They did, however, show a greater discrepancy between the perceived and ideal self and there was an association between low self-concept scores and ratings of social adjustment. This difference between the ideal and perceived self, could be a defence mechanism or a way of displacing their feelings. Generally, people believe that the most important ability for successful adjustment of the blind is mobility and this is greatly affected by a person's motivation,

attitudes and learning experiences. With proper attitudes and favourable learning experiences, a blind person can thus be as independent and possess an all round personality as a sighted person, as opposed to the general idea that blind people are helpless and dependent. It can therefore be said that personality problems are not inherent in the condition of blindness (Cutsforth 1951).

There are few studies that have dealt with the influence of blindness as a handicap on personality traits. Brown (1938, 1939), studied the effects of blindness and sex on introversion/extroversion. His results showed a higher incidence of introversion among blind girls than blind boys which was not the case with the sighted subjects. A comparison between blind and sighted boys gave the blind boys², a somewhat more extroverted appearance. Introversion/extroversion of the blind could have something to do with the way in which they perceive themselves, for example, if they feel that they are recognised and perceive themselves positively, they will be more confident and eager to talk out their minds, thus being more of extroverts.

Fitting (1954) also considered the adjustment to blindness to include outlook on blindness on an individual basis and his concept of himself as a

blind person. Hayes (1941), in his classic contributions to a psychology of blindness, concluded that blindness does not automatically result in lowered intelligence. However, other research evidence (Nolan and Ashcraft 1969; Suppes 1974) indicate that blind people do not use abstract concepts to the same degree as the sighted people.

A survey carried out in France (1976) on the physically handicapped, showed that many people have the idea that the handicapped are themselves responsible for the difficulties of their integration into society. Only 36% of subjects stated that isolation of the handicapped persons is often due to the attitudes that the society has about them, and not so much as a result of their self-withdrawal and lack of effort on their part.

Shontz (1971) and Baldwin & Baldwin (1974) have reviewed the extensive literature relevant to the assumption that specific types of disability are associated with particular personality characteristics or that disability in itself constitutes sufficient cause for psychological maladjustment. Their conclusion is that, there is no evidence that particular personality characteristics are associated with specific types of disability or that severity and/or type of disability are related to any level of psychological adjustment. The authors maintain that the

problem faced by the different categories of the handicapped and their reactions to these problems are not related to the nature of the handicap but each child is viewed as an individual coping with his/her individual problem (Baldwin and Baldwin, 1974).

2:4

S U M M A R Y

There is substantial evidence to the fact that a child's academic achievement is directly related to the way in which he perceives his ability and himself in general. [Maritim (1979); Mwaniki (1973); Coopersmith (1967); Fink (1962); Jerslíd (1952)]. Hence, a study of one's self-concept has a wide range of implications, educationally and as regards one's personality in general.

It is necessary to understand the needs, attitudes and feelings of our handicapped persons in order to accept them and to provide for their needs as per their particular handicap.

The study of personality of the handicapped children has considerable practical importance but unfortunately work on this aspect of their development has been somewhat sparse. Pringle (1964) noted that there were few studies of the emotional development of blind children; Reed (1970) made similar comment about deaf children; Zingler (1966) writing on the retarded children noted that so little work, emanating from a personality point of view, had been done with the retarded.

In Kenya, as well, there has been little work done on the personality aspects of our handicapped

persons, whereas it is common knowledge that personality of an individual has a lot to do with his/her life in general and interaction with others.

The handicapped also need to be shielded from too much sympathy and to be taught that in spite of their handicaps, they will have to rely very largely on their own efforts when they grow up. Some knowledge of their self-perceptions would be a good point to start this change of attitudes. It would also help in designing suitable training programmes and various jobs appropriate for particular category of handicap.

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CHAPTER THREE

M E T H O D O L O G Y

- 3:1 Variables in the study
- 3:2 Hypotheses to be tested in the study
- 3:3 Design of the study
 - 3:3:1 Instrumentation
 - 3:3:2 The subjects
 - 3:3:3 Sampling procedure
 - 3:3:4 Data collection
- 3.4 Limitations of the study.

3:1 VARIABLES IN THE STUDY

School performance is a multidimensional concept and apart from being dependent on a child's social and economic background, place of residence, school facilities and mental ability or intelligence, it is also dependent upon personal individual differences (Maritim 1979). Therefore, to consider pupil performance with no regard for individual differences in personality and other psychological dimensions, is to overlook significant dimensions of human existence. .

In Kenya, the practice of grouping in New Primary Approach, has been based on the recognition that there are measureable individual differences (Ominde Commission 1964, p.180).

The main objective of this study is to find out how the blind children perceive themselves with regard to their learning ability, sociability, physical appearance, physical ability, initiativeness and attitude towards integration and compare these with the perceptions of ordinary, non-blind children of similar age-group.

The dependent variable in the present study is self-perception of the blind children aged nine to fourteen years and perception of ordinary children of the same age. Here, self-perception is used to refer to the way in which a person views himself, his feelings and his abilities. Self-concept and self-perception are used inter-changeably in the study.

Independent variables in the study are:-

- (i) Blindness as a handicap

For educational purposes, a blind person is one whose vision is so defective that he cannot be educated through visual methods. Children with visual handicap fall into several categories for educational purposes. In the first group are those children whose visual defects can be corrected through medical treatment or optical aids. Such children are not regarded as exceptional but with correction, they are considered normal and can be educated without modification of school practices.

In the second group, are children whose vision is quite defective even after correction, they have difficulty in the regular grades and need instructional compensation for their defects. They utilise their eyes in learning but to a lesser degree than does the average child. These are the partially sighted children and they can use some vision in learning.

In the third group are the totally blind. These children like the deaf, require instruction through other senses, they are educated through channels other than vision. In the present study, the blind child, is taken to mean a child whose vision is so defective that he cannot learn using his vision and hence require educational instructions through other senses since visual methods cannot be used. For the totally blind children in Kenya, Braille is used as a medium for writing and reading. Students are provided with the necessary equipments for writing braille and also with special equipment for mathematics.

. Faulke (1972) has shown how treating the personality of the blind as a unitary concept has led to much uncritical acceptance of the idea that there is a distinctive personality associated with blindness. To him, blindness is more properly regarded as a set of situational variables, and the personality itself is too complexly determined to be

accounted for by a single variable such as loss of vision.

Legally, a blind person is said to be one who has visual acuity of 20/200 or less in the better eye, even with correction or a person whose field of vision is narrowed so that the widest diameter of his visual field subtends an angular distance no greater than 20 degrees (Kauffman & Hallahan 1976).

2

Causes of Blindness

Major causes of blindness have been listed in broad categories as infectious diseases, accidents and injuries, poisoning, tumors, venereal diseases and prenatal influences including heredity.

