Challenges Facing Teachers in Teaching Students with Visual Impairment in an Integrated School: A Study of Moi Girls' School, Nairobi.

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Declaration

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

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DEDICATION

This work is dedicated to my husband David Mutonga, children Kimathi, Munene and Mike Reagan for their love and support. They have seen me through this study with genuine love, encouragement and unwavering support.

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ABSTRACT

This study investigated the problems the teachers encountered in integrating students with visual impairment. The study sought to find out whether teachers were adequately trained to teach students with visual impairment. It also investigated the problems the teachers faced in adopting the syllabus for students with visual impairment. It investigated whether teachers were guided on how to teach students with visual impairment. The study also sought to find out the opinion of teachers towards the integration of the learners with visual impairment into the mainstream. The locale for the study was Moi Girls' School, Nairobi where there was integration programme. The institution is in Nairobi province where there is integration programme of students with visual impairment and is the most prominent with the highest number of students with visual impairment in Nairobi. The school is easily accessible in terms of distance from the city center and is one of the pioneer schools to implement the programme of integration in Nairobi. The data for the study was collected using a questionnaire to investigate challenges the teachers faced in teaching students with visual impairment in integrated schools. The study targeted the teachers at Moi Girls' School Nairobi. A purposive random sampling technique was applied to identify the teachers. Forty-seven teachers were selected from the school whereby 25 of them were female while 22 were male. This was a sample taken from 63 teachers teaching in the institution. The data was collected, coded and summarized on the basis of the objectives of the study. The analysis and results were presented through tables. The theory that guided the study was normalization theory. The argument behind it is that a child with whatever kind of disability can live a normal life if given all kind of support just like any other normal child. Test-retest technique was used to test the reliability of the research instrument. The study found out that the specialized facilities were limited. It also found out that teachers teaching students with visual impairment lacked support from the school administration. Recommendations were made based on the research findings. It was recommended that Ministry of Education help in construction of specialized facilities for use by students with visual impairment. It also recommended that Kenya Institute of Education prepare more teaching materials in line with the current trend in the field of teaching students with visual impairment. It also recommended for more in-service courses, workshops and seminars to keep the teachers abreast with current trend in the area of teaching learners with visual impairment.

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LIST OF ABBREVIATIONS & ACRONYMS

%	Percentage
EFA	Education for All
F	Frequencies
IDEA	Individuals with Disability Education Act
KIE	Kenya Institute of Education
KIEP	Kenya Institute of Education Programme
KISE	Kenya Institute of Special Education
MOEST	Ministry of Education Science and Technology
SNE	Special Needs Education
TSC	Teachers' Service Commission
VI	Visual Impairment

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents an overview of the problem of visual impairment, statement of the problem, purpose of study, objectives, research questions, significance, and scope and limitation, assumptions of the study, theoretical framework and operational definition of terms.

1.1 Background to the Study

In the world today many people are either partially or totally blind (Ewnetus,2005). In most developing nations, blindness results from a wide range of natural and man-made factors (Ewnetu, 2005). Ewnetu further indicates that the causes of the loss of eyesight in these countries are in one way or the other found to be linked with the long-persisting state of being underdeveloped. The leading natural causes of visual disability in many African countries are the common eye diseases such as trachoma, cataract and river blindness, which all results from poor economic, environmental and sanitary conditions. Besides these, landmines that are left behind after war and civil conflicts continue to pre-dominate the recurring major man-made agents, responsible for the needlessly multiplying cases of blindness in Africa (Ewnetu, 2005). The World Health organization (WHO) (2003) estimates that the prevalence of blindness and low vision in children is at 0.7%. While the prevalence of blindness amongst children is lower than in adults, the social and economic impact on children is greater when measured in number of years lived with visual impairment and intervention measures which have been put in place to have those affected access medical care immediately.

The United Nations General Assembly adopted the Convention on the Rights of Persons with Disabilities in December 2006. By joining the convention, countries commit themselves and take the first step to addressing legislative and societal issues which prevent the inclusion of persons with disabilities in all areas of life. As of March 30th, 2007, nineteen African countries had ratified the Convention. Therefore, interventions aimed at addressing the challenges of persons with disabilities and specifically people with visual impairment tend to approach the issue from the perspective of aid to a recipient.

The perceived inability of people who are blind results from the limitations imposed on them by society which through ignorance continues to avoid or even be afraid of visual impairment. It has been noted that in the world, more boys than girls are visually impaired (Taylor, Pezzullo & Keeffe, 2006). Additionally, increasing number of infants are born prematurely and survive. These children are at high risk for multiple disabilities, including visual defects, and will substantially increase the number of people with visual impairment. Subsequently, the effect of visual problems on a child's development depends on the severity, type of loss, age at which the condition appears, and overall functioning level of the child. Many children who have multiple disabilities may also have visual impairments resulting in motor, cognitive, and/or social developmental delays (Taylor et al., 2006).

