CHALLENGES FACING INTEGRATION OF VISUALLY IMPAIRED LEARNERS IN PUBLIC PRIMARY SCHOOLS IN TRANS-NZOIA WEST DISTRICT

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E55/CE/15098/2008

A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION (ADMINISTRATION) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

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MAY 2012
DECLARATION

This project is my original work and has not been presented for an award of any degree or study programme in any other university.

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DEDICATION

This work is dedicated to the almighty God who has continued to bless the work of my hands. It is also dedicated to my loving wife Beatrice and children Sammy, Stanley and Faith whose support and encouragement especially during the highly demanding and challenging moments has finally enabled the accomplishment of this work.
ACKNOWLEDGEMENT

I wish to express my indebtedness to the elaborate and inspiring guidance and supervision into proposal writing and by extension the research process by Dr. Florence M. Itegi and Dr. Florence Kithinji whose guidance and expertise has made this work complete.

I am also aware of my great debt to my discussion group members Mwangi, Gacogu, Phyllis, Muchiri and Sumba with whom I have worked tirelessly in search of knowledge and whose ideas during the discussion sessions has greatly influenced success and the perfection of the project and moreso, head teachers, contact teachers, the visually impaired learners, the coordinating itinerant teacher and the educational assessment and resource centre coordinator for their cooperation and assistance during the data collection process. My research assistants Kariuki, Nyikuri and Lawi are highly appreciated for their dedication and commitment to the data collection work.

My sincere thanks go to Jack Opelle for his care, patience and commitment in the typing of this work and most importantly to Mr. & Mrs. Patrick Mwaniki of Kachibora and brother Wycliffe Mwaura [Naivasha] for their spiritual, physical and financial support.

Special thanks go to my loving wife Beatrice whose financial and moral support has seen the completion of this task. With Beatrice are my loving children; Sammy, Stanley and Faith whose endurance has challenged me to commit myself even more.

Finally, I wish to acknowledge that all errors and misinterpretations which might be identified in this work are solely mine and I take the responsibility.
ABSTRACT

The study sought to investigate the challenges facing integration of the visually impaired (VI) learners in public primary schools in Trans-Nzoia West district. The objectives of the study were; To assess the teaching and learning materials provided in addressing the education needs of the visually impaired learners in Trans-Nzoia West District; To establish the influence of teacher training in promoting the integration of visually impaired children in Trans-Nzoia West District; To establish the contributions of key stakeholders in addressing the needs of visually impaired children in Trans-Nzoia West District; To determine possible strategies to promote integration of the visually impaired in Trans-Nzoia West District. The study adopted the descriptive survey study research design. The study population included the 25 head teachers, 25 contact teachers in the 25 integrated public primary schools and 40 visually impaired learners. Study population also included the Educational Assessment and Resource centre coordinator (EARC). A study sample of 5 head teachers (20%), 5 contact teachers (20%) and 10 visually impaired learners (25%) was selected through the purposive sampling. Questionnaires were used for the contact teachers, visually impaired learners and head teachers and interview schedule for the EARC coordinator. The questionnaires for the visually impaired learners in the category of low vision were in normal print. This is because they were using the optical low vision devices to read while the Braille readers had their questionnaires brailled. The Braille users were instructed to use letter Y for YES responses, letter X for NO responses and numeral 2 for I DON’T KNOW responses. This was found appropriate for them for section B. Both qualitative and quantitative approaches were applied appropriately in such a way as to maximize their strengths and to minimize their limitations. The collected data was thematically analysed and measures of central tendency, frequencies and percentiles used. Bar graphs and tables were used to present the analysed data. Research findings indicated that visually impaired children in schools were not many and that there was insufficiency of learning materials and few trained teachers in the field. The research also found out that the teachers in the schools assumed the role of supervisors. The common strategies to ensuring success of the integrated programme as proposed by a majority of the respondents included improving the teacher-visually impaired children ratio, encouraging more NGO support, soliciting for more government support and ensuring that the schools through the head teachers provided the required resource rooms and materials to help manage the visually impaired children in the schools. The information collected was helpful to the stakeholders both at the Ministry of Education and at the school level in carrying out reforms that ensured proper integration of the visually impaired learners.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAGSDP</td>
<td>Atlas Alliance Global Support to Disabled people</td>
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<td>ABC</td>
<td>African Braille Centre</td>
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<td>CBM</td>
<td>Christofell Blinden Mission</td>
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<td>CEH</td>
<td>Community Eye Healthcare</td>
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<td>CIT</td>
<td>Coordinating Itinerant teacher</td>
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<td>CT</td>
<td>Contact Teacher</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>DFA</td>
<td>Dakar Framework for Action</td>
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<td>EARC</td>
<td>Educational Assessment and Resource Centre</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>FPTU</td>
<td>Free Primary Top Up</td>
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<td>IEF</td>
<td>Integrated Education Fund</td>
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<td>IT</td>
<td>Itinerant Teacher</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>KIEP</td>
<td>Kenya Integrated Educational Programme</td>
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<td>KISE</td>
<td>Kenya Institute of Special Education</td>
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<tr>
<td>KSB</td>
<td>Kenya Society for the Blind</td>
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<tr>
<td>KUB</td>
<td>Kenya Union of the Blind</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>NCERI</td>
<td>National Centre on Educational Restructuring and Inclusion</td>
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<tr>
<td>PWD</td>
<td>People with disabilities</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>SSI</td>
<td>Sight Savers International</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>VIC</td>
<td>Visually Impaired Children</td>
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<td>WCEFA</td>
<td>World Conference on Education for All</td>
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</table>
# TABLE OF CONTENTS

DECLARATION ............................................................................................................. ii
DEDICATION ............................................................................................................... iii
ACKNOWLEDGEMENT ................................................................................................. iv
ABSTRACT ..................................................................................................................... v
ABBREVIATIONS AND ACRONYMS ........................................................................ vi
TABLE OF CONTENTS ................................................................................................. vii
LIST OF FIGURES ......................................................................................................... x
LIST OF TABLES ........................................................................................................... xi
CHAPTER ONE: INTRODUCTION ................................................................................ 1
1.1 Background to the study ....................................................................................... 1
1.2 Statement of the Problem ..................................................................................... 5
1.3 Purpose of the Study ............................................................................................ 6
1.4 Objectives of the study ......................................................................................... 7
1.5 Research Questions .............................................................................................. 7
1.6 Significance of the Study ..................................................................................... 8
1.7 Limitations of the study ....................................................................................... 8
1.8 Delimitations of the study ................................................................................... 8
1.9 Basic assumptions of the study ......................................................................... 9
1.10 Theoretical Framework ...................................................................................... 9
1.11 Conceptual framework ...................................................................................... 11
1.12 Operational Definition of Terms ..................................................................... 13
CHAPTER TWO: LITERATURE REVIEW ................................................................. 15
2.1 Introduction ........................................................................................................ 15
2.2 General Overview of integration of the visually impaired learners............... 15
2.3 Retention of handicapped learners and capacity building of the teachers .... 17
2.4 Supporting teachers of the visually impaired children ............................... 19
2.5 Factors influencing integration of the visually impaired learners ............. 21
2.6 Strategies to promote integration of learners with impairment ................. 22
2.7 Summary .......................................................................................................... 25
CHAPTER THREE: RESEARCH METHODOLOGY ............................................. 26
3.0 Introduction ....................................................................................................... 26
3.1 Variables .......................................................................................................... 26
3.2 Research design ............................................................................................... 26
4.4 TRAINING OF TEACHERS OF THE VISUALLY IMPAIRED CHILDREN
4.4.1 Availability of contact Teachers
Table 4.8: Availability of contact Teachers for the visually impaired children.
4.4.2 Teacher training, and relationship to VIC enrolment
Table 4.9 Teacher training and relationship to VIC enrolment
4.4.3 Teacher training relationship to VIC retention
Table 4.10 Teacher Training and Retention of Visually Impaired Children relationship
4.4.4 Qualifications, ability to deliver and correlation to VIC satisfaction
Table 4.11 Qualification, ability to deliver and correlation to VIC satisfaction
4.4.5 Suggestions in the training of contact teachers
Table 4.12 Suggestions in the training of contact teachers
4.5 SUPPORT FROM OTHER STAKEHOLDERS
4.5.1 Relationship between visits by CIT and IT and service provision
Table 4.13 Relationship of CIT and Itinerant teachers’ visits to service provision
4.5.2 Effects of Government Contribution
Table 4.14 Effects of government contribution
4.5.3 Contribution by other Stakeholders
Table 4.15 Contribution by other Stakeholders
4.5.4 Common Support Services offered by Stakeholders
4.5.5 Adequacy of Support Services
Table 4.17 Adequacy of Support Services
4.6 STRATEGIES TO IMPROVE SERVICE DELIVERY
4.6.1 Effect of Coping Strategies by teachers in integration
Table 4.18 Effect of Coping Strategies by teachers in integration
4.6.2 Strategies to be employed to improve Service Delivery
Table 4.19 Strategies to be employed to improve Service Delivery
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS
5.0 Summary of findings
5.2 Conclusion
5.3 Recommendations
5.4 Suggestions for further studies
REFERENCES
APPENDIX I: INTERVIEW SCHEDULE FOR EARC CO-ORDINATOR
APPENDIX II: QUESTIONNAIRE FOR THE CONTACT TEACHER
APPENDIX III: QUESTIONNAIRE FOR HEADTEACHERS..................................................71
APPENDIX IV: QUESTIONNAIRE FOR VIC (LOW VISION AND TB) ......................74
APPENDIX VI: THE LOCALE OF THE STUDY..............................................................78

LIST OF FIGURES

Figure 4.1: Gender of the respondents .................................................................32
Figure 4.2: Age of the respondents .....................................................................33
Figure 4.3: Experience of the respondents ...........................................................34
Figure 4.4: Contact teacher experience .................................................................35
LIST OF TABLES

Table 4.1: Number of Visually impaired children in schools.................................36
Table 4.2: Adequacy of teaching and learning materials.......................................37
Table 4.3: Availability of resource rooms for the visually impaired learners ........38
Table 4.4 Materials used by teachers of KIEP......................................................39
Table 4.5 Role of headteachers and EARC coordinator in facilitating learning ......40
Table 4.6 Challenges in providing teaching and learning materials.........................41
Table 4.7 Responses on the state of resources in integrated schools....................43
Table 4.8: Availability of contact teachers for the visually impaired children ..........44
Table 4.9 Relationship of teacher training and VIC enrolment...............................45
Table 4.10 Relationship of teacher training and retention of VIC........................45
Table 4.11 Correlation of qualification, ability to deliver and VIC satisfaction .........46
Table 4.12 Suggestions in the training of contact teachers.....................................47
Table 4.13 Relationship of CIT and itinerant teachers to services provided..............48
Table 4.14 Effects of government contribution.......................................................49
Table 4.15 Contribution by other stakeholders.....................................................50
Table 4.16 Common support services offered by stakeholders............................51
Table 4.17 Adequacy of support services...............................................................53
Table 4.18 Effect of coping strategies by teachers in integration........................54
Table 4.19 Strategies to be employed to improve service delivery.......................55
CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Integrated education seeks to create a unified educational system, one that is able to accommodate the needs of the visually impaired learners in the mainstream classrooms. Hahn, (1989) in his book, ‘The Politics of Special Education’ argues that the growth of the Disability Rights Movements and the accompanying move towards integration of students with disabilities into general education emerged from a fundamental philosophical shift away from a ‘functional limitation’ view of disabilities towards a ‘minority group’ model. He notes that it is the society’s responsibility to provide services so that they can be included in the general community of learners. From this civil rights perspective, the integration of the visually impaired in the educational mainstream is a matter of social justice and a fundamental right.

Education as a right for all children has been enshrined in the international instruments since the Universal Declaration of 1948. Stubbs, of the Atlas Alliance Global Support to Disabled people (AAGSDP), notes that the disabled children were vulnerable to exclusion in mainstream classrooms especially due to inadequate resources. In a presentation in July 2002 in the topic “Inclusive education”, Sue Stubbs notes, “...more recently, the UN instruments have been given a reality check by international NGOs who claim that Education for All (EFA) has not worked and will not work unless there is more grassroots participation and real allocation of resources.”

A comparative analysis of the systems of the world shows that the practice of integration is a major characteristic of American and European approach to the education of the blind and most member states of the United Nations (UNESCO,
The concept of integration was promoted with great fervour in the late 1960's and early 1970's in the Industrialized Nations and this led to the amendment of the state laws or the setting of national government policies pertaining to the integration of exceptional children into the mainstream of education.

Internationally, integration of the visually impaired learners into the mainstream classrooms has had to be enforced due to the diverse challenges facing the same. In the United States of America (USA) for instance, the integration law of 1975 had to be passed in order to hold the right of the disabled persons to learn in mainstreamed setting (Booth, 1985). It is also in the USA that the most extensive use of integrated system has been made probably due to the fact that the concept coincides with the American feeling about the importance of the child being in a family setting (Wood, 1984). In Britain, integration of the visually impaired was made a pivotal goal in the provision of special education services but this was said to have gained momentum only after the Warnock Report of 1978 and the Education Act of 1981.