In 1954, Kerby in America surveyed the statistics on causes of blindness among 4426 blind children in residential schools, of the major causes, infectious diseases accounted for 7.4%, injuries 4.9%, tumors 5.1%, heredity 14.3%, poisoning including excessive oxygen 19.3% and pre-natal causes accounted for the largest group, 41.8%. In Kenya and most of East African countries, the main cause of blindness is Trachoma amongst school-going children and this is prevalent in dry areas and along the river-beds.

(ii) Sex

Self-perception of the blind girls and non-blind girls were compared to the perceptions of blind boys and non-blind boys respectively, to determine whether sex of the subjects, per.se affects their self-perceptions. Various studies have shown differences in personality development, between blind boys and blind girls (Brown, 1938, 1939).

The present study also tried to find out if there was any difference between girls and boys in the way they view themselves and their abilities.

(iii) Socio-economic status

The self-concept theory upon which the present study based, places a lot of emphasis on the immediate surrounding of a child as this has effect on the development of ones self concept (Mead 1934, Kinch 1963, Gordon Ira 1972). It was therefore important to establish whether or not a relation exists between a child's socio-economic status and his self-perceptions.

Strictness and respect accompanied by obedience are the keys to child training in African society, however there is a profound socio-economic change and increasing urbanisation in the African society today hence our customs and social practices are in uncertain transition. This uncertainty is likely to affect the children's self-perceptions.

In the present study, socio-economic status of the subjects was measured in terms of their parents' Educational level and income per month.

Self-Perception (dependent variable)

There are various contexts in which a child's self-perception can be investigated. The present study focuses on a child's self-perception in regard to his learning ability, ability to socialise, physical appearance, physical ability, his initiativeness, and his attitude towards integration.

3:2

HYPOTHESES TESTED IN THE STUDY

From the above variables, the following hypotheses were formulated.

Null Hypothesis 1

There is no difference between the blind and the ordinary, non-blind children in their self-perceptions of:-

- (a) ability to learn
- (b) ability to socialise
- (c) physical appearance and physical ability
- (d) initiativeness
- (e) attitude towards integration.

Null Hypothesis 2 (for both the blind and ordinary subjects)

There is no difference between boys and girls, both blind and non-blind in their self-perceptions of:-

- (a) ability to learn
- (b) ability to socialise
- (c) physical appearance and physical ability
- (d) initiativeness
- (e) attitude towards integration.

Null Hypothesis 3

Relation does not exist between self-perceptions and socio-economic status of both the blind and the ordinary, non-blind subjects.

3:3

DISIGN OF THE STUDY3:3:1 Instrumentation

To measure the variables in the present study, a questionnaire was constructed, consisting of 30 items, 5 measuring self-perception as regards sociability, 7 measuring perception of physical appearance and physical ability, 5 measuring perception of initiative 3 measuring integration, attitude towards it and 3 socio-economic status. The first 26 items were constructed for the Likert-type of scoring where the subjects had to check one of the three possible responses to each item. Some items were negatively stated and some positively stated.

A basic assumption underlying, self-concept measures is that, what an individual reports about himself reflects the way he perceives himself and also the way he wants his significant others to perceive him. Therefore, in most cases, Psychologists approach the investigation of self-concept by process of inference.

The questionnaire constructed for the present study, contained items that elicited self-perceptions regarding the ability to learn, ability to socialise, physical ability, physical appearance, initiativeness

and attitude towards integration.

A pilot study was first carried out for standardisation of the questionnaire, with subjects from Thika Primary School for the Blind and Sagam Primary School in Kisumu area. Thika school was selected because it is a school for the blind which was convenient to the researcher and one which was not to be used in the final data collection. Sagam Primary school was chosen in Kisumu area because the final data collection would be done in that area.

The results of the pilot study are shown in Tables 3:1a, 3:1b, 3:1c, 3:1d, 3:1e, 3:1f, 3:1g, and 3:1h.

From the obtained data, empirical keying was done as a means of selecting the appropriate and most discriminating items to be used in the final data collection. The initial pool of items was selected from textbooks, standardised personality inventories developed in other parts of the world and from other previous studies on self-concept.

Empirical keying as shown in Table 3:1b, guarantees that the scale will have concurrent validity since only the items that discriminate highest between the opposing responses are selected for the final scale, and consequently a combination of these items also differentiates between those who perceived themselves highly and those of low self-perceptions.

Homogenous keying was also carried out to determine the inter-correlations among the items proposed to measure a single variable such as self-perception as regards the ability to learn.

3:3:2 The Subjects

The subjects for this study were drawn from 2 special schools for the blind and 2 ordinary primary schools situated near to the schools for the blind in order to minimise the geographical and environmental differences as much as possible.

A total of 80 subjects was used, 40 blind children aged between 9 - 14 years and 40 ordinary, non-blind children of similar age-range. A half of each group of subjects were girls and half were boys.

3:3:3 Sampling Procedure

(a) Blind Subjects:- Twenty blind children of age 9 - 14 years were randomly selected from St. Oda's School, Aluor in Kisumu area. St. Oda's and Kibos schools for the blind, are the only schools for the blind in Kisumu area where the present study was conducted. There has been little research work done in this part of Kenya and the area is also an ideal example of a rural town area. Half of the subjects (20)

were girls and half (20) boys.

St. Oda's School for the Blind

St. Oda's School for Blind in Aluor - Kisumu area was one of the first special schools to be established in Kenya. It was started in 1961 with a class of 7 pupils by the Catholic Missionaries in conjunction with Kenya Society for the Blind and has now grown to a full primary school with a pre-vocational training programme for blind girls.

It is situated in a typical Kenyan rural area within the Luo community, though the school admits children from all over the country. The surrounding community are predominantly subsistence farmers who depend entirely on their seasonal harvests for their livelihood.

The other 20 blind subjects were also randomly selected from Kibos School for the Blind children of the age range 9 - 14 years, half of these were boys and half were girls. This age range was chosen because it encompasses the first years in school for most children, such that the results could be of educational implications. In their work with the Gusii of Nyanza Province, Levine and Levine (1966) found out that the weaning stage in an African tradition

is the first stage when a child begins to acquire concepts, values, attitudes etc. which will come to affect his self-concept and this stage occurs at the age of 6 - 10 years. The age range of 9 - 14 years thus used includes the weaning stage when the child first acquires attitudes and values about himself/herself.

Kibos School for the Blind

Kibos School for the Blind, was the second school for the blind to be established in Kenya. It was started by the Salvation Army group who still play a role in the administration and organisation of the school. The school was started in 1974 and is now a full primary school with classes from nursery upto class seven. It is situated at a distance of 5 kilometres from Kisumu town and the Nyanza Province Headquarters. It is within the sugar-belt plantations and the surrounding community are mostly sugar-cane growers who depend on this cash crop for their income. The climate and type of soil is not even good enough for subsistence farming. Next to the school is a government prison, within which there is a primary school. The pupils in the school come from all over the country but mostly from Nyanza and Rift Valley Province.

In all the selections a system of random numbers was used.