According to Education Sessional Paper (2005), the Government of Kenya aims at paying special attention to gender, vulnerable and disadvantaged children. It is, therefore, the policy of the government that children with visual impairment are not excluded from mainstream education. Following the declaration of free primary education in Kenya in 2005 and the continued commitment to Universal Primary

Education, additional demand from children with special needs has been created. Despite all these good intentions, it is estimated that children with visual impairment have the lowest access and participation rate in Kenya (Kenya Society for the Blind, 2008). Enrollment, attendance and completion of the formal education system are low. This has been attributed to stigmatization, retrogressive cultural beliefs, poor attitudes and ignorance on potential of Children with visual impairment by parents. So, most parents do not enroll their children with visual impairment in school and a significant number of the affected children live a neglected life and are often kept away from general public (Kenya Society for Blind, 2008). Kumar, David, Ramasamy, Stefanich and Greg (2001) state that the visually oriented and visually complex concepts and information in classrooms pose significant challenges to learning among students with visual impairment. Without systematic instructional attention to these challenges, learning may seem inaccessible to many students with visual impairments. Unfortunately, Stefanich and Norman (1996) found that most teachers and college educators have little or no direct experience in teaching students with visual impairment and often hold stereotypical views of what they can and cannot do. Integration has become a critical part of the reform effort to improve the delivery of services to students with disabilities by focusing on the placement of these students in general education classes. Public schools have an obligation to provide free education in the least restrictive environment possible to all children who have diagnosed conditions of exceptionality, (UNESCO, 2005).

Integration is about the child's right to participate in education and the school's duty to accept and ensure this right. It is thus, about rejecting exclusion of learners,

restructuring school policies, curricula and practices so that all learning needs can be met. Only by removing physical and social barriers to learning can we create truly inclusive classrooms and societies and speak of EFA in a holistic sense. (African forum, 2007). How can teachers help students with visual impairment reach their potential in the classroom?

1.2 Statement of the Problem

It has been established that a significant number of children with visual impairment face barriers in accessing quality education. A recent resource distribution analysis undertaken by the Kenya Integrated Education Programme (KIEP, 2003) indicated a gross under supply of the requisite resources for the education of children with visual impairment. For instance, due to frequent change of curriculum, teaching/learning materials, especially production of braille books, has become expensive leading to inadequacy. Furthermore Kenya Society for the Blind (2008), approximated that pupil to braille book ratio for children with visual impairment is still at 5:1 against the recommended 1:1. The situation is further complicated by the fact that the distribution of Braille machines is grossly inadequate given the number of schools and potential users.

KIEP currently has an enrolment of 274 totally blind and1200 learners with low vision. Material support has been channeled to 500 integrated primary schools, 100 secondary schools and 3 teacher training colleges. However the braille machines supplied so far cover 50% of the need (Kenya Society for the blind, 2008). In addition, teaching staff, pupils and school management committees have been stigmatizing students with visual impairment due to lack of understanding of their needs and potentials.

Teachers are likely to face major challenges when it comes to teaching students with visual impairment and there is no enough attention paid by both scholars and policy-makers to address this situation. It is against this backdrop that this study intended to address the challenges teachers face in teaching students with visual impairment.

Musikhe (2006) carried out a study on the factors influencing implementation of inclusive education in regular primary school in Busia District in (2006). Omorwa (2005) carried out a research on factors hindering integration on students with special needs in primary and secondary schools in Borabu Division of Nyamira District in 2005. Kithuka (2008) carried out a research on factors affecting implementation of inclusive education policy of children with special needs in public primary schools in Kitui North District in 2008. None of these researchers' touches on challenges facing teachers in schools where there is integration of visually impaired learners into the mainstream classes. The current study will fill the information gap left out by these studies. It is, therefore, for this reason and more that this study sought to investigate the challenges of teaching students with visual impairment in integrated schools.

1.3   Purpose of the Study

This study sought to determine the challenges faced by teachers in teaching children with visual impairment in integrated schools.

1.4   Objectives of the Study

The following were the objectives of the study:

1) To determine if teachers were adequately trained to teach students with visual impairment.

2) To find out the problems teachers faced in adapting syllabus for the students with visual impairment.

3) To investigate the problems teachers encountered when teaching students with visual impairment.

4) To establish whether teachers were guided by the ministry in regards with teaching students with visual impairment.

5) To find out the suggestions of teachers on the integration of the learners with visual impairment into mainstream.

1.5   Research Questions

This study sought to answer the following research questions:

1. Were teachers adequately trained to teach the student with visual impairment?

2. What problems do the teachers encounter in their efforts to adapt the syllabus for learners with visual impairment?

3. What problems do teachers encounter in teaching students with visual impairment?

4. What steps has the ministry taken to guide teachers in teaching students with visual impairment in integrated school?

5. What is the suggestion of teachers towards integration of learners with visual impairment?

1.6   Significance of the Study

This study hoped to bring more insight and understanding on visual impairment as well as challenges faced by teachers teaching learners with visual impairment. Therefore, this would enable those parties involved in integration to establish

appropriate interventions and programmes that can eventually benefit students with visual impairment, sighted and teachers. This study is also hoped to benefit teachers in the sense that they may gain more insight and understanding on the challenges that face them hence, address these challenges and establish ways and means to meet the needs of the students as well as their own needs in a more sufficient and adaptive manner.