In Africa, integration is a central issue in the educational provision for disabled persons. This is evident in the emphasis given to it in policy statements and research (UNESCO, 1988). A comparative case study by Ruto (1996) entitled 'Integration of visually impaired into the mainstream of vocational training in Kenya' notes that countries like Algeria, Botswana, Congo and Ghana to name but a few actively encourage integration of those with visual impairment by setting up units within the regular schools and adopting the curriculum in order to facilitate direct integration regardless of the inadequate resources.

Mali, Cameroon and Nigeria only integrate disabled students in selected secondary schools. According to UNESCO (1988) the public is widely informed of the student’s
success in order to raise public awareness on the issue and special education is also taught in Teacher Training Colleges in order that regular teachers can cope with handicapped students. Gulliford (1992) says there are common problems faced by teachers of the visually impaired in Africa and that while suggestions for possible solutions have been made, it is not possible to be specific about the needs of all the children as they can vary tremendously from one child to another, even with the same visual condition. They suggest lighting, print size, seating arrangements, safety, teaching and learning aids among others to be adequately addressed for integration of the visually impaired in mainstream classrooms to be sensible.

In Kenya, it is a stated policy of the government to provide Universal Basic Education for all children including the disabled and integration has been identified as the ultimate goal in special services to help achieve this aim. The government, in the national special needs education policy framework May 2009 issue, states specifically that as far as possible, the majority of children who are partially impaired should be educated through integrated programmes in schools. The government will ensure that regular schools attended by handicapped children provided adequate and appropriate special facilities and equipment as well as specially trained teachers and support personnel.

However, the Kenya Education Sector Support Programme (KESSP) in its draft (2006-2011) reports that in June 2005, there was an evaluation of Kenya Integrated Educational Programme, the main programme of the Ministry of Education for integrated Education of the visually impaired children and which found that the programme is delivering the much needed education and medical services to the visually impaired children but KESSP recommended that the KIEP needed to change
its approach to service delivery, capacity building and advocacy in the current era of inclusive education and Sector-wide approaches in order to achieve greater institutionalisation and government ownership. The evaluation also recommended that the programme be restructured to support more sustainable district-led and child centred planning and implementation of services.

In Trans-Nzoia West district, integration of the visually impaired children through the KIEP has had multiple problems to overcome including the retention of the visually impaired in the integrated public primary schools. In her second quarter report dated 6/7/2010, the District’s coordinating Itinerant Teacher (CIT) identifies serious challenges facing the programme as children having inadequate skills in Braille due to lack of commitment by the head teachers; inadequate low vision devices and the frequent transfers of the visually impaired children to special schools especially to the saint Francis School for the Blind in the neighbouring Kapenguria district among others. It is with this in mind that these transfers from the mainstream classrooms to the more segregated special schools that beat logic and hence, the need for a research into the possible challenges facing integration of the visually impaired children in the district that has had to contend with a minimal enrolment of about 40 visually impaired children and who are spread over 25 public primary schools. The study therefore aims at establishing the challenges facing integration of the visually impaired children in Trans-Nzoia West District and the findings used to make recommendations that would otherwise help policy makers to positively strategize for the success of integration of the visually impaired children in mainstream classrooms.
1.2 Statement of the Problem

Despite the fact that the new constitution of Kenya (2010) acknowledges that everyone, regardless of gender, ethnicity or disability is entitled to enjoy the rights of The Bill of Rights, the actual practical implementation part remains problematic. Under the FPE scheme in Kenya, each primary school pupil, regardless of disability, is entitled to a Kshs. 1020 grant but the visually impaired children in public primary schools enjoy an additional capitation (top up) grant of Kshs. 2,000 (Education News volume 043:18) to support their education and therefore, the dropping out of school or the frequent transfers to special schools as per the quarterly reports highly demand for a study that would establish the causes and appropriate recommendations made in order to make KIEP services in Trans-Nzoia West district successful.

The international policy, Education for All, and the Kenya Bill of Rights demands that all human beings including those with visual impairment have unlimited access to education. These, alongside the visual acuity of the research subjects were considered to affect the dependent variables. The academic performance, school retention rate among others were considered to be the dependent variables since they were controlled by the said independent variables and not by the researcher.

The Educational Assessment and Resource Centre (EARC) and the Trans-Nzoia integrated educational programme for the visually impaired services can only achieve the anticipated goals by considering the implication of the policies and putting necessary measures in place. Most of the visually impaired learners in the integrated public primary schools are struggling to remain relevant even with the limited human and material support accorded to them besides the harsh physical and social environment that has not been adapted to suit their disability needs.
The enrolment of the visually impaired learners in public primary schools in the district remain wanting even though Trans-Nzoia is among the 34 districts under the Kenya Integrated Education Programme which was set up in 1989 with support from Kenya Society for the Blind (KSB) and Sight Savers International (SSI). As per the records at the DEOs office, the highest number of visually impaired learners registered for KCPE in a year is 4 (2006) while other years have registered less or none.

The educational assessment and resource centre is an essential organ for early identification, assessment and appropriate referral of children with disabilities. The Trans-Nzoia Integrated Programme for the Visually Impaired is another important initiative working in collaboration with EARC to create awareness especially among opinion leaders within the programme areas and who are supposed to influence communities through policy and advocacy around issues that affect the visually impaired children. With these important institutions in place, the low enrolment of the visually impaired learners under integration in Trans-Nzoia West District is wanting.

From the foregoing, it is clear that the demand for enhanced education services for children with visual impairment under the integrated programme are vital if the government’s commitment to Universal Primary Education (UPE) and to the attainment of the Millennium Development Goals (MDGs) is to be achieved. However, serious studies with enhanced investigations and documentations are essential.

1.3 Purpose of the Study

The purpose of this study was to establish the challenges facing integration of the visually impaired learners in Trans-Nzoia West district which have led to high rate of
dropouts from the integrated programme leading to poor enrolment and consequent retention of the same in mainstream schools. The findings were used to make recommendations for a possible solution to the problem.

1.4 Objectives of the study

i. To assess the instructional materials provided in addressing the education needs of the visually impaired learners in the Trans-Nzoia West District.

ii. To establish the influence of teacher training in promoting the integration of visually impaired children in Trans-Nzoia West District.

iii. To establish the contributions of key stakeholders in addressing the needs of visually impaired children in Trans-Nzoia West District.

iv. To determine possible strategies to promote integration of the visually impaired in Trans-Nzoia West District.

1.5 Research Questions

i. What are the teaching and learning materials provided in addressing the education needs of the visually impaired learners in the Trans-Nzoia West district?

ii. What is the influence of teacher training in promoting the integration of visually impaired children in Trans-Nzoia West District?

iii. What is the contribution of key stakeholders in addressing the needs of visually impaired children in Trans-Nzoia west District?

iv. What are the possible strategies to promote integration of the visually impaired in Trans-Nzoia West District?
1.6 Significance of the Study
The study provided information on the challenges facing the integration of visually impaired learners in public primary schools. It also provided information on the possible ways in which the integration could have been improved. The information was to be helpful to the stakeholders both at the Ministry of Education (MOE) and at the school level in carrying out reforms that could have ensured proper integration of the visually impaired learners. The study was quite informative to the NGOs on how to direct their finances to best achieve the provision of service to special needs education. Findings of the study provided useful literature for other scholars who may wish to explore the area of integration of visually impaired further.

1.7 Limitations of the study
The major limitation of the study was that it was limited to one of the 34 districts under KIEP. For a more conclusive result, all the 34 KIEP districts ought to have been studied but due to financial and time constraints, this was not possible. It was also not possible to get the opinions of all the stakeholders because tracing all of them required a considerable length of time and resources. Another limitation was that the study did not cover the opinions of public primary schools without integration of the visually impaired children due to the time frame for the research process and other logistics.

1.8 Delimitations of the study
The proposed study confined itself to the visually impaired children in public primary schools and their regular and contact teachers since they were directly involved as the consumers and implementers of the integrated policies and objectives. The private and public primary schools without integration were excluded because they did not offer the special education services and neither did they benefit from the capitation grants. The visually impaired children and the teachers sampled were those in session in the
integrated schools by the time of the study. Finally, the study concentrated on the challenges facing integration of the visually impaired and not any other type of impairment.

1.9 Basic assumptions of the study
The study assumed that the study respondents cooperated and freely provided the information as requested; The implementation of government policies on integration had not been adequately addressed: that the parents of the visually impaired children allowed the researcher to get the necessary information from the visually impaired children; That the attitude of the regular teachers towards integration of the visually impaired children in mainstream classrooms was wanting and; That the study findings had a positive effect on the education of the visually impaired children in mainstream classrooms.

1.10 Theoretical Framework
The theory of cultural lag was a good guide for the study. William Ogburn’s (1964) analysis of this theory argues that within a society as a whole, change takes place in the material culture and that adaptive non-material culture changes extremely slow despite of changes elsewhere. Different rates of change in material and non-material parts of culture account for cultural lag. Here, Ogburn perceives cultural lags as being failure of ideas, aspects of institution and practices to keep pace with changes in the material culture. The theory of cultural lag is well adapted in the analysis of the people’s rising aspiration in the social sectors of life. The same could be used to assess the impact on other sectors of the normative pattern (Orodho, 2008). In this study cultural change refer to the norm of having schools that entirely cater for the ‘normal’ children. The schools had not been dealing with impaired children who
required specialised attention. The changes in this study were in reference to the fact that the regular schools ought to build capacity to accommodate the impaired children.

According to Orodho, all nations including Kenya that is a signatory to the 1990 World Conference on Education For All (WCEFA), changes in formal organization of administration of policies on the preparation of any cadre of teachers such as for the Early Childhood Education (ECE) centres have involved three persons in the institutional pattern: the public interest group, the managerial group and the technocrat group.

In dealing with the visually impaired children, there is need to accept change of policy and adapt the ECE centres involvement of the 3 important stakeholders in the institutions. This would help to categorize the stakeholders and avoid duplication of responsibilities and possible conflict of interests in the visually impaired children service delivery. The specially trained teachers would serve as the technocrats without other responsibilities so that objectives are achieved. The education officers and the Ministry of Education remained committed to the administrative services geared towards accomplishment of the objectives.
1.11 Conceptual framework

The model of the factors that interplay to integrate and retain the visually impaired children in school was used in this study. Several factors were discovered to have been affecting the wellbeing of the visually impaired children in regular schools.

![Diagram showing conceptual framework]

The training of teachers for the visually impaired children could possibly play an important role in the integration process. Each school would possibly require a trained teacher who could provide the technical services in the integration process. The teacher would also be responsible in the production of the teaching and learning materials for the visually impaired even as the subject teachers take care of the subject areas. Hence the trained teachers could play an important role in the integration process.

The availability of the basic services for the visually impaired in the schools is important in the integration process. The services may include sanitary facilities and assistants to guide them around the library area for their reading. These services may ensure the comfort of the visually impaired students and subsequent success in the integration process.
The teaching and learning materials are important in the whole process of integration. The normal instruction of the visually impaired requires a lot of specialized instructional materials. Their production may require specialized machinery and the trained teacher. Without the materials the instruction of the visually impaired may be nearly impossible. All these factors are to be considered for the integration process and subsequent retention of the visually impaired.
1.12 Operational Definition of Terms

**Contact Teacher (CT):** This is the technical teacher in a school and who is directly answerable for the day-to-day learning of the visually impaired children.

**Coordinating Itinerant Teacher (CIT):** Refers to one who coordinates KIEP activities in the district in relation to education of the visually impaired learners.

**Educational Assessment & Resource Centre (EARC):** Refers to the district centre that is responsible for sensitization, identification, assessment, referral and placement of the Visually Impaired Children to the most appropriate schools.

**Integrated Schools:** Refers to schools in which the Visually Impaired Children learn alongside their regular peers in mainstream classrooms.

**Integration:** Refers to mainstreaming the visually impaired children to learn with regular peers

**Itinerant Teacher (IT):** Refers to specially trained teacher, also known as peripatetic. He or she moves to several schools in his/her jurisdiction in order to assist the contact and regular teachers with skills to handle the visually impaired children.

**Kenya Integrated Educational Programme (KIEP):** Refers to the Ministry of Education programme implemented in partnership with the Kenya Society for the Blind and Sight Savers International (SSI) to support the visually impaired in mainstream schools.

**Regular Teachers:** Refers to those who teach in the mainstream classrooms and who do not have special skills to handle the visually impaired. They have to liaise with the contact and itinerant teachers for special service delivery.
**Resource Room:** Refers to a specially organized room in which the contact teacher and the visually impaired children withdraw to after normal lessons for special activities related to Braille and such logistics. This room is equipped with adaptive instructional materials for the sake of the visually impaired children.