(b) Non-Blind Subjects

A total of forty non-blind children of age range 9 - 14 years was used. Twenty non-blind children were randomly selected from Aluor Mixed Primary School, half of these (10) were girls and half (10) boys. Aluor Mixed Primary School is a government primary school situated next to St. Oda's school for the blind. It is an old school which was started in the 1940's through the combined effort of the local community and the Religious organisations.

The other twenty non blind subjects were randomly selected from the Prison Primary School children of age range 9 - 14 years in Kibos. The school is a relatively new school situated within the prison premises and caters mainly for the children and relatives of the prison staff.

A system of random numbers was also used in the selections.

3:3:4 Data Collection

The questionnaire was administered to the subjects in the form of an interview since half of the subjects were blind. Interviewing as a tool was chosen because it allows for flexibility in the questioning since it is possible to change the phrasing of questions as per each particular respondent.

For scoring, three-point Likert type of scoring was used and each subject had to check one of the three possible responses to each item. A response of agreeing with the item, implied a high self-perception in the case of positively stated items such was accorded a score of 3, disagree response, a score of 1 and undecided response a score of 2. Therefore, self-perception regarding the ability to learn, consisting of 5 items, all positively stated, had a maximum score of 15. The higher a person's score, the higher his self-perception on the particular ability and for a particular perception all the subjects' scores on the items for that perception were summed up.

TABLE 3:1

PILOT PRE-TEST DATA - 15 BLIND AND 15 ORDINARY SUBJECTS

		ABILITY TO LEARN	SOCIA- BILITY	PHYSICAL ABILITY AND PHY- SICAL APP.	INITIA- TIVE- NESS	ATTI- TUDE TW IN- TEGRA- TION	SOCIO- ECONO- MIC STATUS
TOTAL SCORE		15	21	21	15	9	9
SS	1	12	16	17	13	6	7
	2	11	17	12	13	7	7
	3	9	11	12	12	6	9
	4	10	12	15	11	7	6
	5	13	10	16	10	8	8
	6	14	13	16	11	5	7
	7	15	12	18	15	7	7
	8	15	11	17	14	9	6
	9	13	18	15	13	9	8
	10	14	15	11	10	7	9
	11	13	15	13	13	8	9
	12	11	13	13	14	9	9
	13	14	12	12	12	9	7
	14	9	11	15	12	6	8
	15	7	11	14	15	7	6
	16	15	13	14	11	6	6
	17	10	12	16	10	6	7
	18	14	12	16	10	6	7
	19	13	13	17	13	6	8
	20	15	14	17	9	7	9
	21	15	16	15	11	8	7
	22	15	14	14	12	9	6
	23	12	12	16	9	9	6
	24	11	12	17	13	9	6
	25	9	15	17	15	6	7
	26	14	14	17	11	7	7
	27	13	17	12	12	7	8
	28	11	17	13	11	9	9
	29	13	18	12	14	8	7
	30	15	15	11	15	7	7
	31	9	17	16	13	6	6

TABLE 3:1a

EMPIRICAL KEYING OF THE PILOT RESULTS

ITEMS	PROPORTION RESPONDING HIGH SELF-PERCEPTION	NON-COMMITTED PROPORTION	PROPORTION RESPONDING LOW SELF-PERCEPTION	COMMENTS
1	0.467	0.467	0.066	Not V. good item
2	0.8	0.07	0.13	Good item
3	0.4	0.533	0.066	Bad item
4	0.6	0.133	0.267	Fair
5	0.13	0.33	0.54	Bad item
6	0.67	0.01	0.27	Good item
7	0.6	0.07	0.34	Good item
8	0.47	0.33	0.2	Not V. good item
9	0.27	0.13	0.6	Good item
10	0.4	0.27	0.33	Fair
11	0.47	0.00	0.53	V. good item
12	0.87	0.00	0.13	Fair
13	0.67	0.07	0.26	Good item
14	0.67	0.07	0.26	Good item
15	0.53	0.4	0.07	Bad item
16	0.67	0.27	0.06	Bad item
17	0.53	0.33	0.14	Bad item
18	0.67	0.07	0.26	Good item
19	0.6	0.27	0.13	Bad item
20	0.87	0.13	0.00	Bad item
21	0.2	0.67	0.13	V. bad item
22	0.67	0.2	0.13	Fair
23	0.8	0.13	0.07	Fair
24	0.6	0.07	0.33	Good item
25	0.73	0.000	0.27	V. good item
26	0.33	0.4	0.27	Bad item
27	0.53	0.2	0.27	Fair
28	0.33	0.67	0.00	V. bad item
29	0.467	0.267	0.266	Bad item
30	0.47	0.13	0.4	Good item
31	0.412	0.02	0.3	Good item

Empirical Keying

As shown in table 1 the proportion of responses per each item was calculated to show the proportions of subjects responding positively, negatively and the undecided.

Although all the items show some differences between the groups responding positively and negatively, only the items with the highest proportions in the opposing groups and the least proportion in the undecided group were considered as good items. These items were chosen to be used in the final scale, the other items were either discarded or reframed.

TABLE 3:1b

CORRELATION MATRIX FOR THE ITEMS MEASURING
SELF-PERCEPTION OF ABILITY TO LEARN VARIABLE

I

ITEMS	2	13	15	18	20
2		0.458	0.544	0.389	0.584
13			0.484	0.784	0.483
15				0.491	0.569
18					0.613
20					

From the matrix, it can be observed that there is a high positive correlation between the items measuring perception for ability to learn, the highest correlation being 0.784 and the lowest 0.458.

Since the items are highly, positively correlated, all correlations being higher than 0.400, the items were considered to measure a single variable. The items were thus used in the final questionnaire to measure self-perception as regards the ability to learn.

II

TABLE 3:1c

CORRELATION MATRIX FOR ITEMS MEASURING
PERCEPTION OF ABILITY TO SOCIALISE

ITEMS	1	3	4	7	16	21*	23*
1		0.612	0.472	0.562	0.318	-0.531	0.489
3			0.572	0.487	0.672	-0.518	-0.552
4				0.516	0.623	-0.614	-0.578
7					0.524	-0.712	-0.484
16						-0.334	-0.617
21*							0.734
23*							

* Negatively stated items.

Items are highly correlated to each other. Negatively stated items are negatively correlated to the positively stated items and highly too. The high correlations imply that the items are measuring the same thing thus, perception of ability to socialise or sociability and were used in the final data collection.

TABLE 3.1d

CORRELATION MATRIX FOR ITEMS MEASURING PERCEPTION
OF PHYSICAL APPEARENCE AND PHYSICAL ABILITY

ITEMS	25	* 8	14	17	19	* 22	24
6		0.572	0.623	0.483	0.584	0.571	0.491
* 8			0.723	-0.612	0.591	-0.431	0.517
14				0.521	0.714	0.581	0.483
17					0.731	-0.812	0.612
19						0.531	0.584
* 22							-0.657
24							

* Negatively stated items

• Correlation high enough to measure a single variable.