Second, students with visual impairment can benefit from the results of this study in that, all the parties involved in running the integration programme can put more effort and develop a positive response that ensures the needs of the students are met. Third, it is hoped that policy makers would also gain insight and understanding, leading to formulation of appropriate policies that ensure the needs of students in general are addressed within an integrated school. Last but not least, scholars and researchers would benefit from the results of this study whereby it may be used as a reference point as well as an entry point for other studies related to the topic and cover areas that this study would not be able to address.

1.7   Scope and Limitation of the Study

Despite the fact that teaching students with visual impairment may be challenging in every integrated school in Kenya, this study only covered Moi Girls' School Nairobi. Moi Girls' School Nairobi carry out integrated programme thus can be a representative of Nairobi Province. However, other provinces in Kenya were not represented in the study. Consequently, it was expected that by the end of this study recommendations would be made to encourage a replication of this study to other

provinces in Kenya. Nonetheless, the results of this study can be generalized to other integrated secondary schools within Nairobi.

1.8   Assumptions of the Study

In the proposed study, the following assumptions were made:

1) That there were problems facing teachers in integrated programs for students with visual impairment in secondary schools.

2) All respondents would be co-operative and provide reliable responses.

3) Teachers were familiar with syllabus of students with visual impairment and how to adapt it.

4) Teachers were adequately trained to teach the students with visual impairment.

1.9   Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

The theory of normalization postulated by Wolf Wolfensberger (1980) involves the acceptance of people with disabilities, offering them the same conditions as are offered to other citizens. It involves an awareness of the normal rhythm of life-including the normal rhythm of a day, a week, a year, and the life-cycle itself. It involves the normal conditions of life – housing, schooling, employment, exercise, recreation and freedom of choice. This includes "the dignity of risk", rather than emphasis on "protection". A significant obstacle in developing community support has been ignorance and resistance on the part of "atypically developed" community members who have been taught by our culture that "those people" are somehow fundamentally different and flawed and it is in everyone's best interest if they are removed from society Wilmshurst and Brue (2005). Part of the normalization process

has been returning people to the community and supporting them in attaining as "normal" life as possible, but another part has been broadening the category of "normal" to include all human beings.

Wolf Wolfensberger (1980). People with disabilities are not to be viewed as sick, ill, abnormal, subhuman, or unformed, but as people who require significant support in certain (but not all) areas of their life Ndurumo (1993). This comes with an understanding that all people require support at certain times or in certain areas of their life, but that most people acquire these support informally or through socially acceptable avenues. The key issue of support typically comes down to productivity and self-sufficiency, two values that are central to our society's definition of self – worth. The theory normalization was found relevant for this study because for a long time the child with visual impairment has been segregated from the sighted when it comes to education. Through education their life has been turned to normal just like any sighted child.

1.9.2   Conceptual Framework

The conceptual framework of this study was based on students with visual impairment and challenges faced by teachers in policy of inclusion (integration). The framework portrays that teaching students with visual impairment within an integrated school brings about challenges especially on the part of the teachers. Teachers are seen as a vehicle through which learning and performance is expected to be reflected by students with visual impairment. However, a number of variables may prevent this from happening. These include teachers qualification, training of teachers, adapting of syllabus, itinerants, visual enhancing devices, sighted attitude,

and administrative among other variables. The degree of visual impairment and the student's background and training (like the degree of proficiency in braille) will affect the usefulness of the various strategies and suggestions. A student with visual impairment will most likely need assistance in all aspects of his or her life which may be a major challenge for the teacher to address. Nevertheless, the various strategies and curriculum used in integrated schools may work for most students with visual impairment and some may not.

In addition, teachers' preparation may require dual approach. Back in colleges, he or she must be given educational basis of teaching as well as practical training in essential skills in teaching and learning. Naliaka, (2002) states that education and training are both vital and one without the other leaves the teacher incomplete. She further points out that; "A teacher cannot enlighten his/her pupils if he/she is ignorant. He or she cannot lift them higher than himself/herself". The success of education depends on the quality of the teacher. Qualitative improvement of education in whatever level can never be realized without a major improvement on the quality of the teachers and the teacher education (Naliaka. 2002). Many headteachers decline to admit learners with VI in their schools feeling their presence would negatively affect their results (Republic of Kenya, 2003). The school administration expects their integrated schools to perform equally with other regular schools hence a lot of pressure is put on the teachers to perform. Wilmshurst and Brue (2005).