**Stakeholders:** Refers to all those people and organizations with interest on the education of the visually impaired learners in the district.

**Visually Impaired:** Refers to one who has eye problems which interfere with normal vision and the use of spectacles does not help adequately.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter examined the works of accredited scholars and researchers in order for the study to offer a critical look at the existing research that was significant to the work that the study carried out. The chapter showed clear gaps in knowledge to be addressed and also used relevant themes to the study to develop and discuss in consistence with the requirements of the title and the objectives herein. The review therefore tries to highlight the relationship between the past and the current situations in integration of the visually impaired children.

2.2 General Overview of integration of the visually impaired learners
Lipsky and Gartner (1995) in their abstract on the title, “The evaluation of integrated education programmes states, “... a point of congruence between the school effectiveness efforts and those promoting integration is that a new approach must become part of a restructured educational system. Districts conducting restructuring programmes that include all students have identified key factors among them visionary leadership, collaboration, refocused use of assessment, support for staff and students and most importantly, funding that is sufficient and which adheres to student, parent and family involvement”. In essence, this statement carries a lot of weight especially to those stakeholders who are directly involved in the education of the visually impaired through integration. Dean (1996) makes a statement about integration; “...the needs of most pupils will be met in the mainstream and without a statutory assessment or statement of special education needs, children with SEN, including children with statements of SEN should, where appropriate and taking the wishes of their parents into account, be educated alongside their peers in mainstream schools”.

15
The education needs of the visually impaired children must be addressed seriously for any meaningful learning to take place. Gulliford (1992) claims that it is only after the publication of the Vernon Report (1972), the Warnock Report (1978) and the Education Act (1981) that educational provision for the visually impaired became a reality in Britain. The Warnock Report acknowledged that children with sensory impairments frequently have special educational needs and that these can be met by providing a range of educational support for them.

The Warnock Report, according to Joan Dean, reported that integration of children with special needs is not easily achieved. This report continues to state that integration of the Visually Impaired Children is easier if they have been part of the school from the beginning and more difficult if they have spent time in a special school. The code of practice suggests that there is need to have a cooperative effort by all the stakeholders to take their roles seriously and objectively so that there is adequate special service provision to the visually impaired children under the integrated programme.

Schwartz (2005) says, "... creating an integrated school culture involves a change process that can be both controversial and time consuming. Integration is controversial because it challenges the traditional structure of schools in ways that can make administrators, teachers and parents feel uncomfortable, even fearful or hostile." Some possible challenges to creating an integrated school culture include ensuring that all pupils in an integrated school meet high standards; dealing with changing professional roles brought about by integration and providing effective, on-going staff development for those new and old to special education among other challenges.
2.3 Retention of handicapped learners and capacity building of the teachers

The word integration can have a variety of interpretations. Savolainen (2000) describes the aims of integration as, "...handicapped children should have the opportunity to participate in as many of the same activities and should be educated in the same manner as their non-handicapped peers to the greatest extent possible." Although the Warnock Report of 1978 classifies integration into three levels; locational, social and functional, the integration of the visually impaired pupils in mainstream classrooms ought to be at the functional level so that the segregated schooling, which deprives children chance to form friendships and share in the rich cultural traditions is put at bay.

Since September 1989, all teachers of children working in schools for the visually impaired in England and Wales have to take a course of training which is recognized by the Department of Education and Science (DES). This qualification is needed by those teachers who contribute to the statement of special education needs. This study intended to identify the extent to which Kenya has been able to enforce this although the government continues to call for capacity building among teachers. A course of training for teachers working in the integrated schools in relation to the teaching of the visually impaired children would actually enhance the adequacy of special education services offered to the visually impaired children in the integrated schools if at all this is established to have been happening.

Financial constraints as well as the philosophical debate on the merits of integration have resulted in public primary schools cushioning themselves against admission of the visually impaired children into their mainstream classrooms. This is against the government's commitment to UPE and to the attainment of the Millenium
Development Goals (MDGs) which set 2015 as the year for the achievement of EFA. This financial challenge could be characterized by reduced peripatetic (visiting teacher) services for the visually impaired and by extension reduced educational resource bases for the integrated pupils.

The peripatetic services by the itinerant teacher is supposed to provide support to mainstream schools by offering help to classroom teachers, to offer specialist assessment and teaching of the visually impaired children, to provide resource materials and in-service training among others. In order for the itinerant teacher to promote integration, there is need to have regular visits to the integrated schools. Mason (1986) identifies special education duties by the peripatetic teacher as: explaining the effects of visual impairment and how it can affect the child’s daily functioning; assessing the child’s needs and advising the class teacher on setting objectives and planning programmes; advising on classroom placements and lighting conditions; working with the child, teacher, parents and other agencies involved.

Other important aspects of the peripatetic duties should include: Providing in-service training for teachers and staff; Advising on resource materials for teachers and children for instance large print, raised work surfaces, low vision devices; Developing mobility skills in the visually impaired children; Helping with social skills; assisting the Visually Impaired Children to positively accommodate the impairment; Developing communication skills including listening, reading, spelling, and the brailler and stylus skills; Developing tactile and other sensory skills to complement vision; Training in the use of real and abstract forms to help with visual discrimination and perception; Monitoring visual conditions and if necessary, referral to other agencies like the eye units and hospitals among other duties. This type of
support, if in place in Trans-Nzoia West district, would greatly enhance integration of the visually impaired children into mainstream classrooms and schools.

2.4 Supporting teachers of the visually impaired children

Integration models in Austria have a very positive dimension. Rutte tested 4 models namely integrated classes, cooperative classes, small classes and supporting teachers. For the integrated classes she says; ‘...an integrated class has about 20 pupils and includes 4 children with special educational needs. The class has 2 teachers; one is an elementary school teacher and the other a special school teacher. Teaching is based on the principles of individualisation, cooperation and active learning and should offer as many opportunities as possible for supportive interaction between children with special needs and the rest of the class. Social learning must be actively enhanced and individual learning programmes encouraged.

From the above, one is able to realize that it is practical in the use of adaptive aids in mainstream classrooms because the learning is individualized unlike what might be happening in Kenya. This may be due to the inadequate number of teachers, financial constraints and inadequate resource materials in our schools.

In the supporting teachers’ model, Volker writes, “for financial reasons a minimum of 4 children with SEN is required before a class in a mainstream school qualifies as an integrated class which is entitled to an extra, full-time specialist teacher. For the classes with fewer than 4 children with SEN, support teachers are available, offering 4 to 6 hours support a week for each child who needs it. In small rural schools, the support teacher system provides the only feasible means of integrating children with SEN. The level of support available is minimal, for most of the time the elementary school teacher has no support and in these circumstances, the support teacher can
spend most of his/her time 'repairing' a situation rather than on development activity (UNESCO, 1991).

Although this evaluation of all the 4 models concluded that the integrated class model was the most effective, followed by the support teacher model, it could as well turn to be the worst if proper measures are not put in place. The impact of human, material and financial support should be felt especially by the visually impaired learners. This ought to support learning through proper classroom management, proper lighting system, adequate enlarged printed materials for the low vision and tactile materials for the totally blind (TB).

The effectiveness of the assessment, placement and follow-up procedures in enhancing access and retention of the visually impaired children in the public primary schools should also be a pointer to the current situation in the integration programme. Sitting arrangements sometimes discourage the visually impaired and may be a disaster to the integration efforts. While it is obvious that visually impaired children will need to be near the front of the class, information regarding the exact nature of their problem is necessary so that they are given the most appropriate working position in the centre of the room or to the right or left of the teacher. Because of the unusual close working position of some children, it is also necessary to encourage good postural habits by providing a desk of correct height with either an adjustable slanting lid or a book stand and a chair which fits the height of the child and desk.

The visually impaired children also need adequate storage space for their books and specialist equipment so that a tidy and methodical approach to work can be developed. It is important to note that a severe visually impaired or the totally blind child using braille needs a large storage area as braille books and materials are
unusually large and therefore the need for enough space which many regular teachers might be ignorant about. Braf (1984) confirms this notion when he says that in Sweden, this ergonomic approach of providing the correct type of furniture, low vision aid, technology and working environment is considered to be a right of the visually impaired.

2.5 Factors influencing integration of the visually impaired learners

Gathigia (2010) on the other hand postulates that factors affecting the provision of special education are; insufficient time provided during national examinations, inadequate institutions providing special education programmes, lack of proper networking between service providers, absence of clear policy guidelines on special education and a lack of legal framework on special education provisions. Also noteworthy is that most special schools are donor funded yet the issue of their sustainability has never been addressed and therefore, when the donor agencies withdraw their funding, most programmes cease to function. According to GoK (1999), regional disparities have been observed in areas such as the rural and nomadic locations which lack basic facilities in special education.

Gathigia explored the challenges faced by visually impaired pupils in integrated public secondary schools. The study findings revealed that the curriculum given to the visually impaired was not appropriate to their needs. The visually impaired felt that there was need for them to be allowed to choose their own curriculum which was to help their talents to grow. The visually impaired felt that examinations sometimes were not adopted for their sake and were like for the sighted. Those with low vision felt their curriculum should be different from that of those with sight and blind since they have a little sight (L.V). These challenges have caused a lot of stigma which makes the visually impaired feel lonely and unloved. The study concluded that although the visually impaired are being given education, more should be done such
as availing adopted curriculum education and that for those with low vision should be
given a chance to choose subjects that suit them to build up their careers. The study
also revealed that the visually impaired students were offered help by their colleagues
although they were not easily approachable and were sometimes rude. The study did
not however include the secondary schools and was carried out in an urban district
which could have different characteristics.

Ruto (1996) analyzed the integration of the visually impaired into mainstream of
vocational training in Kenya. The study explored the possibility of integrating visually
impaired students into the mainstream of vocational training in youth polytechnics.
The study revealed that the idea of integrating was feasible and viable, however, it
faced many shortcomings such as not having tools and equipment suitable for the
visually impaired, instructors not having adequate knowledge on the visually impaired
and expertise to handle an integrated class, the social environment is not conducive in
that the visually impaired and the sighted have unfavourable attitudes towards each
other mainly because there was minimal contact between the two populations. The
study did not explore the possible suggestions on how the integration could be done
best.

2.6 Strategies to promote integration of learners with impairment

There is need for the academic and social progress of the visually impaired children in
the integrated classrooms to be carefully monitored. This can be possible if working
with the visually impaired children is harmonised and a proper mechanism devised.
This means that the visually impaired children, their teachers, parents, sponsors and
peers ought to join hands in respect to the education of these unfortunate visually
impaired learners. The coordinating itinerant teacher and the assessment centre
(EARC) should offer specialist advice whenever called upon so that any major difficulties can be anticipated and appropriate strategies employed.

In order to promote integration, the EARC is supposed to play an important role as the officers are charged with the noble responsibility of creating awareness, early intervention, assessment, referral, placement and follow up activities related to the education of the visually impaired. It is noteworthy to state here that for the visually impaired children to be integrated into a mainstream school, a full assessment of each pupil’s individual needs is essential so that the working environment can be planned and decisions made about what adaptations are needed, what additional skills the child needs to learn for example mobility and orientation and what is required in terms of technology to give access to the adapted curriculum.

Alongside all the information gained from clinical tests, the contact teacher must know how the child uses his/her vision in and outside the classroom both in academic, non-academic and social activities. This knowledge helps the teacher to place the visually impaired children appropriately in class so that those with ‘glare’ problems can be addressed. Some visual conditions are helped by the print being enlarged either through print magnification or the use of low vision aids.

Safety precautions for the visually impaired children are also essential in an integrated school. The teacher has to think of safety all the time, not only in the classroom but in any other situation and must be able to anticipate dangerous situations before they cause an accident (Fitt and Mason, 1986). The blind child will need to be guided around any changes which take place. It is also necessary to instil into the fully-sighted children the need for extra awareness in common-sense safety.
In a mainstream situation, a totally blind child may have difficulty in making lasting friendships, partly because a great deal of communication by the fully sighted is non-verbal and takes the form of body language, for instance, all the gestures made to express surprise, anger, happiness, agreement, boredom among others. This social interaction may be lacking for the visually impaired children and therefore, ways must be found to develop social skills and in enhancing self-image so that the visually impaired children can become more confident during interactions with their sighted peers and teachers.

Wanja of the Nation Media Group (Daily Nation, Wednesday December 8, 2010) page 3 of the National news) cites mistreatment of the People with Disabilities (PWDs). Under the heading, ‘East Africa’s first Albino MP dismisses myths”, Wanja notes that mister Salum Khalfani Bar’Wani, who won the Lindi town constituency seat in southern Tanzania during the Tanzania’s recent general election, is an albino who has vowed to use his term in parliament to push for policies that will see persons with disabilities integrate in society. The Nation correspondent writes, “…Mr. Bar’wani, the last born in a family of five said that growing up with albinism in the rural setting was a traumatic experience given that few bothered to develop an interest in the genetic condition and so he was ostracised. He wanted to use his high profile position to change all that.