TABLE 3.1e

CORRELATION MATRIX FOR ITEMS MEASURING INITIATIVENESS X

ITEMS	5	9	10	11	12
5		0.584	0.613	0.513	0.521
9			0.438	0.517	0.478
10				0.397	0.493
11					0.563
12					

Correlation considered high enough to measure
a single variable.

TABLE 3.1f

CORRELATION MATRIX FOR ITEMS MEASURING ATTITUDE
TOWARDS INTEGRATION

ITEMS	6	29	31	
6		0.521	0.487	
29			0.573	
31				

Correlation considered high enough to
measure a single variable.

TABLE 3.1g

CORRELATION MATRIX FOR ITEMS MEASURING
SOCIO-ECONOMIC STATUS

ITEMS	27	28	30	
27		0.652	0.574	
28			0.547	
30				

Items that showed a correlation of 0.400 or higher were considered to be related high enough to be used in measuring a single variable such as perception as regards physical ability and physical appearance, or perception as regards ~~initiativeness.~~ ✓

CHAPTER FOUR

RESULTS AND DISCUSSION

- 4:1 Analysis of the data.
- 4:2 Results on Hypothesis 1.
- 4:3 Results on Hypothesis 2.
- 4:4 Results on Hypothesis 3
- 4:4:1 Socio-economic status and perception of ability to learn
- 4:4:2 Socio-economic status and perception of ability to socialise
- 4:4:3 Socio-economic status and perception of physical ability and physical appearance
- 4:4:4 Socio-economic status and perception of initiatiuveness
- 4:4:5 Socio-economic status and attitudes towards integration
- 4:5 Summary of the Results.

7

4:1 ANALYSIS OF THE DATA

The means, variance and standard deviation for each group of the subjects was calculated, 2-way analysis of variance was also carried out to determine the significance of differences between the means and Pearson-Product ^Mmoment correlation (Pearson r) was - - - X something omitted perceptions and socio-economic status. Tables 4:1, 4:2, 4:3, 4:4, 4:5 and 4:6 show the means, variance and standard deviation of the collected data. X

Table 4.1

Means and variance of scores from Blind Subjects

PERCEPTIONS	TOTAL SCORE	MEAN SCORE	VARIANCE	STANDARD DEVIATION (SD)
ABILITY TO LEARN	533	13.33	3.084	1.756
ABILITY TO SOCIALISE	673	16.58	2.65	1.628
PHYSICAL ABILITY AND PHYSICAL APPEARANCE	609	15.23	3.32	1.822
INITIATIVE-NESS	459.2	11.48	3.09	1.546
ATTITUDE TOWARDS ¹ INTEGRATION	277	6.93	1.063	1.031

Within each group, there is no significant difference between the means, with no big variance between the scores.

The higher the mean score, the higher the self-perception.

Table 4.2

Means and variance of scores from Non-blind subjects

PERCEPTIONS	TOTAL SCORE	MEAN SCORE	VARIANCE	S .D
ABILITY TO LEARN	473	11.83	3.359	1.833
ABILITY TO SOCIALISE	605	15.13	3.821	1.954
PHYSICAL ABILITY AND PHYSICAL APPEARANCE	541	13.53	4.408	2.1012
INITIATIVE	425.2	* 10.63	2.09	1.446
ATTITUDE TOWARDS INTEGRATION	269	6.75	1.052	1.0257

S. D - Standard deviation

The variance of scores from the mean is not so big and hence the means for each group can be taken as representative of the groups. The Non-blind children's perception mean score for initiativeness was found to be statistically significant by use of student 't' test.

The higher the mean score, the higher the self-perception.

Table 4.3

Mean and variance of Blind Boys' Perception Scores

PERCEPTIONS	TOTAL SCORE	MEAN SCORE	VARIANCE	S D
ABILITY TO LEARN	256	12.8	9.2	3.033
ABILITY TO SOCIALISE	323	* 16.15	3.56	1.887
PHYSICAL ABILITY AND PHYSICAL APPEARANCE	302	15.1	7.01	2.648
INITIATIVE	224	* 11.2	5.813	2.411
ATTITUDE TOWARDS INTEGRATION	139	6.95	2.29	1.513

The variance perception score for each group was considered low enough for the mean scores to be taken as representative of the groups. The mean score for ability to socialise was observed to be statistically different from the other group means.

The higher the mean score the higher the self-perception.

Table 4.4

Mean and variance of Blind Girls Perception Scores

PERCEPTIONS	TOTAL SCORE	MEAN SCORE	VARIANCE	S D
ABILITY TO LEARN	277	13.8	9.84	3.137
ABILITY TO SOCIALISE	340	* 17	1.14	1.066
PHYSICAL ABILITY AND PHYSICAL APPEARANCE	307	15.35	6.92	2.631
INITIATIVE	236	11.8	8.32	2.884
ATTITUDE TOWARDS INTEGRATION	138	6.9	3.38	1.838

The mean scores were taken as representative of each group. The mean score for the perception of ability to socialise was observed to be statistically higher than the other scores, thus the blind girls rate higher in their perception of ability to socialise.

The higher the mean score, the higher the self-perception.

Table 4.5

Mean and variance of Non-blind boys' scores

PERCEPTIONS	TOTAL SCORE	MEAN SCORE	VARIANCE	S D
ABILITY TO LEARN	.229	11.45	7.81	2.795
ABILITY TO SOCIALISE	295	14.75	4.235	2.058
PHYSICAL ABILITY AND PHYSICAL APPEARANCE	268	13.4	8.04	2.835
INITIATIVE	222	11.1	7.80 ?	2.793
ATTITUDE TOWARDS INTEGRATION	144	7.2	5.72	2.392

The calculated variance for each group was considered low enough for the mean scores to be taken as representative scores.

The higher the mean score, the higher the self-perception.

Table 4.6

Means and variance of Non-blind Girls Scores

PERCEPTIONS	TOTAL SCORE	MEAN SCORE	VARIANCE	S D
ABILITY TO LEARN	244	12.2	8.72	2.951
ABILITY TO SOCIALISE	310	15.4	8.10	2.846
PHYSICAL ABILITY AND PHYSICAL APPEARANCE	273	13.65	4.805	2.192
INITIATIVE	212	10.6	4.235	2.058
ATTITUDE TOWARDS INTEGRATION	135	6.75	6.416	2.533

The mean scores were taken as representative scores for the groups. The highest perception score for the Non-blind girls was in their perception of ability to socialise.

The higher the mean score, the higher the self-perception.

4:2

RESULTS ON HYPOTHESIS 1

Hypothesis:

There is no difference between the blind and the non-blind children, of similar age range in their self-perceptions of:-

- (i) ability to learn
- (ii) ability to socialise
- (iii) physical appearance and physical ability
- (iv) initiativeness
- (v) attitude towards integration.