Figure 1.1 Teaching Students with Visual Impairment in an Integrated School

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┌─────────────────────────────────┐
│      Challenges faced by        │◄──────────────┐
│          Teachers               │               │
└─────────────────────────────────┘               │
                │                                  │
┌──────────────┐│              ┌──────────────┐    │
│ Training a   ││              │ Teachers'    │    │
│ Teacher      ││              │ qualifications│   │
└──────────────┘│              └──────────────┘    │
       │        │                     │            │
┌──────────────┐│  ┌──────────────┐ ┌──────────────┐│
│ Adapted      ││  │Teaching students│ Visual      ││
│ Syllabus     │├─►│With visual    │◄│ Enhancing   ││
└──────────────┘│  │impairment     │ │ Devices     ││
       │        │  │In integrated  │ └──────────────┘│
┌──────────────┐│  │school         │        │        │
│ Use of       ││  └──────────────┘ ┌──────────────┐│
│ Itinerant    │┘                   │ Sighted     ││
│ Teachers     │                    │ Students    ││
└──────────────┘                    │ Attitude    ││
       │                            └──────────────┘│
┌──────────────┐                           │        │
│ School       │                    ┌──────────────┐│
│ Administration│                   │ Stake holders││
│ & Management │                    └──────────────┘│
└──────────────┘   ┌──────────────┐        │        │
       │       ┌──►│ Teaching and │◄───────┘        │
       └───────┘   │ Learning     │                 │
                   └──────────────┘                 │
┌──────────────┐        │                           │
│ Successful   │◄───────┘    ┌──────────────┐       │
│ Implementation│           │ Poor academic │───────┘
│ of Integrated │           │ Performance   │
│ programs     │            └──────────────┘
└──────────────┘
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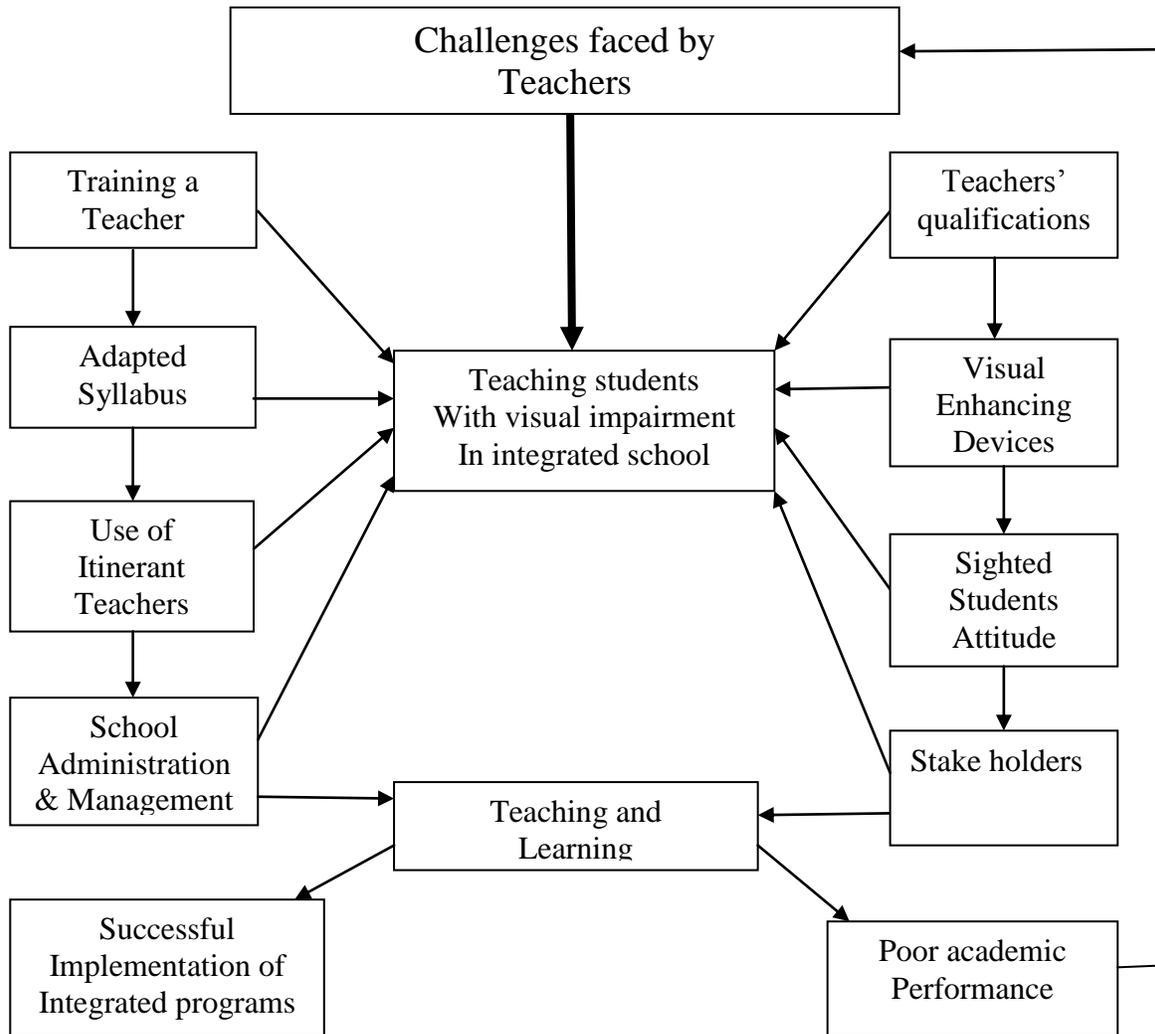
Source: Researcher.