Mr. Bar’wani said his family loved him unconditionally as a boy, but he was mistreated by his schoolmates because he looked different. He went to Mingoyo primary school but due to low vision that comes with albinism, he could hardly read the blackboard and pleas to his teacher to reposition him went unheard. This is a true picture of what could be happening in the integrated schools and hence the study.
2.7 Summary

The literature review has already highlighted the fact that integrating the visually impaired pupils in public primary schools in Kenya and other parts of the world has had to bear with various challenges. It has also highlighted the efforts made by renowned scholars, researchers and interested bodies and organizations to perfect integration of the visually impaired pupils in mainstream classrooms and schools. It is apparent that both globally and nationally, social and functional integration has been quite difficult. In Kenya, the Kenya Institute of Special Education (KISE) has encouraged all teachers to build their capacity through distance learning so that they have skills to handle the visually impaired children and other categories of the handicapped but this is yet to make any reasonable change in the education of the visually impaired children through integration.

Rutte, in sharing her experiences to the UNESCO’s programme of special needs education, concludes that the success of an integration project depends primarily on the commitment and skill of the teachers. She observed that some teachers do not wish to teach children with special educational needs and this should be respected. However, she noted that as the integration of children with SEN increased, so training was necessary to equip teachers with the necessary skills and understanding to teach their integrated pupils. This study addressed the challenges facing integration of the visually impaired pupils in public primary schools. Special education policies and integration in particular were identified and then the related factors that thwart the implementation effort were considered. This helped the researcher to come up with proposals for possible solutions to the challenges bedevilling the integration of the visually impaired pupils in public primary schools in Trans-Nzoia West district and Kenya in general.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction
This is the methodological chapter which unfolds how the proposed study was conducted and the process which was followed in data collection. It gives the description of the research design and the locale of study, the target population, the sampling technique, the research instruments, the data collection techniques and finally the data analysis.

3.1 Variables
According to Leedy (1980), a variable is defined as the factor or a characteristic of interest that a researcher would like to handle, observe or manipulate in the research while Orodho, (2009) states that a variable is an empirical property that is capable of taking two or more values and can have different roles in a certain problem. Since the independent variable is the presumed cause of the dependent variable, the study used the challenges facing integration of the visually impaired children including the unimplemented international and national education policies, the inactive Kenya bill of Rights and the limited visual acuity of the learners as the independent variables. The dependent variable was considered to be the success of integrated education for the visually impaired through academic performance, school retention rate and the acquisition of special skills that allow the visually impaired to harness their potentials in education.

3.2 Research design
The study employed the descriptive survey research design. This design was suggested in view of its suitability since it allowed for an in-depth examination of the study subjects (Orodho, 2009). Descriptive survey research design is a method of collecting information by interviewing or administering a questionnaire to a sample of
individuals. It can be used when collecting information about people’s attitudes, opinions, habits or any of the variety of social issues (Orodho and Kombo, 2002). The study utilized both the quantitative and qualitative approaches to maximize their strengths thereby minimizing their potential limitations.

3.3 Locale of the study
The study was conducted in Trans-Nzoia West District because it is one of the 34 districts in Kenya with integrated programmes (K.I.E.P). Trans-Nzoia is one of the six districts cited with strong membership of the beneficiaries of the Kenya society for the Blind (K.S.B) annual report of 2001. Trans Nzoia West is one of the districts in the North Rift Valley neighbouring West Pokot (North), Marakwet (East), Bungoma and Mt. Elgon (West) and Uasin Gishu and Lugari Districts to the South as illustrated in appendix D.

3.4 Target Population
According to Orodho (2008), all the people under consideration in any field of inquiry constitute a universe or targeted population. In this study, the target population was the visually impaired public primary school learners (40), the head teachers of the integrated schools (25), the contact teachers (25) and the EARC coordinator (1). The visually impaired learners targeted included those classified as low vision and the totally blind in order to ascertain that no element of chance is left and that the highest accuracy is obtained in the research outcome.

3.5 Sample and Sampling techniques
According to Orodho (2008), a sample design is a definite plan determined before any data is actually collected for obtaining a sample from a given population. The purposive sampling technique was used for the sampling of the head teachers and
contact teachers because these samples were selected basing on certain purposes for example low vision and totally blind and also to increase utility of the findings. The EARC co-ordinator was only one and hence, he was included in the study as this administrative position in special education was vital as a source of information.

According to Kothari (1989), a sample size of between 10% and 30% is appropriate. The sample size for the head teachers was 5 (20%), contact teachers 5 (20%), visually impaired children 10 (25%) and the EARC co-ordinator 1(100%).

3.6 Research Instruments
The research instruments were interview schedule for EARC co-ordinator and questionnaires for head teachers, contact teachers and the visually impaired learners whose questionnaires were both in print (for the low vision subjects) and in Braille (for the braille readers). The questionnaires and the interview schedule comprised of sections as per the objectives but Section A mainly focused on personal information while the other sections focused on aspects related to integration of visually impaired children.

An interview schedule is a set of questions that an interviewer asks when interviewing respondents (Orodho, 2009). The questions appeared just as in the guide with intended response requiring very minimal writing by the interviewer. This was most appropriate with the EARC co-ordinator as he did not have time to work on a questionnaire due to the nature of his work which is determined by his position in office.

3.7 Pilot study
The questionnaires were constructed and tried out in one of the 25 integrated public primary schools which was not included in the study sample. The head teacher, the contact teacher and two visually impaired learners (one low
vision and one totally blind) in the pilot school were used. The procedures used in the pretesting were identical to those procedures used during the actual study. Each of the pilot respondents represented a category of the study sample except for the EARC co-ordinator whose instrument could not be piloted due to the nature of his position. The pilot study was used to check for ambiguity, clarity of the wordings and to reveal if the anticipated analytical techniques were appropriate among others.

3.8 Validity and Reliability

Orodho (2009) defines validity as the accuracy and meaningfulness of inferences which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity was determined using the multi-trait & multi-method correlations (Orodho 2009). This aided in the measurement of convergent and discriminant validity. MTMM involved the construction of a matrix or table correlations arranged to facilitate the interpretation of construct validity. This yielded the interval estimates of the coefficients which were used to establish the correlations.

Orodho (2009) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The stability of questions was assessed in terms of test-retest reliability. The questionnaires were administered twice to the same group of respondents. The second administering was done after a two weeks lapse time to check whether the same results could be obtained. Spearman rank correlation was used to compute the correlation coefficient which was used to determine the extent to which the contents of the questionnaires were consistent in producing the same response every time the instrument was
administered and a correlation coefficient (r) of 0.75 was yielded twice and hence, a conclusion determining the reliability of the research instrument was reached.

3.9 Data collection procedures
The researcher obtained permission to carry out the research from the Trans-Nzoia West District Education Officer and the Coordinating Itinerant Teacher from the Trans-Nzoia Integrated education programme for the visually impaired before getting the same from the parents of the visually impaired learners. This was offered after obtaining a permit from the permanent secretary in the ministry of higher education through the National Council for Science and Technology (N.C.S.T) and attaching the copies to the permission application letters. The researcher personally went to the study sample schools and other target population to deliver the questionnaires and to make appointment for interview audiences respectively. Monitoring the filling in of the questionnaires by the visually impaired learners was done by the researcher along with his assistants and the subsequent collection of the same.

3.10 Data analysis
After the data collection, all the research instruments were organised and grouped according to responses. Since descriptive statistics involves tabulating, graphing and describing data, the tools of descriptive statistics were used to group similar responses which were presented in an organised and meaningful manner. This was done in order to simplify the data so that the general trend was made clear. The quantitative data such as scores in section B (questionnaire for VIC) and the qualitative data such as the gender in section A were used to indicate the average scores and the variability of scores in the given sample. The mode (mo), the median (md) and the mean (x) were specifically used to determine the average of the entire set of scores in summary,
measuring relationships between the sets of data and to make inferences about the challenges facing integration of the visually impaired in public primary schools in general. The analyzed data was then presented in form of bar graphs and tables. The sorting, editing, coding, entering, processing and the final cleaning of data solely lied in the hands of the researcher.

3.11 Logistical and Ethical Considerations

Confidentiality, anonymity and informants' consent was put in place as requirement conditions for the whole research process. In respect for the informants and in order to protect them from abuse of data they gave for the research against their people, data was presented in such a way that it couldn't be linked to individuals who gave it except by the researcher who could have needed to seek clarification during analysis of data.
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter aimed to analyse various responses of the challenges facing integration of visually impaired learners. The information collected was presented in tabular and graphical formats. Discussions of the findings were given under the information presented. The information analysed was interpreted in relation to the research objectives to ensure that it provided answers to the research questions.

4.2 Background Information

The researcher found it necessary to analyse the characteristics of the respondents as this was considered to have influence on the responses elicited from the respondents.

4.2.1 Gender of respondents

The respondents were basically the research population who included the EARC coordinator, the headteachers, the contact teachers and the visually impaired learners. Due to the high numbers of the respondents who were to participate in the study, the researcher sought to establish their gender with an aim of evaluating if the variations of gender were significant in a way to affect the responses.

Figure 4.1: Gender of the respondents

The research however established that 100% of the EARC respondents were male, 40% of the head teacher respondents were female while 60% were Male, 40% of the Contact teachers were female while 60% were male and there were 50% female and 50% male in the visually impaired children respondents. The variations in the gender
were not significant in a way to affect the responses by respondents. However it is evident that there was male domination and this was thought to have a negative impact to the visually impaired children because unlike men, ladies can handle the visually impaired children in a motherly manner.

4.2.2 Age of the respondents

The research also sought to identify the ages of the respondents. This was aimed at identifying the distribution patterns of the respondents.

Figure 4.2: Age of the respondents

![Age of the respondents chart]

The research findings indicated that 100% of the EARC respondents were 55 years and above, 20% of the head teachers were 55 years and above while 80% were between 46-55 years, 22% of the contact teachers were between 46-55 years whereas 78% of them had ages between 36-45, 50% of the Visually Impaired Children were between 15-18 years, 10% between 6-10 years and 30% between 11-15 years.

The researcher established that the respondents were distributed across all ages in the different categories which meant that the researcher was able to collect different views about the specific research questions from the different age groups.
4.2.3 Experience of the respondents

The researcher used the experiences of the respondents in the study in order to establish if the responses collected from the respondents were well informed based on the experiences of the respondents and whether it had any effect on the data collected.

**Figure 4.3: Experiences of the head teachers**

![Bar chart showing experiences of head teachers and teachers of visually impaired children.]

Data collected indicated that 20% of the headteachers had between 1-3 years of experience as headteachers, while 20% had between 4-6 years of experience and 60% had over 10 years of experience as headteachers. A minimum number of headteachers of the visually impaired children at 20% had between 1-3 years of experience as teachers of the visually impaired children. Another 20% had over ten years experience as teachers of the visually impaired children. Majority of the headteachers at 60% had between 4-6 years of experience as teachers of the visually impaired children. This means that varied responses were collected from the respondents considering that those who had little experience and those who had a lot of experience participated in the study.
4.2.3.1 Experience of contact teachers

Data collected on the contact teachers was to determine if experience had any effect on the responses.

**Figure 4.4: Contact teacher experience**

The responses showed that 33% of the contact teachers had between 1-3 years of experience as teachers of the visually impaired children, 56% had between 4-6 years of experience while 11% had over ten years of experience as teachers of the visually impaired children. The results also showed that 22% of the Contact teachers had between 4-6 years of experience as teachers while 78% had over ten years of experience as teachers. This meant that varied responses could be collected from the respondents considering that the respondents had varied years of experience both as regular and as teachers of the visually impaired.

4.3 TEACHING AND LEARNING MATERIALS

4.3.1 Number of Visually Impaired Children

It was important to find out the number of visually impaired children in schools. It was found out that 80% of the contact teachers interviewed said they had between 1-3 visually impaired children while 20% indicated that they had between 4-6 visually impaired children in their schools but 40% of the head teachers indicated that they had 0-3 visually impaired children while 60% indicated that they had 4-6 students.
Table 4.1: Number of Visually impaired children in Schools

<table>
<thead>
<tr>
<th>responses</th>
<th>Contact teacher</th>
<th>Head teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>%</td>
</tr>
<tr>
<td>Between 0-3</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Between 4-6</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

This showed that enrolment level of visually impaired children in regular schools is still low. It is an indication that many visually impaired children still prefer to go to special schools as opposed to regular primary schools. This could be attributed to the low number of trained teachers, lack of enough funding, inadequate teaching materials etcetera. Mistreatment and negative attitudes towards the visually impaired children could also be another cause of the low enrolment of these students.

As indicated, the number of visually impaired children is still very low. More enrolment can be possible if working with the visually impaired children is harmonised and a proper mechanism devised. This means that the visually impaired children, their teachers, parents, sponsors and peers ought to join hands in respect to the education of these unfortunate visually impaired learners. The coordinating itinerant teacher and the assessment centre (EARC) should offer specialist advice whenever called upon so that any major difficulties can be anticipated and appropriate strategies employed with regard to enrolment.