Table 4.7

Perceptions of the Blind compared to
those of Non-blind subjects

Perceptions	Mean scores for the Blind	Mean scores for Non-blind
Ability to learn	13.33 *	11.83
Ability to Socialise	16.58 *	15.13
Physical ability and physical appearance	15.23 *	13.53
Initiati- veness	11.48 *	10.63
Attitude towards integration	6.93	10.75

*Difference between the means is significant. The blind subjects perceive themselves as better able to learn than the non-blind; better able to socialise, better in their physical appearance and in their ~~initiati-veness~~ ~~veness~~. The difference between their perceptions is significant at 5% level.

Blind children view themselves higher as achievers more than non-blind children of similar age. This higher perception would imply that the blind children have confidence in their ability to learn. Various past researchers show evidence that a person's self-perception is positively related to his achievement in the particular perception area. Hence with, the provision of their special education requirements, the blind children should be able to achieve high in their learning. This has implication to the planners of special education.

The high self-perception could also be a reaction of the blind against their loss of vision and as a method of adjusting to their blindness. Teachers of the blind should, therefore, be made aware of this possibility, so that in their interactions with the pupils, they will seek to provide appropriate and optimal Psycho-social learning environments.

Integration of the Blind and Non-blind children in the same class would also help to moderate this seemingly high self-perception of the blind children's ability to learn. If this high self-perception is a result of stereotyping, then teachers need to take steps to check it.

These results support the findings of Zunich and Ledwith (1965), they also found that the blind tend to use extremes such as all the time, more often than the

sighted subjects.

Grinter (1974) however, found out that there is no difference between self-concepts of the blind and that of the sighted. While these studies measured self-concept as a unitary concept, in the present study, self-concept was measured in regard to various abilities.

Table 4.8

Difference Between Blind and Non-blind children
in Perception of their ability to learn

ANOVA TABLE

Source of variation	df	SS	MS	F
Within groups	78	257.884	3.306	<u>MS between</u> <u>MS within</u> = 13.622
Between groups	1	45.04	45.04 ₁	

$$df = 1,78$$

$$F_{0.05} = 4.00$$

Calculated 'F' value is more than the critical value and the ^{null} hypothesis is thus rejected, there is significant difference between the two groups. The Blind children perceive their ability to learn differently from the non-blind children.

Table 4.9

Difference between the Blind and Non-blind children in perception of their ability to socialise

ANOVA TABLE

Source of variation	df	SS	MS	'F'
Within groups	78	438.88	5.627	<u>MS between</u> <u>MS within</u> = 12.926
Between groups	1	72.736	72.736	

$F_{0.01} = 7.018$

$F_{0.05} = 4.00$

Critical value of 'F' at 5% level of significance is less than the calculated value of 'F' hence the null hypothesis is rejected, and the difference in perception between the two groups is significant.

The blind view themselves as better in socialisation than the non-blind children of similar age range. This could be a reaction of the blind against their loss of vision which results in them having unrealistic views of themselves and their abilities. Consequently teachers of blind children need to pay greater attention to the Psycho-social conditons of their pupils individually and as a class and in all the interactions with their pupils, realistic attitudes should be emphasised.

This is particularly important now that integration of handicapped persons is a government policy in Kenya and they will be expected to compete equally with their non-handicapped counterparts.

In the Teacher training programme, normal adjustment behaviours of the blind should be emphasised and included in the curriculum.

Table 4.10

Difference between the Blind and Non-blind children in perception of their physical appearance and physical ability

ANOVA TABLE

Source of variance	df	SS	MS	F
Within groups	78	308.961	3.961	<u>MS between</u> <u>MS within</u> = 13.922
Between groups	1	55.144	55.144	

$F_{0.01} = 7.018$

∴ The null Hypothesis is thus rejected at 5% level of significance and the difference in perception between the two groups is statistically significant. Since the blind are not able to look at themselves in a mirror, they are prone to think of themselves more positively.

The non-blind are able to see themselves, see the expressions on other people's faces as they look at them and hence they are able to view themselves more realistically.

Table 4.11

Difference between the Blind and Non-blind children in perception of their initiativeness

Source of variance	df	SS	MS	F
Within groups	78	245.415	5.262	<u>MS between</u> MS within = 10.159
Between groups	1	53.456	53.456	

$F_{0.01} = 7.018$

l.c. The null Hypothesis is rejected at 5% level of significance, therefore the difference in perception between the two groups is significant. The blind children view themselves as ^{having} being more initiative than the non-blind children of similar age-range.

This could have implications to the teaching methods used by teachers for the blind children. The teachers need to allow their pupils to manipulate objects in their surroundings more. This could be particularly important in the teaching of science subjects.

Table 4.12

Difference between the Blind and Non-blind children
in their attitude towards integration

ANOVA TABLE

Source of variance	df	SS	MS	F
Within variance	78	126.129	1.6	MS between MS within = 5
Between variance	1	8	8	

$$F_{0.01} = 7.018$$

$$F_{0.05} = 4.00$$

The Hypothesis is accepted at 1% level of significance, thus, there is no difference between the Blind and Non-blind children in their attitude towards integration.

This could be of importance to the policy makers in special Education as regards integration of the Handicapped children.

General Comments

In most of the comparisons, the perception of Blind children was found to be higher than that of Non-blind children. This high self-perception could be a reaction of the Blind children against their loss

4:3 HYPOTHESIS 2 RESULTS

Hypothesis: (For the Blind and ordinary subjects)

There is no difference between Boys and Girls in their self-perceptions of:-

- (i) ability to learn
- (ii) ability to socialise
- (iii) physical appearance and physical ability
- (iv) initiativeness
- (v) attitude towards integration

(a) Data from Blind Subject

Table 4.13

Perceptions of the Boys compared to those of the Girls

Perceptions as Regards	Mean scores for the Boys	Mean scores for the Girls
Ability to learn	12.8	13.85
Ability to Socialise	16.15	17.0
Physical appearance and physical ability	15.1	15.35
Initiativeness	11.2	11.8
Attitude towards integration	6.95	6.90

The higher the mean score the higher the self-perception.

Using the analysis of variance statistic no significant difference was found between the self-perceptions of Blind Girls and Blind Boys, with regard to their various abilities.

(b) Data from Ordinary Subjects

Table 4.14

Table showing perceptions of Boys compared to those of Girls

Perceptions as Regards	Mean scores for Boys	Mean scores for Girls
Ability to learn	11.45 *	12.2
Ability to Socialise	14.75	15.5
Physical appearance and physical ability	13.4	13.65
Initiativeness	11.1	10.6
Attitude towards integration	7.2	6.75

The higher the mean score, the higher the self-perception

* Statistically significantly different.

In the other perceptions the differences between ordinary girls and ordinary boys is not significant.

The high perception of ordinary boys as regards their ability to learn could be explained in terms of the African sex-role system. In most African societies the boys are brought up with an attitude that they are superior and academically more able than their sisters hence the African boys (Kenya inclusive) normally perceive themselves to be academically higher. Consequently the above results could be indicating this attitude. In the other perceptions, the results show no significant difference between boys and girls, though we would expect a difference, in the perception of their initiativeness, the boys having a higher perception due to the same sex-role expectations.