1.10   OPERATIONAL DEFINITION OF TERMS

Blind

Those who have no sight or whose sight is so defective that they require special methods used for visual impairment.

Braille

Is a system of writing and reading raised dots for the blind people to enable them to read by touch?

In-house training

Training within the institution by use of experts within.

Inclusive Education

Education system   that calls for the school to modify the learning environment to suit the needs of all learners, including those with disabilities such that they are able to learn in regular schools together with peers.

Integrated Education

This is the principle of educating students with special needs and   those without special needs together, interacting and sharing the facilities educational Institutions have to offer.

Learners with Visual Impairment

These are learners with visual impairments encompassing both the blind and the low vision learners.

Special Education

This is the systems of education whereby instruction is modified for those with special needs. In this study it is used to define a specially designed instruction which meets unique needs of students with visual impairment.

Special Needs

These refers to conditions which could be physical, psychological. Social or cognitive that make someone's performance and abilities differ from that of an average person. It's some form of extra help and assistance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature that relates to the objectives of this study. The chapter is divided into four sections as follows: historical perspective of special education; visual impairment; management plan and teachers' challenges; and challenges and criticism of integrated schooling.

2.1 Historical Perspective of Special Education

According to Wilmshurst and Brue (2005), children with special needs have always been part of society. In the past, some "special" education was provided to individual children on an individualised basis. As formal education became established, welfare or religious groups for the care of children with special needs often became involved in their education. Government provision of special education services generally followed the work of voluntary groups. Progress in Special Education saw a major reversal as the eugenics movement took hold in the mid-1960s. Under eugenics theory, it was irresponsible to care for and educate people with special needs as it would "weaken society". Eventually, scientific approaches to studying disability, such as behaviourism, led to a new understanding of special education and the vision that all children could learn, no matter what diagnosis they were given (Gazzaniga & Heatherton, 2006).

World Health Organization (2003) postulates initially, special education was provided to children of school age – about six or seven. In the early 1970s, research on Early

Childhood Intervention, which involved providing special education from birth or first diagnosis, showed that the earlier special education was provided, the better the outcome for the child and the entire family. However, Special Education changed with Wolf Wolfensberger's (1980) theory of Normalization which stated that all people with special needs have the right to lead "normal" lives, including being part of a family, attending a local school, and holding a job in the community. Inspired by this theory, the integrated education movement fought for social improvement, centering on the improvement of schools. The movement desires to have schools which no longer provide "regular education" and "special education". Instead, schools would provide an integrated education, and as a result, students would be able to learn together (Keller,Jr. 2004).The study falls short of showing whether teachers who are the implementers accept the programme.

Wilmshurst and Brue (2005) state that Special Education services in the United States now extend past school-age into adulthood with the Post-Secondary Transition for High School Students with disabilities program, as a better understanding of life-long learning has been gained. It includes school-based activities as well as family and community activities, and has become a major testing ground for better teaching for all children, not simply children with special needs. In addition, Special Education has a different quality in different countries. The political, economic and social pressures in each country have led to a different form of Special Education, with different sets of policies and practices.

 According to the Ministry of Education (MoE) (2005), although Kenya's schools system is working to counter traditional concepts of education and disability, there is

an ongoing emphasis on control, containment and care. It suggests that the progress at the policy development level should be matched by school-level focus on providing a broad and balanced education. There is a need to put more emphasis on preparing children with disability for employment. Three quarters of Kenyan pupils with special educational needs are in special schools with only a quarter in special units within mainstream schools. Generally, children with mental handicaps are placed in these units while those with physical handicaps and hearing impairments attend special schools. A number of individual schools are struggling to meet simultaneously the needs of children with mental and physical handicaps and those with both hearing and sight impairments (MOE, 2005).

This welcomes the fact that, despite limited available resources, staffing ratios are as low as eight pupils to one teacher for special schools and units (MOE.2005). Considerable progress has been made in recent years and a range of special needs now being addressed in Kenya is extensive. At the planning level, thinking has moved beyond just coping with behavioral difficulties to encourage spiritual and moral development, creative abilities and personal and social development. If Kenyan schools are going to really implement the recent aims of special education policy, they need to give more thought to the students' future employment and provide relevant vocational training, monitor school level implementation of national policy objectives more rigorously and develop a broader understanding of international development in special education theory and provision (Wilmshurst & Brue, 2005).

2.2   Management Plan and Teachers' Challenges

According to Pfeiffer (1998), children with visual impairment often require adaptations to access the general educational curriculum. For the student with low vision, these may include increased contrast and color highlighting, lighting adaptations, varied time requirements, optical devices, and auditory materials. A student who is blind may use Braille, tactile adaptations such as raised maps, speech access, use of real objects and materials, and auditory descriptions. Students with visual impairments may also benefit from instruction in orientation and mobility skills that are not part of the standard curriculum. Other curricular areas important for students with visual impairment include instruction in daily living skills, career development, communication literacy, use of assistive technology, use of functional vision, and social skills.