4.3.2 Adequacy of the Teaching and Learning Materials

The research assessed the adequacy of the teaching and the learning materials from the responses in all the categories, there was an indication that teaching and learning materials were inadequate.
Table 4.2: Adequacy of Teaching and Learning Materials

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Visually Impaired Children</th>
<th>Contact teacher</th>
<th>EARC coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Adequate</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Inadequate</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

The research findings indicated that 40% of the head teachers said that the materials were adequate while 60% indicated that the teaching and learning materials are inadequate. However, 60% of the visually impaired children said that the teaching and learning materials were inadequate. On the other hand 40% of the contact teachers indicated that the teaching and learning materials were adequate and 60% of them indicated that the materials were inadequate. Finally, 100% of the education assessment and resource centre coordinators indicated that the teaching and learning materials were inadequate.

From the responses given above, there was a clear indication that there was lack of adequate teaching and learning materials in integrated schools. The reason for this was largely to do with the low funding allocated to the programme by the government. Another possible reason for the inadequacy of the materials could be due to the high cost of the Visually Impaired Children materials. There was also an indication that the government contribution was low and the finances were not timely which could be another reason why there were inadequate materials. There was also lack of parent support and again in most cases there was little Non Governmental Organization’s support.

The research responses clearly indicated a contradiction between expectations and the reality on the ground as per these responses. Internationally, it is believed that the society has the obligation to provide materials and services to the visually impaired learners yet this seems not to happen.

According to Hahn (1989), it is the society’s responsibility to provide services so that they can be included in the general community of learners. From this civil rights perspective, the integration of the Visually Impaired Children in the educational...
mainstream is a matter of social justice and a fundamental right. The government, society and the parents should be in the frontline in providing materials and services for the visually impaired children.

4.3.3 Availability of Resource Rooms for the visually impaired learners

The researcher also established the availability of resource rooms for the visually impaired children in the schools.

Table 4.3: Availability of resource rooms for the visually impaired learners

<table>
<thead>
<tr>
<th>Responses</th>
<th>Contact teachers</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>NO</td>
<td></td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

The research established that 33% of the contact teachers indicated that resource rooms are available and 67% indicated that the resource rooms are unavailable in their schools. From the responses given by the contact teachers, there was a clear indication that most of the integrated schools lack resource rooms for the visually impaired children. The cause of this could again be attributed to the low funding of the integrated programme, the high cost of materials required in the resource rooms and lack of adequate support from parents and the non-governmental organisations.

The government together with all the stakeholders including the parents, Non Governmental Organizations and other willing donors need to chip in and give the needed support with regard to the materials of the visually impaired children.

Education as a right for all children has been enshrined in the international instruments since the Universal Declaration of 1948. Stubbs, of the Atlas Alliance Global Support to Disabled people (AAGSDP), notes that the disabled children were vulnerable to exclusion in mainstream classrooms especially due to inadequate resources. Resources should thus be provided to the children at all cost.

4.3.4 Materials used by teachers of the Kenya Integrated Education Programme

From the research findings 80% of the contact teachers indicated that Braille materials (books, machines) are used by Kenya Integrated Education Programme teachers, 20%
of them indicated that abacus and magnifiers are used while another 20% of the contact teachers indicated that slate and stylus are used by the Kenya Integrated Education Programme teachers. Findings already indicated that 50% of the visually impaired children indicated that Braille materials (books, machines) are used, 10% indicated that spur Wheels are used, another 10% indicated that slate and stylus are used while another 10% indicated that adaptive aids are used.

Table 4.4 Materials used by the KIEP teachers

<table>
<thead>
<tr>
<th>Materials</th>
<th>Contact teacher</th>
<th>Visually Impaired Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Braille materials</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Spur wheels</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Abacus and Magnifiers</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Slate and Stylus</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Adaptive Aids</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

From the responses of contact teachers and visually impaired children, the researcher found out that most of the materials used by the Kenya Integrated Education Programme teachers are Braille materials which are the Braille machine and Braille books/papers. There is also a small percentage of the respondents that said they used spur wheels, abacus and magnifiers, slate and stylus and adaptive aids. The reason why Braille materials are the dominant materials used is likely because they are readily available and affordable compared to the other materials. They are also given priority in selection compared to other materials since they are the most necessary without which little or no learning can go on with the visually impaired children.

The education needs of the visually impaired children must be addressed seriously for any meaningful learning to take place. Gulliford (1992) claims that it is only after the publication of the Vernon Report (1972), the Warnock Report (1978) and the Education Act (1981) that educational provision for the visually impaired became a reality. The Warnock Report acknowledged that children with sensory impairments frequently have special educational needs and that these can be met by providing a range of educational support for them. In this case the government and all the other
stakeholders including Non Governmental Organizations and parents should participate in contributing towards the special materials required by these children.

4.3.5 Role of head teachers and EARC Coordinator in facilitating learning

The research sought to establish the role of head teachers and the educational assessment and resource centre coordinator in facilitating learning.

Table: 4.5 Role of head teachers and EARC Coordinator in facilitating learning

<table>
<thead>
<tr>
<th>Roles</th>
<th>Contact Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>2</td>
</tr>
<tr>
<td>Coordinating Activities</td>
<td>1</td>
</tr>
<tr>
<td>Providing Required materials</td>
<td>1</td>
</tr>
<tr>
<td>Problem solving</td>
<td>1</td>
</tr>
<tr>
<td>Decision making</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

The research established that 40% of the head teachers indicated that they play supervisory role, 20 percent indicated that they do the coordination of activities, 20% responded that they provide the required materials and another 20% of the head teachers indicated that they help in solving problems. The responses on the role of head teachers in KIEP showed that most of them do supervisory work. Other roles that they play include the coordination of activities, providing required materials, problem solving and decision making.

These roles are crucial in the success of the integration process. Schwartz (2005) says, "... creating an integrated school culture involves a change process that can be both controversial and time consuming. The head teachers should thus try to find possible ways in which they can contribute to the success of the integration program. They should try to supervise, coordinate activities, provide the required materials, solve problems and participate in decision making.

4.3.6 Challenges in Providing Teaching and Learning Materials

The research sought to establish the challenges faced in providing teaching and learning materials.
Table 4.6 Challenges in providing teaching and learning materials

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Contact Teachers</th>
<th>Head teachers</th>
<th>EARC coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Lack of funding</td>
<td>2 40</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Misuse</td>
<td>1 20</td>
<td>2 40</td>
<td>1 100</td>
</tr>
<tr>
<td>Cost of material</td>
<td>2 40</td>
<td>1 20</td>
<td>-</td>
</tr>
<tr>
<td>Lack of amenities for contact</td>
<td>3 60</td>
<td>2 40</td>
<td>-</td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absenteeism VIC</td>
<td>2 40</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lack of parental support</td>
<td>1 20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10 100</td>
<td>5 100</td>
<td>1 100</td>
</tr>
</tbody>
</table>

Research findings indicated that 40% of the contact teachers said that there is lack of funding to purchase teaching and learning materials, 20% of the teachers indicated that there is misuse of materials while 40% of the contact teachers cited the cost of materials as a challenge while 60% indicated that there is lack of amenities for contact teachers. Another 40 percent of the contact teachers cited absenteeism as a challenge and 20% indicated that there is lack of adequate parental support. Among the head teachers who participated in the study, 40% of them indicated that there is misuse of resources, 20% indicated the high cost of materials while another 40% of the head teachers indicated that there is lack of amenities for contact teachers. The Educational Assessment and Resource Centre coordinator at 100% indicated that they lack funding.

Responses on the challenges in the provision of teaching and learning materials showed that the lack of enough funding, lack of amenities for contact teachers and the high cost of the Special materials are the main challenges. Other responses included the misuse of materials and money meant for these materials and again lack of adequate parental support. The reason for the low funding could be the meagre resource allocation by the government to these programs and little or no contribution from parents and Non Governmental Organizations.
The operational plan (2006 – 2011:2) by the Kenya Education sector support programme (KESSP) entitled, “Education support programme for the visually impaired children” states: “...in addition to the weakness of data on scale and numbers of visually impaired children, there is not a good overview of resource needs, though it is clear that present financial, material and human resources are inadequate. For example, there are insufficient trained special needs teachers, inadequate supply of equipment and materials including teaching and learning materials and much investment needed to create a barrier-free environment at schools. Despite recent increased funding by government for special needs education, it is inadequate to reach education for all (EFA)”.

Most of the attention with regard to visually impaired children goes to special schools as compared to integrated schools with regard to financing and support. Parents could also be having the notion that full support come from the government and thus, they are reluctant to give support to the integrated schools. This is said to be magnified by the fact that the government offers free primary education to Primary school learners.

The teaching and learning materials are important in the whole process of integration. The normal instruction of the visually impaired requires a lot of specialized instructional materials. Their production may require specialized machinery and the trained teachers support. Without the materials the instruction of the visually impaired may be near impossible. All these factors need to be considered for the integration process and subsequent retention of the visually impaired learners in the integrated public primary schools.

**4.3.7 State of resources in School (ANOVA)**

The research sought to establish the state of resources in the various programmes that had integrated the visually impaired children in their schools.
Table 4.7 Responses on the state of resources in integrated schools

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Contact Teacher</td>
<td>10</td>
<td>1.07</td>
<td>1.407</td>
<td>.363</td>
</tr>
<tr>
<td>Knowledge of CIT</td>
<td>10</td>
<td>3.13</td>
<td>1.125</td>
<td>.291</td>
</tr>
<tr>
<td>Knowledge of Itinerant Teacher</td>
<td>10</td>
<td>3.25</td>
<td>1.105</td>
<td>.287</td>
</tr>
<tr>
<td>Knowledge of EARC Coordinator</td>
<td>10</td>
<td>3.87</td>
<td>.990</td>
<td>.256</td>
</tr>
<tr>
<td>Knowledge of where to get special assistance</td>
<td>10</td>
<td>1.33</td>
<td>1.397</td>
<td>.361</td>
</tr>
</tbody>
</table>

According to the research findings, it was clear that a majority of the visually impaired children did not think that the school system took enough care of them. This was evidenced from the findings that most of visually impaired children did not know their itinerant teachers, the coordinating itinerant teacher and the Educational Assessment and Resource centre coordinator. This was established by evaluating responses from the visually impaired children. Findings indicated a mean of more than 2 (test value) meaning a majority of the visually impaired children disagreed that they knew their resource personnel.

In essence, the responses from the majority of the visually impaired children clearly indicated lack of networking relationship between the contact teacher and the field officers including the EARC officials. This gap was elaborated by the fact that the subjects were able to identify their contact teachers to whom any meaningful help was associated. There was also an indication of some minimal involvement of the head teachers, regular teachers and peers in provision of assistance. This meant that visually impaired children mostly got help from within the school. They did not get much help from the external stakeholders including the special education officials. This was interpreted to mean that the visually impaired children were comfortable with the help they got from the school contact teachers. They felt that the schools did enough to ensure that they got the required help. They however felt that they were not getting much help from education officials from within their district as they did not even know them.
4.4 TRAINING OF TEACHERS OF THE VISUALLY IMPAIRED CHILDREN

4.4.1 Availability of contact Teachers

The research sought to establish the availability of the contact teachers in the district to assist in teaching the visually impaired children.

Table 4.8: Availability of contact Teachers for the visually impaired children.

<table>
<thead>
<tr>
<th>Adequacy of contact teachers</th>
<th>Yes</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>2</td>
<td>33</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Not Adequate</td>
<td>2</td>
<td>33</td>
<td>2</td>
<td>33</td>
</tr>
</tbody>
</table>

Research findings showed that 33% of the respondents indicated that they had enough contact teachers while another 33% indicated that they had contact teachers but they were not adequate. Another 33% finally indicated that they did not have contact teachers to attend to the visually impaired children in the school.

From the responses it is evident that the supply of trained teachers is still low in the integrated schools. This could be largely due to the fact that there are few special training schools in the country and again lack of adequate government support in the training programme. There is also likelihood that special schools are given preferential treatment when it comes to the training of teachers of the visually impaired children and the subsequent supply of the same.

The peripatetic services by the itinerant teachers is supposed to provide support to mainstream schools by offering help to classroom teachers, to offer specialist assessment and teaching of the visually impaired children, to provide resource materials and in-service training among others. In order for the itinerant teacher to promote integration, there is need to have regular visits to the integrated schools. (Mason 1986)

4.4.2 Teacher training, and relationship to VIC enrolment

The research also sought to establish the relationship between teacher training and the number of enrolment and retention of the visually impaired children in the schools.
Table 4.9 Teacher training and relationship to VIC enrolment

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>18.000 (^a)</td>
<td>3</td>
<td>.075</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>19.095</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>14.185</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>15</td>
<td>1</td>
<td>.002</td>
</tr>
</tbody>
</table>

**NB:** a. 8 cells (100.0%) have expected count less than 5. The minimum expected count is .67.

Research findings indicated no significant relationship between teacher training and the enrolment of visually impaired children in a school (\(p = 0.075\)) This meant that the visually impaired children did not join the local schools in the area with the perceptions that the teachers in the schools were trained rather they joined the schools with the belief that they would be well taken care of by whoever they met in the schools. They would only learn about the ability of the teachers once they were in the school and would know if the teachers were trained or not once they were in the school.