Table 4.15

Difference between Blind boys and Blind Girls in their perception of ability to learn

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	127.66	3.36	$\frac{\text{MS between}}{\text{MS within}}$ = 3.283
Between groups	1	11.026	11.026	

$F_{0.05} = 4.08$

Calculated 'F' value is less than the critical value at 5% level of significance and the hypothesis is thus accepted. There is no significant difference in the way the blind girls and blind boys perceive their ability to learn.

Table 4.16

Difference between Blind boys and blind girls in their perception of ability to socialise

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	337.56	8.883	<u>MS between</u>
Between groups	1	7.226	7.226	MS within = 0.813

$$F_{0.05} = 4.08$$

Calculated 'F' value is less than the critical value hence the hypothesis is accepted. There is no significant difference in the way the blind girls and blind boys perceive their ability to socialise.

Table 4.17

Difference between Blind Girls and Blind Boys in their perception of physical appearance and physical ability

ANOVA TABLE

Source of variation	df	SS	MS	'F'
Within groups	38	139.427	3.669	<u>MS between</u>
Between groups	1	0.626	0.626	MS within = 0.171

$$F_{0.05} = 4.08$$

Hypothesis is accepted, thus there is no significant difference in the way the blind girls and blind boys perceive their physical appearance and physical ability. If the blind boys and blind girls are exposed to the same sex-roles as the non-blind we would expect some difference in their perception of physical appearance and physical ability. The girls being more conscious of their physical appearances.

Table 4.18

Difference between Blind girls and blind boys in their perception of their initiativeness

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	224.04	5.896	<u>MS between</u>
Between groups	1	3.6	3.6	MS within = 0.611

$$F_{0.05} = 4.05$$

Hypothesis is accepted at 5% level of significance thus, there is no difference in the way the blind boys and blind girls perceive their initiativeness.

Assuming that the blind children are exposed to the normal, Sex-role expectations, we would expect a difference in the way blind girls and blind boys perceive their initiativeness. The boys being more concerned about their initiativeness.

Table 4.19

Difference between Blind girls and blind boys in their attitude towards integration

ANOVA TABLE

Source of variance	df	SS	MS	F
Within groups	38	56.76	1.494	<u>MS between</u>
Between groups	1	0.026	0.026	MS within = 0.017

$$F_{0.05} = 4.05$$

The calculated 'F' value is less than the critical value and the hypothesis is thus accepted, there is no significant difference in the blind girls and blind boys' attitude towards integration.

It seems that since the blind children are all exposed to the same way of socialisation the effect of sex-difference in the perceptions of blind children is similar. In all the perceptions and in their attitude towards integration, no significant difference was observed between the blind girls and blind boys.

Table 4.20

Difference between the Non-blind boys and Non-blind girls in their perception of ability to learn

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	166.16	4.373	<u>MS between</u> MS within = 13.248
Between groups	1	57.932	57.932	

$$F_{0.05} = 4.08$$

Hypothesis is rejected, and there is significant difference in the way, the non-blind boys and non-blind girls perceive their ability to learn. The girls perceiving themselves as better able to achieve academically than the boys. This would mean that at early school age, (9-14 years) girls have high academic views of themselves which if encouraged and developed would result in highly motivated school girls.

This difference is not found in the case of blind subjects, this could be because, the way of socialisation for the blind is similar for both the girls and boys.

Table 4.21

Difference between the Non-blind Girls and Non-blind boys on their perception of ability to socialise

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	193.197	5.084	<u>MS between</u>
Between groups	1	5.625	5.625	MS within = 1.1064

$$F_{0.05} = 4.08$$

Hypothesis is accepted, thus there is no significant difference between the non-blind boys and girls in the way they perceive their ability to socialise. Similar result was observed with the blind subjects.

Sears (1963) also found that American girls rate higher in the self-measures of their social ability than boys who rate higher on their physical ability. In most African cultures, girls tend to attach more importance to the social relations than the boys and the tendency of keeping together is normally more in girls than boys, hence we would have expected some difference between the boys and girls in their perception of social ability, the girls perceiving themselves as more sociable.

Table 4.22

Difference between the Non-blind boys and Non-blind girls in perception of their physical appearance and physical ability

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	222.93	5.867	<u>MS between</u> MS within = 0.1065
Between groups	1	0.625	0.625	

$$F_{0.05} = 4.08$$

Hypothesis is accepted thus, there is no significant difference between the non-blind boys and girls in perception of their physical appearance and physical ability.

Similar result was found with the blind subjects. Though the results show no significant difference, between the girls and boys, normally we would expect the girls to be more conscious of their physical appearance.

Table 4.23

Difference between the Non-blind boys and Non-blind girls in perception of their initiativeness

ANOVA TABLE

Source of variance	df	SS	MS	'F'
Within groups	38	190.31	5.008	$\frac{\text{MS between}}{\text{MS within}} = 0.4992$
Between groups	1	2.5	2.5	

$$F_{0.05} = 4.08$$

The Hypothesis is accepted at 5% level of significance and the difference between non-blind boys and non-blind girls in perception of their initiativeness is not statistically significant.

Similar results was found for the blind subjects. This similarity of perception could be due to the age of subjects used in the study.

As for the blind subjects, the different sex-roles may not be so profound since in most communities, Handicapped children are still regarded as special people and their elders may not strive to teach them the different sex-roles, and regardless of their sexes they will be subjected to a similar way of socialisation.

Table 4.24

Difference between the Non-blind girls and Non-blind boys in their attitude towards integration

ANOVA TABLE

Source of variance	df	SS	MS	F
Within groups	38	80.7	2.124	$\frac{\text{MS between}}{\text{MS within}}$ = 0.958
Between groups	1	2.025	2.025	

$F_{0.05} = 4.08$

Hypothesis is accepted and the difference between non-blind boys and girls in their attitude towards integration is thus not significant.

Similar result was observed with the blind subjects. Integration of the Handicapped, has been recommended in the Kenya's draft policy of Special Education and in many cases, this has been achieved to some extent. The Ministry of Basic Education, which caters for the Education of Handicapped children, aims at full integration of the disabled with the ordinary children. Consequently, there is need to in-service teachers and to expose them to specific techniques in order to adequately equip them with the right knowledge

and skills necessary for the teaching of the Handicapped.

The community at large should also come forward and play their part, such as in the provision of facilities to the disables. Community is a vital prerequisite in integration of the Handicapped and it can play a role in eliminating prejudices held by people in general about the Handicapped.

Integration in early school life could also be a major aspect in socialisation process.

3

4.4

RESULTS ON HYPOTHESIS 3

Null Hypothesis:

There is no relation between the self-perceptions and socio-economic status of the blind and non-blind children aged 9-14 years.

The Pearson-product moment correlation (peason r) was calculated to find out if any relation exists between the blind and non-blind children's perceptions as regards:-

- (i) ability to learn
 - (ii) ability to socialise
 - (iii) physical appearance and physical ability
 - (iv) initiativeness
 - (v) attitude towards integration,
- and their socio-economic status. (SES)

A correlation value of $r = 0.400$ or above was considered to indicate a high correlation.