Atkison and Feather (1996) postulate that most students with visual impairment are able to use vision for some activities. Use of vision in regular activities can be determined by a functional vision evaluation, completed by a certified teacher of learners with visual impairment. This assessment should include recommendations for adaptations, services, and instructional skills that will help the student learn to use vision appropriately. The learning environment can be adapted to encourage efficient use of vision for individual learners as recommended on the functional vision evaluation. Adaptations may include high contrast in materials, usually best achieved by black on non-glare white background; colour contrast or highlighting; even, steady lighting without glare; reading stands or reading positions that allow reduced viewing distances; and use of low vision devices as prescribed by a low vision clinical evaluation, conducted by an eye specialist with low vision background:

Students who do not use vision will rely on tactile and auditory materials. Braille is the most efficient tactile code used for reading, produced in standard paper and book form, and it can be written and read using portable note takers with Braille displays or computer output. Rapid Braille readers can read as fast as print readers. In addition, students who are blind will need opportunities for direct experiences with materials and objects. Most students with visual impairments rely on auditory information for some part of their learning. Books on tape or CD, spoken output from the computer, and use of tape recorders for memos provide a quick means of access (Pfeiffer, 1998). In Kenyan school the main challenge for teachers is teacher-student ratio is so high because of the free primary education. The special child therefore cannot receive individualized instructions (Republic of Kenya, 2003). Some headteachers do not want to support special unit in their schools, therefore this study aims at finding out if there are problems that teachers face in teaching learners with visual impairment in Moi Girls' Nairobi.

2.3 Utilization of itinerant teachers in integrated schools

According to McNemar (1996), the most common model for providing necessary adaptations is the assignment of an itinerant teacher to serve the student directly in the regular classroom or to provide consultation to the educational team. This professional obtains specialized materials and textbooks, conducts assessments related to the visual impairment such as the functional visual evaluation, and collaborates with the educational team. In some cases, children with visual impairments are educated in separate classrooms or specialized schools. Some specialized schools encourage short-term placements for students who need to work on a specific skill such as orientation and mobility or assistive technologies.

Specialized schools may offer summer programmes that allow students with visual impairments to socialize with peers who have common experiences.

Children with visual impairments vary widely in their learning abilities and needs, and educational support from a professional in visual impairment is vital in their learning. As they grow older, it is important for them to have contact with adults who are visually impaired and to have the opportunity to participate in regular work experiences (Gilday, 1998). Nevertheless, the degree of impairment and the student's background and training (like the degree of proficiency in braille) will affect the usefulness of the various strategies and suggestions. The student with visual impairment will most likely need assistance in all aspects of subjects programs. Various strategies may work for most vision impaired students--some may not. It is important to bring to the student's attention role models with disabilities similar to that of the student.

According to Wilmshurst and Brue (2005), the provision of Special Education differs from country to country, and state to state. The ability of a child to access a particular setting may be dependent on his/her specific needs, location, family choice, or government policy. In the special education a teacher will provide one, or a combination of different models which he/she has been assisted by itinerant teachers to make. First, self-contained classes, located in mainstream schools but separate from regular education classrooms, are designed specifically for children who have severe visual impairment and may be termed support classes. Second, regular education classes combined with special education services are a flexible model often

referred to as integration. In this model, children with special needs are educated with their typically developing peers for at least half of the day.

Special education services may be provided in other settings at specific times during the day on a pull-out basis, such as resource rooms, occupational, physical and speech therapy, sensory rooms, rooms with special physical equipment, adaptive physical education, among others. Alternatively, specialized services may be provided in the regular classroom by sending a teacher in to work with one or more children in their regular classroom setting. Therefore this study seeks to find out whether teachers are guided on how to teach students with VI in Moi Girls School, Nairobi.

In addition, modifications can consist of changes in curriculum, supplementary aides or equipment, and the provision of specialized facilities that allow students to participate in the educational environment to the fullest extent possible. Students may need this help to access subject matter, to physically gain access to the school, or to meet their emotional needs (Bukhala, 2006). More or less, support is targeted to the needs of the individual student and can be short or long-term. In the United States, the Individuals with Disabilities Education Act require that special needs students be included in regular education activities as much as possible. In Scotland, the Additional Support Needs Act places an obligation on education authorities to meet the needs of all children in consultation with other agencies and parents. The study seeks to find out whether this is embraced at Moi Girls School. Lang (1983), states that it may take time for a teacher to understand a student with visual impairment or special needs. Therefore, it is important for the teacher to be patient in that a student may help the teacher to learn about his or her special needs.

According to Smith (1998), having a student with visual impairment will challenge a teacher to a new level of professionalism. A teacher will be forced to   get his or her sighted students to help in doing a certain or get help from an itinerant teacher. In addition, a teacher will have to say more as when pointing to objects as well as verbalize more. When holding up a picture or making a gesture or writing words on the board, the student with visual impairment will sit waiting until the teacher takes the time to say it hence, a teacher must say everything. This will definitely need a little more effort. To be more efficient a teacher is required to use one or more methods and use more devices to teach (Odero 2004).