4.4.3 Teacher training relationship to VIC retention

The researcher examined the relationship between teacher training and the retention of the Visually Impaired Children and the results were presented as below.

Table 4.10 Teacher Training and Retention of Visually Impaired Children relationship

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>15.000 (^a)</td>
<td>3</td>
<td>.002</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>19.095</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>11.185</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>15</td>
<td>1</td>
<td>.002</td>
</tr>
</tbody>
</table>

**NB:** a. 8 cells (100.0%) have expected count less than 5. The minimum expected count is .67.
Teacher training and retention of visually impaired children was however found to have a significant relationship. Respondents who indicated that teachers were trained also indicated that the schools were able to retain the visually impaired children in the school ($p = 0.002$). This meant that if the teachers were trained, the visually impaired children felt satisfied with the services offered and did not move to the special schools.

This was supported by the respondents who indicated that the schools were able to retain the visually impaired children in the schools as a result of the availability of teachers who were caring for the visually impaired children in the schools. This was without indicating whether the contact teachers were not properly trained nor indicating the number of contact teachers who were not proportionate to the number of visually impaired children under integration.

### 4.4.4 Qualifications, ability to deliver and correlation to VIC satisfaction.

The researcher found it necessary to find out the correlation between the teacher qualification, ability to deliver educational services to the visually impaired children and the satisfaction of the same, visually impaired learners, in relation to their education.

| Table 4.11 Qualification, ability to deliver and correlation to VIC satisfaction. |
|---------------------------------|-----------------|-----------------|-----------------|
| Qualification | Ability to Deliver | Visually Impaired Children Satisfaction |
| Person Correlation | Sig (2 Tailed) | N | Person Correlation | Sig (2 Tailed) | N | Person Correlation | Sig (2 Tailed) | N |
| Qualification | 1 | 0 | 20 | 0.789(**) | .005 | 20 | 0.864(**) | 0.027 | 20 |
| Ability to Deliver | 0.789(**) | .005 | 20 | 1 | 0 | 20 | 0.813(**) | 0.005 | 20 |
| VIC | 0.864(**) | 0.027 | 20 | .813(**) | 0.005 | 20 | 1 | 0 | 20 |

Correlation results indicated a strong relationship between qualifications and the ability to deliver (0.789). This meant that the teachers who were well qualified were able to deliver to the visually impaired children. Qualification correlations also indicated a strong relationship between qualification and visually impaired children satisfaction (0.864). Visually impaired children indicated that they were satisfied with
the teachings and the help they received from the contact teachers who were considered to be qualified.

These results meant that the schools should make an effort to invest in contact teachers who are well trained for the tasks of taking care of the visually impaired children in the schools. This was also a message to the district education officials to ensure that the schools have enough contact teachers if integration is to succeed.

The evaluation by KESSP (2006 – 2011) in its operational plan concerning training of teachers and other stakeholders in the education of the visually impaired children noted, "...Achieving this level of human resources will require strengthening of existing training programmes including pre-service and in-service training for regular teachers and SNE teachers; for support staff such as braille transcribers and technicians and assessment teachers besides the training for head teachers and the sensitization for school, community and opinion leaders". The operational plan for education of the visually impaired concluded that a good functioning integrated school ought to have a trained teacher for every five visually impaired learners which our research findings do not find happening on the ground.

4.4.5 Suggestions in the training of contact teachers

The researcher found it necessary to find out from the respondents some of the necessary suggestions to the training of teachers.

Table 4.12 Suggestions in the training of contact teachers

<table>
<thead>
<tr>
<th>Suggestions for teacher training</th>
<th>Head Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Increase number</td>
<td>4</td>
</tr>
<tr>
<td>Monitoring performance of trained teachers</td>
<td>1</td>
</tr>
<tr>
<td>Seminars and conferences</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

The research found out that 66% of the head teachers and the Educational Assessment Resource Centre Coordinator combined indicated that there was need to train more teachers. Other suggestions which represented an equal share of 17% of the
respondents were monitoring of trained teachers and offering them seminars and conferences.

This was clear indication that there was lack of sufficient teachers in the field and again the trained teachers could be lacking in capacity and interest to fully offer their teaching services thus, the need for their supervision by the head teachers. Seminars and conferences as suggested could come in handy in equipping the teachers in ways and methods of offering their services. It could also help through the offer of refresher courses in the course of the seminar as per the research findings.

4.5 SUPPORT FROM OTHER STAKEHOLDERS

The study was keen to assess the support services offered by other stakeholders.

4.5.1 Relationship between visits by CIT and IT and service provision

The study evaluated the relationship between the CIT and the Itinerant Teachers and the services provided.

Table 4.13 Relationship of CIT and Itinerant teachers’ visits to service provision

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pearson chi-statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value</td>
</tr>
<tr>
<td>Service A</td>
<td>8.889(a)</td>
</tr>
<tr>
<td>Service B</td>
<td>9.000(a)</td>
</tr>
<tr>
<td>Service C</td>
<td>10.313(a)</td>
</tr>
</tbody>
</table>

Chi-Square tests indicated significant relationships between the visits by the coordinating itinerant teacher and the itinerant teachers in schools that were practising integration and the services they provided. In instances where the CIT and the Itinerant Teachers were perceived to be often visiting the schools, the services offered were considerable and varied. This meant that if visits by CIT and Itinerant teachers were encouraged, then the visually impaired children would be more satisfied with the care offered by the external stakeholders.

This was especially true as most of the visually impaired children had indicated that they did not know their CIT and Itinerant teachers. As such they did not receive enough support from the same. Education officials in the district therefore needed to
ensure that they encouraged visits by the CIT and Itinerant teachers in an effort to ensure that the support from the CIT and Itinerant teachers was forthcoming to the various schools that were practising integration.

According to Ruto (1996), providing education to the visually impaired learners ought to be done with the seriousness it deserves such as availing adopted curriculum and for those with low vision, they should be given a chance to choose subjects that suit them to build up their careers. The study also revealed that the visually impaired students were offered help by their colleagues although they were not easily approachable and sometimes were rude. Regular students should provide the needed support to the visually impaired children, for example through support in mobility, class work and even associating with them.

4.5.2 Effects of Government Contribution

The researcher sought to establish the effects of the government contribution between satisfaction and support from other staff.

Table 4.14 Effects of government contribution

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of squares</th>
<th>df</th>
<th>mean squares</th>
<th>F</th>
<th>sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIC contention with integration</td>
<td>115.6</td>
<td>5</td>
<td>23.12</td>
<td>11.5534355</td>
<td>0.112</td>
</tr>
<tr>
<td>Other stakeholders support needs</td>
<td>501.3</td>
<td>4</td>
<td>125.325</td>
<td>62.6269165</td>
<td>0.006</td>
</tr>
<tr>
<td>VIC preference to special schools</td>
<td>1091.5</td>
<td>4</td>
<td>272.875</td>
<td>136.360023</td>
<td>0.894</td>
</tr>
</tbody>
</table>

Chi-square tests indicated that a majority of the students were not satisfied with the government efforts to assist in integration efforts in their schools. This was established by analysis of student contention levels and government support services offered. This could have been as a result of the lack of knowledge by the visually impaired children on how the government participates in the integration efforts in the schools. Government efforts were not visible to the visually impaired children and this was worsened by the fact that the integration officials in the district were not known to the visually impaired children.
Contact teachers felt that they needed more support from the government. They felt that the government was also not doing enough to support integration projects in schools as the programs were still facing many challenges. This could have been attributed to the fact that the contact teachers expected the government to lead in ensuring that the students were well provided for.

Education Assessment and Resource Centre Coordinator however indicated that they had not seen movements from the Kenya Integrated Educational Programme (KIEP) to special schools, an indication that the efforts put in place by the government were sufficient. This could have been as a result of the Education Assessment and Resource Centre Coordinator being the government’s representative in the district to ensure that the integration programs were running on well and hence, the defence mechanism as the other stakeholders were dissatisfied with the government efforts. The teaching and learning materials are important in the whole process of integration. The normal instruction of the visually impaired requires a lot of specialized instructional materials. Their production may require specialized machinery and the trained teacher. Without the materials the instruction of the visually impaired may be near impossible. All these factors are to be considered by the government in order to make the integration programme a success.

4.5.3 Contribution by other Stakeholders

The research sought to establish the contribution by other stakeholders in facilitating the integration programmes in schools.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Head teachers</th>
<th>Contact teacher</th>
<th>Visually impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Other Students</td>
<td>4  80</td>
<td>4  80</td>
<td>3  60</td>
</tr>
<tr>
<td>DEO’s office contribution</td>
<td>3  60</td>
<td>2  40</td>
<td>2  40</td>
</tr>
<tr>
<td>Parents Contribution</td>
<td>1  10</td>
<td>1  20</td>
<td>4  80</td>
</tr>
</tbody>
</table>

With regard to contribution by other stakeholders in the integration process, 80% of the head teachers indicated that there was support from other students, 60% of them indicated that there was support from the District Education Officer’s office and 20% indicated that there was parental support. Also, 80% of the contact teachers indicated
that there was support from the other children to the visually impaired children, 40% of them indicated that there was support from the District Education Officer’s office and 20% indicated that there was parent support. Another 60% of the visually impaired children responded that they got support from other students, 40% of them indicated that they got support from the District Education Officer’s office and 80% of them indicated that they got parental support.

From the responses we can deduce that most of the regular students were willing to help their colleagues. This was in mobility, moral support and with materials. There was also support from the DEOs office as indicated by the head teachers and contact teachers but the support was not sufficient. This was evident from the percentage of the respondents who responded to this question.

The inadequacy in support was largely attributed to the lack of finances. The head teachers and the contact teachers’ responses showed that there was very little support from the parents in the integrated programme. The parents failed to provide material and other kinds of necessary support like guidance and follow up of the children performance. The reason for lack of support from the parents could be because they assume that the government should provide full support for the children in the primary level, the parents could also be poor and lacking in capacity to provide material support or the visually impaired children could be orphans. However, a good number of the visually impaired children indicated that they got support from the parents.

4.5.4 Common Support Services offered by Stakeholders

The research sought to establish the common services offered by the various stakeholders.

<table>
<thead>
<tr>
<th>Support services</th>
<th>Head teachers</th>
<th>Contact teacher</th>
<th>visually impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>Coordination</td>
<td>4</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td>Government Funding</td>
<td>4</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Care</td>
<td>3</td>
<td>60</td>
<td>3</td>
</tr>
<tr>
<td>Parent support</td>
<td>1</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>
Research findings indicated 80% of the head teachers indicated that stakeholders do the coordination of support services, 80% of them showed that there was government support, 60% indicated that there was teacher care and 20% indicated that there was parent support. Also, 60% of the contact teachers indicated that there was coordination and support services from the stakeholders, 80% indicated that there was funding from the government. Again, 60% of them indicated that there was teacher care and finally 20% of the contact teachers indicated there was parent support. In addition, 60% of the visually impaired children indicated that there was government funding while 70% of the visually impaired children indicated that there was teacher care and 80% of them indicated that there was parental support.

These responses showed that most of the stake holder support especially the government through the ministry of education is the coordination of the support services which included training and seminars through the ministry of education. There was also an indication that most of the funding was from the government. However, the funding was not sufficient. A solution to this could be to solicit for finances from other sources like Non Governmental Organizations and donors.

A good percentage of the respondents also showed that there was teacher care for the students. This was a good indicator but the support should come from all the stakeholders. Head teachers and contact teachers’ responses showed that parent support was lacking but the visually impaired children response indicated that they get support from their parents. The lack of parent support as indicated by the teachers was largely material and financial support. The reason for this was because parents believed that the government provided full support to the children. The parents could also not be able to provide the materials due to lack of finances.

The level of support available was minimal, for most of the time the elementary school teacher had no support and in these circumstances, the support teacher spent most of his/her time ‘repairing’ a situation rather than on development activity (UNESCO, 1991). There was need therefore for the teachers, parents and other students to give all the required support to the visually impaired children in order to contribute to the success of integration programme.
4.5.5 Adequacy of Support Services

The research sought to establish the adequacy of the support services that were being offered to the various schools that had adopted integration programmes.