Table 4.25

Correlation of Blind subjects' perceptions and
Their Socio-economic Status (SES)

	Blind Boys SES	Blind Girls SES
Self-perception as regards the ability to learn	0.231	0.024
Self-perception as regards the ability to socialise	0.111	0.22
Self-perception as regards physical appearance and physical ability	0.213	0.125
Self-perception as regards initiativeness	0.514 *	0.438 *
Attitude towards integration	0.312	0.322

*a significant correlation.

Table 4.26

Correlation of Ordinary Subjects' perceptions and
Their Socio-economic Status (SES)

	Ordinary boys SES	Ordinary girls SES
Self-perception as regards the ability to learn	0. * 564	* 0.467
Self-perception as regards the ability to socialise	0.226	0.342
Self-perception as regards physical ability and physical appearance	0. * 631	0.313
Self-perception as regards initiativeness	0. * 523	0.142
Attitude towards integration	0. * 471	0.521 *

* - A significant correlation.

The analysis carried out here, attempted to find out how the Blind and Non-blind children's perceptions are related to their socio-economic status.

From the obtained data, all the perceptions except, for the perception regarding ability to learn for blind girls, showed some positive relation with socio-economic status of the subjects. In the present study, self-perception was considered as a social structure arising from social experience (Mead 1934) hence a relation was expected between the self-perception and socio-economic status. The sex differences observed in these correlations can be attributed to the different experiences that boys and girls are exposed to during socialisation.

4:4:1 Socio-economic status and perception of ability to learn

A high correlation was observed for the ordinary boys and not for the blind boys, this could be a result of different treatments for the blind and non-blind children. Cross cultural evidence reveals that socialization influences how a child acts, feels and thinks (Whitting & Whitting 1968) with integration this differential treatment can be controlled.

A Ugandan Coleman report (1972) concluded that self-concept among Uganda children is not a result of their social privilege and that higher academic achievements lie more in a sense of concept that a child has of himself, rather than in how privileged a child's social

environment may be. Results from the present study show a contrary observation.

A study by Coppersmith (1967) supports these results, his results indicated that children who are brought up in a permissive environment tend to develop less self-esteem than those reared in a firmer and more demanding atmosphere, thus the social surrounding of a child affects the development of his self-concept.

As for the blind subjects, a positive relation was observed to exist for blind boys but not for blind girls.

4:4:2 Socio-economic status and Perception of ability to Socialise

There is some positive relation for both the blind boys and blind girls and for the non-blind boys and girls. In all the cases the relationship is not high. However we would expect the ability to socialise to be highly related to the socio-economic status since socialisation processes depend more on the home environment and the society or community at large.

4:4:3 Socio-economic status and perception of
physical ability and physical appearance

For the blind subjects, there was some relation between SES and the perception for both girls and boys. However, for the non-blind subjects, the boys had a higher correlation than the girls.

4:4:4 Socio-economic status and perception
of initiativeness

A high correlation was observed for both the blind boys and blind girls hence it would be important for the societies and special schools for the blind, to ensure that adequate and harmonious social climate is provided.

For the non-blind, a high correlation was observed only for the boys and not for the girls.

4:4:5 Socio-economic status and attitudes
towards integration

Some positive correlation was observed between the blind boys and blind girls, hence for integration to succeed, more consideration could be given to the social status of the blind child, and the community into which he/she is to be integrated. For the non-blind subjects high correlation was observed for both the girls and boys.

4:5

SUMMARY OF THE RESULTS

The results throw some light onto the way in which blind children view themselves and their abilities. Significant differences were observed to exist between self-perceptions of the blind and non-blind children, the blind perceiving themselves as better in most of the abilities.

The effect of sex-difference was observed only in the case of non-blind children and not for the blind children, this could be attributed to the similar socialisation process, that both the blind girls and blind boys are exposed to.

Positive correlations were found between the blind and non-blind children's perceptions and their socio-economic status.

In the next chapter some recommendations of how these results can be useful and recommendations for future research are suggested.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

The Handicapped persons are often exposed to stereotyped attitudes and treatments which can lead to their forming particular attitudes about themselves and their abilities. They have always been considered as helpless and their dependence on others has been viewed as a natural consequence of their handicap. There is a lot of public misconception about handicapped people in most of the societies and it is thus important for the public to be educated about the handicapped persons, their attitudes, values and abilities. This will enable and enhance integration of the handicapped into their societies.

This study aimed at creating an awareness of what the handicapped and in particular the blind hold as their personal views about themselves and their abilities. It is through this self-understanding that their personality traits can be expressed which could be taken into account in programming their educational services. The results of this study have got implications to the educators and curriculum developers in special education, to the society and to the blind children themselves.

To the educators, these results can be useful in improving the educational services and integration of blind children. In the teaching, more attention should be given to the child's sense of competence, this will result in the children having more confidence in themselves and their abilities. Consequently, an input of this could be made in the teacher-training programmes and in curriculum development, and the conditions necessary for the development of a healthy self-view should be one of the major concerns of those engaged in education of the handicapped.

Four steps seem particularly valuable for the teacher to follow in providing a suitable Psycho-social environment for their pupils and leading to the formation of realistic self-concepts about themselves and their abilities:-

- (a) to see each student as a person of worth and dignity,
- (b) to provide an educational atmosphere characterised by warmth, respect and safety,
- (c) to be sensitive to how students are viewing things and
- (d) to convince each student that he is capable of coping with the school's expectations.

The teachers should be able to understand the individual differences amongst their pupils and treat each child in accordance to his particular needs.

Similarity in perception of the blind girls and blind boys as regards their ability to learn would imply that co-education of the blind children is viable and this has got economic implications to the policy makers and the planners in special education.

With regard to integration, the present results indicate that before this is implemented, it is necessary to in-service teachers and expose them to specific techniques in order to equip them with the right knowledge and skills necessary for the teaching of blind children.

The parents of blind children and the society at large should also come out and support the educational programmes, for the handicapped. The society could also be encouraged to provide suitable social environment that will enable the handicapped children to develop positive attitudes about themselves and their abilities.

For the blind children, the results of this study could lead to improved services and treatments as a result of people getting aware of their aspirations, views, values and difficulties. The study also exposes them to their own views about themselves and

their abilities which is important for their Psychological development and integration into society.

A child's self-perception can be enhanced by the people whom he sees as significant and important in his life, thus, teachers can be significant forces in the lives of their pupils and can help to reinforce and prevent formation of positive self-concepts. It would thus be important to carry out a research to establish the relation between teachers' perceptions and the blind children's achievement in school.

To evaluate the effectiveness of integration, a comparative study could be carried out, to compare the academic achievements of handicapped children in the integrated units and those in separate special schools.

As a follow up, a similar research could be carried out at national level with a larger sample of blind children in Kenya. Further research could also be done to find out self-perception of children with other handicaps. It is also important to carry out a research study aimed at developing a self-rating instrument for use in measuring self-perception of handicapped children in Kenya.