2.4   Challenges and Criticism of Integrated Schooling Educationist

According to Smith, Polloway, Patton and Dowdy (1998), sometimes the policy of integration may work but most of the time it fails. Researchers have found relatively small differences in academic achievement between students with visual impairment who have been integrated in regular classrooms and those in special classrooms. Nevertheless, integration of learners with partial visual impairment into regular classrooms can lead to increased rather than decreased social rejection. Although the causes of this rejection may vary, for example, some students with visual impairment are shy and avoidant whereas others are aggressive and disruptive. It certainly doesn't go unnoticed, and the children who are rejected are more likely and more dissatisfied and anxious about their peer relationships than other children.

According to Arditi & Rosenthal (1998), the mainstream schools cannot manage students with visual impairment. The National Union of Teachers in U.S.A dramatically reversed decades of support for integration and demanded a halt to the

closure of special schools. It called on the government to carry out an urgent review of inclusion in policy and practice. The union issued a report by academics at Cambridge University which suggested that integration was harming children with special needs, undermining the education of others and leaving teachers exhausted as they struggle to cope with severe behavioral and medical conditions.

Resnikoff, Pascolini, Etya'ale, Kocur, Pararajasegaram and Pokharel (2004) describe integration as a form of abuse for some children who were placed in totally inappropriate schools where they inevitably failed. Pupils with special needs were nine times more likely to be expelled and teachers were leaving the profession because they could not cope with the pressure of working with them. Teachers were being given responsibility for tasks such as clearing out tracheotomy tubes, changing nappies and managing children prone to harming themselves in outbursts of extreme violence. Other pupils lost out as staff devoted excessive time to children with special needs. Many students witnessed highly disturbing behaviour as s pupils with special needs reacted in frustration and anger to their surroundings. Teachers often delegated responsibility for pupils with special needs to classroom assistants. In addition, parents felt betrayed as their children's educational needs went unmet and the children sunk into a spiral of misbehavior that often ended in expulsion. Parents of other children were unhappy at the repeated disruptions to their children`s education.

According to Wilmshurst and Brue (2005), the largest groups of callers to the UK national workplace bullying advice line service are teachers. Some of these calls, and some of the most distressing, are from teachers working in special education environment with young, teenage or adult clients with special needs. The serial bully

is attracted to roles with opportunities for power and control over vulnerable clients and employees who, because of their dedication and commitment to clients, are easily manipulated with guilt. Government policy has been to move children with special needs into mainstream schools, ostensibly for reasons of integration, but in reality, this is aimed at saving money. Dumping students with visual impairment in a class of 35 children is a recipe for disaster but budget targets have to be met. In addition, there have been cases of children with special needs being denied the opportunity to take examinations because it is estimated they will achieve a low pass which adversely affects the school's position in league tables.

Moreover, some students with visual impairment require instructional methods that differ dramatically from regular programme. Critics assert that it is not possible to deliver effectively two or more very different instructional methods in the same classroom. As a result, the educational progress of students who depend on different instructional methods often falls even further behind their peers without disabilities.

With regard to post-primary schools, Odero (2004) investigated curriculum barriers to successful integration of students with visual impairment in Kenyan secondary schools. He found out that lack of funds has resulted in decline in development of both physical facilities and instructional materials for special needs education. Akatsa (1986), in his study of special education in Kenya, recognized the fact that integration is an important aspect for a successful education for learners with any kind of disability. His conclusion was that learners with disabilities can benefit from all-rounded education given an ordinary setting. Akasta 1986 shows that negative and stereotypic attitude towards persons with impairment undermine their access to

training opportunity. It fails short of showing how this is affecting Secondary learning of student with visual impairment.

2.5 Training of Teachers

The quality of education and training largely depend on the quality of teachers that is academic qualification, professionals' training, commitment and dedication. Teachers are central to any successful implementation of education change. Kenya is presently presenting very rapid societal changes and as society changes, so does its needs and aspirations. Schools are therefore, expected to be prepared, not only to cope with such changes, but also to initiate educational changes in relation to the changing needs of the society. Schools can only accomplish this if teachers are professionally trained and continuously in-serviced to improve their knowledge, pedagogical skills and competency. In this way teachers will be responsive and adaptable to change (Kamunge, 1988). The quality of teaching is mainly determined by the level of academic professional education and training. Teacher education programmes are therefore planned to produce qualified teachers in order to achieve the objectives and policies of education (Kamunge 1988).

Currently special education teachers are being trained for diploma at KISE and Kenyatta University and Moi University for degree courses. However, teacher service commission does not recognize special need education as teaching subjects (Republic of Kenya, 2003). Due to this effect insufficient number of trained special education teachers was observed to have an effect on teacher learner ratio in integrated schools. This ratio is sometimes increased when learners with visual impairment are lumped together and one teacher who may not have SNE training (Republic of Kenya, 2003).

The study sought to find out whether teachers are adequately trained to teach learners with visual impairment in Moi Girls' School Nairobi.