Table 4.17 Adequacy of Support Services

<table>
<thead>
<tr>
<th>Adequate services</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>Government Support</td>
<td>15</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>NGO Support</td>
<td>5</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>Parental Support</td>
<td>11</td>
<td>52</td>
<td>10</td>
</tr>
</tbody>
</table>

The responses on the adequacy of support services indicated that 70% of all the respondents showed that there is government support, 5% indicated that there is NGO support and 52% indicate that there is parent support. From the results we see that the major contributor to the integration programme is the government. However the support is likely not to be enough because they allocate very little finances to the program.

There is also an indication that there is little or no NGO support in most of the schools. This could be due to the fact that most NGOs tend to prioritise special schools other than integrated schools in funding. Most of the visually impaired children feel that they are getting parental support but the teachers do not think so because they are getting very little material support from the parents. The government through the ministry of education should ensure that all the necessary materials including the Braille machines, resource rooms and other essential materials are provided to the teachers. This will ensure that the visually impaired children get the needed support.

4.6 STRATEGIES TO IMPROVE SERVICE DELIVERY

4.6.1 Effect of Coping Strategies by teachers in integration.

The research found it necessary to assess the effects of the teacher coping strategies on challenges facing schools in the integration of the visually impaired children in the schools.
Table 4.18 Effect of Coping Strategies by teachers in integration

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.633</td>
<td>2</td>
<td>.317</td>
<td>.125</td>
<td>.083</td>
</tr>
<tr>
<td>Within Groups</td>
<td>30.300</td>
<td>12</td>
<td>2.525</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30.933</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.400</td>
<td>2</td>
<td>.200</td>
<td>.212</td>
<td>.002</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11.333</td>
<td>12</td>
<td>.944</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11.733</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of Material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.800</td>
<td>2</td>
<td>.400</td>
<td>.298</td>
<td>.008</td>
</tr>
<tr>
<td>Within Groups</td>
<td>16.133</td>
<td>12</td>
<td>1.344</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16.933</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.150</td>
<td>2</td>
<td>.075</td>
<td>.038</td>
<td>.073</td>
</tr>
<tr>
<td>Within Groups</td>
<td>23.583</td>
<td>12</td>
<td>1.965</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23.733</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absenteeism by VIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3.333</td>
<td>2</td>
<td>1.667</td>
<td>.588</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>34.000</td>
<td>12</td>
<td>2.833</td>
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</tr>
<tr>
<td>Total</td>
<td>37.333</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Parental Support</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>11.350</td>
<td>2</td>
<td>5.675</td>
<td>2.241</td>
<td>.039</td>
</tr>
<tr>
<td>Within Groups</td>
<td>30.383</td>
<td>12</td>
<td>2.532</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41.733</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact teachers and head teachers indicated a number of challenges that they were facing in the school including lack of funding from the government, misuse of available resources, cost of material, the high cost of materials required by the visually impaired children, lack of cost sharing strategies, absenteeism by visually impaired children and the lack of parental support.

The contact teachers however indicated that they could cope with some of the challenges that they were facing by being more committed to the course and trying to make do with the few resources that were at their disposal in an effort to ensure that they were successful in implementing the integration. Some of the challenges that
they thought they could cope with included the absenteeism by visually impaired children, lack of parental support and the misuse of the visually impaired children resources (p<0.05). They however were not sure of how they would cope with the lack of funds and materials to run the integration programmes (p > 0.05).

4.6.2 Strategies to be employed to improve Service Delivery

The research also sought to establish the possible strategies that the stakeholders could put in place to ensure that the integration in the schools was successful. This was done by evaluating the opinions of the respondents and evaluating the common responses of the respondents. This was then weighed against an assumed mean.

### Table 4.19 Strategies to be employed to improve Service Delivery

<table>
<thead>
<tr>
<th>One-Sample Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Value = 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving teacher capacity</td>
<td>-6.205</td>
<td>19</td>
<td>.063</td>
<td>-.733</td>
<td>-.99</td>
</tr>
<tr>
<td>More NGO Support</td>
<td>-1.435</td>
<td>19</td>
<td>.053</td>
<td>-.333</td>
<td>-.83</td>
</tr>
<tr>
<td>More government Support</td>
<td>3.537</td>
<td>19</td>
<td>.093</td>
<td>1.267</td>
<td>.50</td>
</tr>
<tr>
<td>Resource room provision</td>
<td>1.658</td>
<td>19</td>
<td>.120</td>
<td>.533</td>
<td>-.16</td>
</tr>
</tbody>
</table>

The common strategies proposed by a majority of the respondents included improving the teacher visually impaired children ratio, encouraging more NGO support, soliciting for more government support and ensuring that the schools through the head teachers provided the required resource rooms and materials to help manage the visually impaired children in the schools.

These strategies indicated no significant variations from the number of times that the researcher expected them to be mentioned meaning that they had been mentioned by a number of the respondents. It was therefore concluded that there is need to ensure that the ratio of contact teacher to visually impaired children was increased, more NGO
support was sought, government was solicited to ensure that it participated more effectively with the provision of the required funds and materials and head teachers in the schools ensured that the schools had well stocked resource rooms.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Summary of findings

The purpose of this study was to establish the challenges facing integration of the visually impaired learners in Trans-Nzoia West district which have led to low rate of enrolment in the integrated programme. The findings were used to make recommendations for a possible solution to the problem. The objectives of the study were; to assess the instructional materials provided in addressing the education needs of the visually impaired learners in the Trans-Nzoia West District, to establish the influence of teacher training in promoting the integration of visually impaired children in Trans-Nzoia West District, to establish the contributions of key stakeholders in addressing the needs of visually impaired children in Trans-Nzoia West District and to determine possible strategies to promote integration of the visually impaired in Trans-Nzoia West District.

The researcher found it necessary to analyse the characteristics of the respondents as these could have had an influence on the characteristics of the subjects. The researcher established that 100% of the EARC respondents were male, 40% of the head teacher respondents were female while 60% were Male, 40% of the Contact teachers were female while 60% were male and there were 50% female and 50% male in the visually impaired children’ respondents. The variations in the gender were not significant in a way to affect the responses by respondents. However it is evident that there is male domination and this could have a negative impact to the visually impaired children because unlike men ladies can handle the visually impaired children in a motherly manner.

The research also found out that 20% of the headteachers have between 1-3 years of experience as headteachers, also 20 % have between 4-6 years of experience and 60% have over 10 years of experience as headteachers. Research findings also indicated that 20% of the headteachers have between 1-3 years of experience as visually impaired children teachers, also 20 % have over ten years of experience as visually impaired children teachers while 60% of the headteachers have between 4-6 Years of experience as visually impaired children teachers. This meant that varied responses could be collected from the respondents considering that those who had little experience and those who had a lot of experience participated in the study. The
responses also showed that 33% of the contact teachers have between 1-3 years of experience as visually impaired children teachers, 56% have between 4-6 years experience while 11% have over ten years experience as visually impaired children teachers. The results showed that 22% of the Contact teachers have between 4-6 years experience as teachers while 78% have over ten years of experience as teachers. This meant that varied responses could be collected from the respondents considering that the respondents had varied years of experience.

The research findings indicated that visually impaired children in schools were not many. Most of the schools had a number of three and below of the visually impaired children. Despite these small numbers of the visually impaired children, the stakeholders in the schools indicated that the schools did not have the adequate number of teaching and learning materials to take care of the visually impaired children in the school. The situation was so bad in some schools to the extent that the schools did not have resource rooms where the visually impaired children could retreat to for special help with their contact teachers. For schools that had the resource rooms, the teaching and learning materials were not enough. The resource rooms were mainly equipped with braille materials including the braille machines and braille writing materials. Other important materials were lacking.

Head teachers in the schools assumed the role of supervisors which in itself was not considered enough as the spirit of integration in schools required the head teachers to be leaders that would ensure that the integration was going on in the schools by doing more than just supervision including activities such as facilitating the program, participating in the decision making process, problem solving among other activities. Visually impaired children in the schools were also not getting the required help from the district education officials as majority of them noted that they did not know their resource personnel including the CIT and Itinerant teachers. Most were only familiar with their contact teachers.

Schools however had made an effort to ensure that they had at least a few contact teachers who were assisting with integration of the visually impaired children in the school and a considerable number of the contact teachers were well trained. The ratio of contact teachers to the number of visually impaired children in the district was however unacceptable according to the Educational Assessment and Resource Centre.
Coordinator. This meant that the number of contact teachers in the schools was not enough to properly care for the visually impaired children. The availability of the contact teachers in the schools did not influence the enrolment of the visually impaired children in the schools. It however influenced the retention of the visually impaired children in the schools.

There was however a strong relationship between qualifications and the ability to deliver services to the visually impaired children. This meant that the teachers who were well qualified were able to deliver to the visually impaired children. Qualification correlation also indicated a strong relationship between qualification and the visually impaired children satisfaction. Visually impaired children indicated that they were satisfied with the teachings and help they received from the contact teachers who were considered to be qualified. These results meant that the schools should make an effort to invest in contact teachers who are well trained for the tasks of taking care of the visually impaired children in the schools. This was also a message to the district education officials to ensure that the schools have enough contact teachers if integration is to succeed.

Schools running the integration programmes however cited that they were not receiving enough support to ensure that the integration efforts were fully successful and students wouldn’t move from the Kenya Integration Educational Programme to special schools. The CIT and the itinerant teachers rarely visited the schools that had visually impaired children and as a result most of them were not able to deliver the services that they were supposed to deliver to the visually impaired children. The visually impaired children did not even know their itinerant teachers nor the coordinating itinerant teacher. Contact teachers also noted that they were not receiving the required support from the government as the schools were still lacking in basic services that should be provided by the government. Head teachers also cited lack of funding for the programmes meaning that the government was not doing enough to support integration efforts despite having initiated the programmes. Parental contribution was however applauded by the contact teachers as the parents were able to take care for the visually impaired children when they were away, provide some materials within their reach and ensure that the visually impaired children were in schools. Other stakeholders who helped the visually impaired
children in the schools were other students who ensured that the visually impaired children were comfortable in the school. District Education Official’s contribution to the integration programme was not adequate. The main forms of help received by the contact teachers and schools by external stakeholders included the coordination of support services and guidance and care for the visually impaired children. Non Governmental organizations made some contribution but their contribution was not considered adequate to ensure that the integration programmes ran effectively.

Teachers had put in place strategies to ensure that they were able to cope with some of the difficulties they were facing in the schools. Some of the coping strategies enabled them get past some challenges but they were not able to cope with some challenges, a situation that affected service delivery. Contact teachers and head teachers indicated a number of challenges that they were facing in the schools which included the lack of funding from the government, misuse of available resources, cost of material, the high cost of materials required by the visually impaired children, lack of cost sharing strategies, absenteeism by visually impaired children and the lack of parental support.

The teachers however indicated that they could cope with some of the challenges that they were facing by being more committed to the course and trying to make do with the few resources that were at their disposal in an effort to ensure that they were successful in implementing the integration programmes. Some of the challenges that the teachers thought they could cope with included the absenteeism by visually impaired children, lack of parental support and the misuse of the visually impaired children resources (p<0.05). They however were not sure of how they would cope with the lack of funds and materials to run the integration programmes (p > 0.05).

The common strategies proposed by a majority of the respondents included improving the teacher visually impaired children ratio, encouraging more Non Governmental Organizations support, soliciting for more government support and ensuring that the schools through the head teachers provided the required resource rooms and materials to help manage the visually impaired children in the school. It was therefore concluded that there is need to ensure that the ratio of contact teachers to the visually impaired children ratio was increased, more Non Governmental Support was sought to ensure that it participated more effectively with the provision of the required funds.
and materials and head teachers in the schools ensured that the schools had well
stocked resource rooms.

5.2 Conclusion

The possibility of the education system in Kenya to accommodate the needs of the
visually impaired students is under serious threat besides it being a laudable effort.
The schools that have managed to enrol the visually impaired are lacking in material
to support the learning of the visually impaired children. Most schools either lack or
have inadequate teaching and learning resource rooms and materials that would
ensure that the visually impaired children were well taken care of within the school
setting. These resources would include Braille books and machines, slate and Stylus,
abacus etcetera. Head teachers in the schools have also limited their roles to
supervision, a situation that did not help in ensuring that the visually impaired
children in the schools received the materials required for training and learning. This
posed challenges for contact teachers who are responsible for ensuring that the
visually impaired children are well taken care of in the school.

Contact teachers and the visually impaired children ratio is also wanting, meaning that
the schools do not have enough trained manpower to take care of the visually
impaired children in the schools. The process of ensuring that the schools have
enough number of trained teachers to take care of the visually impaired children has a
direct relationship with the retention ratio of the visually impaired children in the
schools. The research findings indicate a considerable positive attitude to the learners
with visual impairment in relation to well-trained teachers unlike the negative attitude
non-trained teachers have on the education of the visually impaired. One of the main
conclusions by KESSP is that KIEP needed to change its approach to service delivery,
capacity building and advocacy in the current era of inclusive education and sector –
wide approaches in order to achieve greater institutionalisation and harmonisation of
both medical and education services to the visually impaired. The findings concluded
that untrained teachers often have lower expectations and place fewer demands on the
visually impaired learners or lack skills, equipment and materials to support learning.
Attitudinal barriers also impact negatively on the visually impaired child’s learning
achievements leading to drop-outs, under-achievement and despair.
It is evident that most of the problems experienced in the integration programmes are largely to do with the poor coordination and partnership among the stakeholders. The research findings indicate that to-date, there has been insufficient collaboration and coordination of agencies providing support for visually impaired children but KESSP now offers the opportunity for working more collaboratively, together with MOEST, in order to realise the rights of all children with disabilities (CWDs) to education and ultimately to achieve the Millennium Development Goals in education. This therefore demands for a much broader interaction and information exchange among the stakeholders.