Analysis of the causes for the differences in perception was beyond the scope of this study and hence another research could be carried out to explore the possible causes for the differences in self-perceptions.

LIMITATIONS OF THE STUDY

Some people when confronted with items that force them to think about themselves, become defensive and mask their true personalities, others are unwilling to say other than pleasant and socially desirable things about themselves and others are unwilling to consider aspects of their personalities that they had never confronted before. All these are limitations which the Researcher is aware of in the present study.

Edwards (1967) also stated that many people responded to items on personality inventories, not solely in terms of their actual behaviour and characteristics but also in terms of the social desirability of the item.

APPENDIX 1

FIRST DRAFT OF QUESTIONNAIRE USED IN PILOT STUDY.

STATEMENTS ON SELF-PERCEPTION	AGREE	UN-DEC.	DISAGREE
1. I learn new things quickly			
2. I think I look beautiful/ handsome			
3. I think I look like a sportsman			
4. I like playing with other children			
5. I am a clever boy/girl.			
6. I think I will learn upto University.		2	
7. My friends like me very much.			
8. My parents do not like me.			
9. I am proud of my work at school.			
10. I am very popular with my friends.			
11. I find it easy to learn new things.			

STATEMENTS ON SELF-PERCEPTION	AGREE	UN-DEC.	DISAGREI
12. I find it easy to start new games.			
13. I find it easy to please other people.			
14. I would not like to marry a handicapped person.			
15. I would like to be in a class with both handicapped and non-handicapped children			
16. I always help with the work at home.			
17. I like working together with my friends in the village.			
18. I would like to study science in my future learning.			
19. Most people tell me that I am beautiful/handsome.			
20. I always do well in my class work.			
21. I think that most people like me very much.			
22. I don't like getting help from other people in time of danger.			

STATEMENTS ON SELF-PERCEPTION	AGREE	UN-DEC.	DISAGRE
23. I think I am a very strong person.			
24. I think I am good in sports.			
25. I am not as nice looking as most children.			
26. I would like to be a leader of my classmates.			

SECTION B.

27. How far did your father go in schooling?
- (a) University level.
 - (b) High School level.
 - (c) Secondary level.
 - (d) Primary level.
 - (e) No schooling.
28. What is the income of your family?
- (a) Less than 100 shillings.
 - (b) 100-200 shillings.
 - (c) 200-500 shillings.
 - (d) 500-1,000 shillings.
 - (e) more than 1,000 shillings.

29. (i) What would you prefer in your marriage?
- (a) Not to marry.
 - (b) To marry a handicapped person (deaf, crippled).
 - (c) To marry a blind person.
 - (d) To marry a non-blind person.
 - (e) Do marry a non-blind, non-handicapped person.
- (ii) Give reason for your above answer.
30. What kind of work does your mother do?
- (a) Employed.
 - (b) Works on her large shamba.
 - (c) Works on someone's shamba.
 - (d) Works on her small shamba.
 - (e) Is just at home.
31. How do you like learning together with children who are/not blind (depending on the case)
- (a) I like very much.
 - (b) I like it much.
 - (c) I like moderately.
 - (d) I like a little.
 - (e) I don't like at all.

APPENDIX II
QUESTIONNAIRE USED FOR DATA COLLECTION

	1	2	3
STATEMENTS ON SELF-PERCEPTION	AGREE	UN-DEC.	DISAGREE
1. I like playing with other children.			
2. I am proud of my work at school.			
3. I make friends very easily			
4. I am popular with boys/girls (depend on sex.)			
5. I find it easy to start new things in class.			
6. I often take part in helping with work at home.		?	
7. I find it easy to get along with other children.			
8. I like getting help from others at times of danger.			
9. I like doing most of my work alone.			
10. I like being a leader of my play-group.			
11. I find it easy to start new games when playing.			

	1	2	3
STATEMENTS ON SELF-PERCEPTION	AGREE	UN-DEC.	DISAGREE
12. I like being a leader of my classmates i.e. prefect.			
13. I learn new things quickly.			
14. I look like an athlete.			
15. I think can learn upto University level.			
16. I find it easy to make other people laugh			
17. People like me as much as they should.			
18. I would like to study Science, Nature Study in my further schooling.			
19. I think I am nice looking.			
20. I usually do well in my class-work.			
21. I am not happy most of the time.			
22. Most children do not like me.			
23. I feel shy in front of other children.			
24. I think I am good in sports.			
25. I am not as nice looking as most children.			
26. I am an important person to my classmates.			

SECTION 'B'

27. What level of Education did your father reach?

(a) No schooling.

(b) Primary.

(c) Secondary.

(d) High school.

(e) University

Consider the five possible answers and select one which best applies to you.

28. About how much money per year do your parents get?

(in shillings)

(a) over 1,000

(b) 500-1,000

(c) 200-500

(d) 100-200

(e) less than 100.

29. (a) Which of the following would you like?

(a) to marry a non-blind, non-handicapped person.

(b) to marry a non-blind person.

(c) to marry a blind person.

(d) to marry a handicapped person (deaf, crippled etc.)

(e) not to marry at all.

(b) What is your reason for the above answer?

(tick as it applies to you)

- (a) I am blind I can't marry.
- (b) Non-blind partner can cheat me.
- (c) Non-blind partner will help me.
- (d) Having a blind partner will mean, we have blind children.
- (e) Blind people are social outcasts.
- (f) A blind partner will be a bother.
- (g) Handicapped people should marry only handicapped partners
- (h) Handicapped people are a shame to a family.
- (i) I will be able to help my blind partner.
- (j) I will be able to help my handicapped partner.

2

30. What kind of work does your mother do?

- (a) Employed
- (b) Works on her large shamba
- (c) Works on someone else's shamba
- (d) Works on her small shamba
- (e) is just at home.

31. How do you like learning together with children who are not/are blind (depending on the case).

(a) very much

(b) much

(c) moderately

(d) a little

(e) not at all.

2

APPENDIX III

TABLE SHOWING DISTRIBUTION OF THE SUBJECTS BY AGE

AGE-RANGE OF SUBJECTS	PERCENTAGE OF THE TOTAL SAMPLE
-----------------------	-----------------------------------

9 years 1 month - 9 years 6 months	10.50
------------------------------------	-------

9 years 7 months - 10 years 0 month	7.90
-------------------------------------	------

10 years 1 month - 10 years 6 months	11.13
--------------------------------------	-------

10 years 7 months - 11 years 0 months	9.02
---------------------------------------	------

11 years 1 month - 11 years 6 months	10.50
--------------------------------------	-------

11 years 7 months - 12 years 0 month	4.98
--------------------------------------	------

12 years 1 month - 12 years 6 months	15.10
--------------------------------------	-------

12 years 7 months - 13 years 0 month	10.80
--------------------------------------	-------

13 years 1 month - 13 years 6 months	10.07
--------------------------------------	-------

13 years 7 months - 14 years 0 month	10.00
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