Schools are however not getting the required support from external stakeholders including the government which should be providing the required funding to ensure that the visually impaired children are well taken care of in the schools. Education officials at the district level including the ITs and CIT are also not performing their roles of visiting the schools and ensuring that the visually impaired students receive the services required of them. Parents are however providing the required support to the contact teachers in taking care of the visually impaired children. NGOs are also putting effort but the effort by the NGOs is not enough. The common forms of support received include the coordination of support services and guidance and care including from other students within the school to ensure that the visually impaired children integrated well in the school system.

The lack of sufficient support has led to challenges by the contact teachers. These challenges have made the work of contact teachers difficult. Some of the challenges that the contact teachers have faced included the lack of the necessary materials to take care of the visually impaired children. Stakeholders within and outside the school feel that soliciting for more government support and increasing the teacher-student ratio could lead to better management of the integration programmes. Other strategies could include seeking for help from NGOs and ensuring that the school leaders provide the necessary facilities for visually impaired children including resource rooms and materials that would be required to support the integration programmes.
5.3 Recommendations

The research recommends a number of strategies to ensure that the integration programmes in schools initiated by the government is successful including;

i. Head teachers ensuring that all schools have the required resource rooms with the required materials to support the learning of visually impaired children in the schools. This should be done in liaison with the ministry of education.

ii. Educational Assessment and Resource Coordinator should ensure that schools have adequate trained contact teachers who would take care of the visually impaired children in the school.

iii. The Kenya Integrated Educational Programme should seek government support to ensure that the schools received the required funding that would ensure the schools are able to effectively care for the visually impaired children in the school.

iv. Educational assessment and resource centre coordinator ensuring that the Coordinating itinerant teacher and Itinerant teachers in the schools perform their duties of visiting the schools and ensuring that the visually impaired children receive the required support services that are needed of them.

v. The Educational assessment and resource centre coordinator should encourage effective participation from other stakeholders including Non Governmental Organizations and parents.

5.4 Suggestions for further studies

Future researchers should seek to investigate the effects of support services offered to visually impaired children on the performance of the visually impaired children in the schools in an effort to try and establish if the integration goals within schools are met or more needs to be done to ensure that the support services influence positively the performance of visually impaired children.

Future researches should focus on;

i. The adequacy of parental support from parents of the visually impaired learners in relation to education.

ii. The effects of education policy in support of education of the visually impaired children

iii. The impact of the insufficient financial and material support from the non-governmental organizations on the education of the visually impaired children.
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65
APPENDIX I: INTERVIEW SCHEDULE FOR EARC CO-ORDINATOR

This assessment is purely for academic purposes and cannot be used against the respondent in any way. The information is also treated with all the confidentiality it deserves.

SECTION A

1. Sex
2. Age
3. Experience as an EARC co-ordinator

SECTION B: TEACHING AND LEARNING MATERIALS

1. What instructional materials do the KIEP teachers use in their respective schools?
2. Are the materials and teachers adequate for the visually impaired children?
3. From the monthly returns reaching your desk, what challenges are most commonly cited by the CIT and her group of professionals?
4. In your opinion, what concerns are regularly cited?
5. With indicators, do the CIT, ITs and the CTs submit copies of their work plans?
6. What in your opinion would be done to improve education of the visually impaired children in the district?

SECTION C: TRAINING OF TEACHERS OF THE VIC

1. Are all the integrated schools supplied with trained visually impaired children teachers?
2. Are these schools adequately staffed with trained teachers?
3. Is the retention related to the availability of trained teachers?
4. How have the teachers helped to increase enrolment and retention of the visually impaired children?

SECTION D: CONTRIBUTION OF THE STAKEHOLDERS

1. EARC is charged with the responsibility to assess, refer and place learners with impairments to appropriate schools. What is the visually impaired
children retention ratio presently in the public primary schools against the number placed?

2. Give a reason for your answer in number one.

3. Being the education assessment co-ordinator in the district, are you aware of the visually impaired children moving from KIEP to special schools?

SECTION E: STRATEGIES OF IMPROVING INTEGRATION OF VISUALLY IMPAIRED CHILDREN

1. In your opinion, what do you think is the problem with integration in the district?

2. Apart from assessment, referral and placement, what other roles do you play in order to better KIEP services?

3. With indicators, have you held seminars, workshops or other courses for capacity building to the human resources under KIEP?

4. In your opinion what should be done to improve the integration of the visually impaired children?
APPENDIX II: QUESTIONNAIRE FOR THE CONTACT TEACHER

Instructions: The information given in this questionnaire will be treated as confidential. Please give your opinion as honestly and accurately as possible.

SECTION A: DEMOGRAPHIC FACTORS

1. Sex
2. Age
3. Experience as a teacher
4. Area of specialization

SECTION B: TEACHING AND LEARNING MATERIALS

1. Being the teacher in charge of the visually impaired children in your school, how can you describe the state of the teaching and learning materials?

2. How many visually impaired children do you have in your school?

3. Is there a resource room where you retreat to for special services with the visually impaired children?

4. If yes, what special materials and equipment do you have to assist you in your work?

5. If no, why do you think it is so?

6. How do you usually cope with lack of some important materials for the visually impaired children?

SECTION C: TEACHER TRAINING

1. Do you personally have skills to handle the visually impaired children?
2. If yes, what qualifications?
3. If no, how well do you manage to deliver services to the visually impaired?

4. Who supports you in your service delivery?

5. Are there other trained teachers of visually impaired children in your school?

SECTION D: CONTRIBUTION OF KEY STAKEHOLDERS

1. Are there NGOs that have come in to assist in provision of the services to the visually impaired?

2. If yes, in what areas have they assisted?

3. What is the government’s contribution in the provision of visually impaired children teaching and learning materials?

4. Are the parents of the visually impaired children contributing in the development of teaching and learning materials for their children?

5. Are the other students involved in helping the visually impaired children cope with life in the integrated school?

6. If yes, in what ways are they assisting?

7. Do you think this assistance is adequate for education of the visually impaired children?

SECTION E: STRATEGIES TO IMPROVE SERVICE DELIVERY

1) How do you manage to cope with the workload in the mainstream as well as in the special commitment?

2) What challenges do you face in your service delivery?
3) Is there encouragement and support from the head teacher that positively drives you to support the visually impaired children?

4) What is your considered suggestion for improvement?
APPENDIX III: QUESTIONNAIRE FOR HEADTEACHERS

The information given in this questionnaire will be treated with utmost confidentiality. Please give your opinion as honest and accurate as possible.

SECTION A

1. Sex
2. Age
3. Number of years as a Head teacher
4. Experience in integration of Visually Impaired Children

SECTION B: TEACHING AND LEARNING MATERIALS

1. How many visually impaired children are integrated in your school?
2. What role do you play in their educational service delivery?
3. Your school has a contact teacher for the visually impaired children. What support do you give him/her in relation to special services provision?
4. Provision of support instructional materials is supposed to come from the CITs office. How adequate and timely are these?
5. How can you describe the state of the teaching and learning materials for the visually impaired children?
6. What other challenges do you face in providing materials for the teaching learning and materials?

SECTION C: TRAINING OF TEACHERS OF THE VISUALLY IMPAIRED CHILDREN

1. i) Do you have trained visually impaired children teachers in your school?
   ii) If yes how many?
   iii) If no who takes care of the visually impaired children in your school?
2. How can you compare the number of the trained teachers to the number of students that they handle?
3. What is the contribution of the trained teacher in the retention of the visually impaired children?
4. From your official progress records, has the number of visually impaired children been increasing or decreasing?
5. Why do you think this is so?
6. What are your suggestions in the training of teachers?

SECTION D: CONTRIBUTION OF OTHER STAKEHOLDERS

1. The CIT and IT are supposed to be regular visitors to your school in support of KIEP services. How regular are they?

2. Are their services supportive enough for the education of the visually impaired children?

3. What educational support does your school get from the DEOs office in relation to education of visually impaired children?

4. i) Are you receiving any support from the NGOs in provision of teaching and learning materials?
   ii) If yes, in what ways?

5. What is the government’s contribution in the provision of teaching and learning materials?

6. Do the parents of the visually impaired children contribute in the development of teaching and learning materials for their children?

7. i) Are the other students involved in helping the visually impaired children cope with life in the school?
   ii) If yes, in what ways do they assist?
   iii) In your opinion, is the parents’ support adequate?

SECTION E: STRATEGIES TO IMPROVE SERVICE DELIVERY

1. In your opinion, what challenges does your office encounter in its service delivery to the visually impaired children?

2. How do you as the headteacher manage the challenges?

3. The objectives of KIEP are geared towards improving services to the visually impaired children through integration. What measures would you propose to be taken in order to succeed with integration of visually impaired children in public primary schools?
4. In your opinion, what should be done to improve the integration of the visually impaired children? ........................................................................
APPENDIX IV(A): QUESTIONNAIRE FOR VIC (LOW VISION)

THIS QUESTIONNAIRE IS MEANT TO COLLECT DATA FOR ACADEMIC WORK AND THEREFORE, NO VICTIMIZATION. PLEASE ANSWER TO THE BEST OF YOUR KNOWLEDGE BECAUSE CONFIDENTIALITY IS GUARANTEED.

NB: Please ensure that:

- Answers to all questions are filled in the spaces provided.
- Do not indicate your name.
- Responses for all sections are important.

SECTION A
Personal information (for analysis)
Name of school: .................................................................

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age in Years</th>
<th>School level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6 – 10</td>
<td>lower primary</td>
</tr>
<tr>
<td>Female</td>
<td>11 – 15</td>
<td>upper primary</td>
</tr>
<tr>
<td></td>
<td>Above 15</td>
<td></td>
</tr>
</tbody>
</table>

SECTION B: TEACHING AND LEARNING MATERIALS
To what extent do you agree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somehow agree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) You are one of the visually impaired children under Kenya integrated educational programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Learning with the regular peers is enjoyable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Regular peers offer the necessary moral support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Instructional materials are adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Teachers are encouraging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) I know my contact teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) I know my itinerant teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) I know my coordinating itinerant teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(i) I know the educational assessment and resource centre coordinator
(j) Adaptive aids are adequate
(k) All subject teachers are supportive
(l) I know where to get special assistance whenever in need.
(m) My mobility in school is well catered for
(n) My colleagues do not complain about poor services
(o) I am contented with the integration services

SECTION C: TRAINING OF TEACHERS OF THE VISUALLY IMPAIRED
1. How often do you meet your contact teacher in the resource room? .................
2. What activities do you undertake in the resource room? .........................
3. Would you say this is adequate for your education? .........................
4. Give a reason for your answer ................................................
5. Do you engage yourself in co-curricular activities in school?
   [ ] Yes  [ ] No
6. If yes, in which games/ sports are you engaged in? ................................
7. If No, why? ........................................................................
8. Do you participate in Paralympic games? .........................................

SECTION D: SUPPORT FROM OTHER STAKEHOLDERS
1. Are there instances where you lag behind academically?
   [ ] Yes  [ ] No
2. Are there support services that you dearly miss? ..............................
3. Your VI peers have either dropped out of school or transferred to special schools.
   What reasons do they give for their actions? ......................................
4. Do you in your opinion support their claims? ....................................
5. i) Do you get the support you need from your parents? .........
   ii) If no, what kind of support do you need from them? .....................
SECTION E: STRATEGIES OF IMPROVING INTEGRATION OF VISUALLY IMPAIRED CHILDREN

1. The wearer of the shoe knows where it pinches. What challenges would you classify as the most serious in affecting your performance in education?

2. In your opinion, what would be the most appropriate corrective measures for your above responses?
## APPENDIX V: OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>AMENITIES AND SERVICES</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Visually Impaired Children</td>
<td></td>
</tr>
<tr>
<td>Toilets for special needs children</td>
<td></td>
</tr>
<tr>
<td>Number of trained teachers in special needs education</td>
<td></td>
</tr>
<tr>
<td>Learning materials for the Visually Impaired Children</td>
<td></td>
</tr>
<tr>
<td>Attendance of the Visually Impaired Children in school</td>
<td></td>
</tr>
<tr>
<td>Number of Visually Impaired Children dropouts since 2008</td>
<td>77</td>
</tr>
</tbody>
</table>
APPENDIX VI: THE LOCALE OF THE STUDY