2.6 Curriculum and Adaptation of the Syllabus

Learners with visual impairment have unique educational needs and learning the necessary compensatory skills and adapted techniques such as using Braille or optical devices for written communication requires specialized instructions from teachers who have expertise in addressing disabilities and specific needs (Heward 2006). Teachers may be able to use their usual instructions techniques with some modification to provide effective education programme. However teachers working with students with visual impairment need to understand the nature of a particular visual problem to be able to choose appropriate accommodative tactic. In Kenya, regular and special needs education is disseminated through a central curriculum. That is, all learners go through the same learning experiences without putting into account their deferring conditions. Learners with such needs are discouraged because of such curriculum provisions. The Kenya Institute of Education is mandated to develop relevant curriculum, support materials for use in all levels of education and training except universities. To cater for diverse conditions of the learners with special needs, the curriculum is adopted and adapted when necessary. Currently Kenya institute of education has completed adapting the syllabus for learners with visual impairment Bulletin, (2007) K.I.E. The education policy allows the modifications by empowering schools to make decisions governing learning of students with visual impairment (KISE 2002). With all the recommendations on adaptation of the syllabus nothing has been mentioned about the challenges that a teacher faces in adapting the syllabus in integrated school for learners with visual

impairment. It is for this purpose that the researcher is interested in capturing the challenges the teachers face in adapting the syllabus for the student with visual impairment which may lead to proper implementation of integrated programme.

2.7 Teachers Opinion on Integrated Education

The UNESCO survey (2003) on teachers view on integrated education points outs that, countries where teachers favour education for all children in ordinary classroom, have a law requiring that, but in countries offering sophisticated segregated education, teachers are not in favour of integrated education. Teachers are key implementers of any education policy and their perception is very vital towards success or failure of the policy. In Latin America a study pointed some of the barriers to integrated education as teachers low perception of learners with visual impairment and unwillingness to meet their diverse needs of learning. This was attributed to lack of training in a heterogeneous approach. Helsinki, Savoloinhen, Kokkalah and Alasulitari (2000) Positive attitude of teachers depend strongly on teachers` education, availability of support material, class size and work load. (Helsinki et al,2000.The success or failure of integrated education is dependant on teachers learners with visual impairment fearing that they may lower the standards mean score for the class since teacher performance is evaluated in terms of mean score in final exam (Republic of Kenya, 2003). It's for this purpose that the researcher is interested in finding out the perception of teachers towards integrated education in Moi Girls School in Nairobi.

2.8   Summary

This chapter has reviewed literature on different interdisciplinary topics in that the researcher has discussed about the history of special education and how integration developed into a policy of handling students with visual impairment. It is evident that the policy of integration has been successful over a period of time but it also has its own demerits. This has made it difficult for teachers to cope with the programme. However, this chapter has brought into perspective the challenges that teachers face and interventions that have worked in the past in different countries.

The literature review found a gap to be filled in trying to realize or to improve integration education implementation in schools. There was no clear focus in Kenya on how the public sector can involve the private sector to enhance the integration programme in regular secondary school through educational funding.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0   Introduction

This chapter presents a detailed description of the selected research design, variables validation location of the study, target population, sampling procedures and sample size, instrumentation, piloting, reliability and validity, data collection, data analysis techniques and ethical considerations.

3.1   Research Design

The study adopted an exploratory approach using a descriptive survey design to investigate challenges faced by teachers in teaching students with visual impairment in an integrated school. Integration ensures that education becomes non-discriminative in relation to bridging the inherent gap in the integration policy in schools. Descriptive survey design is an efficient way to obtain information needed to describe attitudes and views of teachers on the challenges they face in teaching students with visual impairment in an integrated school. In addition, it is used in preliminary and exploratory studies (Luck & Ruben, 1992) to allow researchers to gather information, summarize, interpret and present for the purpose of clarification (Orodho, 2002).

The advantages of selecting a descriptive survey design is that, the researcher needs to collect information from a fairly large sample population. In addition to teachers being questioned quickly, survey research has been found to have less bias compared to other designs like in-depth case study. However, descriptive survey design has some notable disadvantages that cannot be ignored. For example, since the researcher

requires a questionnaire that has structured questions, data collected can miss some important information. So, and the researcher supplemented questionnaire data with focused group discussion.

3.1.1 Variables

The dependent variables in this study were the challenges faced by teachers. Such challenges included specialized skills, incentives provided, adaptability of the syllabus and their effects on the independent variable - teaching of learners with visual impairment in integrated school.

3.2   Location of Study

The study was conducted in Moi Girls' School, Nairobi in Lang'ata constituency, Nairobi District. The school is situated off Ngong Road towards Suna and Marakwet roads. The school is on the left side of Joseph Kangethe Road. Moi Girls' School Nairobi is a Provincial Girls' High School that integrates students with visual impairment and sighted ones under the Nairobi Integrated Programme. Singleton (1993) points out that in choosing a study locale, the ideal setting for any study should be directly directed to the researcher's interest. For this study researcher's interest was on integration and this institution had students with integrative characteristics. Braille sensitization courses are carried out at the school from time to time to ensure blind students at the school are well catered for and they are at per with sighted students (Ministry of Education, 2008). The researcher proposed the location since it was easily accessible in terms of distance from the city center. In addition the School had implemented the programme of integration for nineteen years and was one of the pioneer schools to implement the programme in Nairobi.

3.3 Target Population

The target population in this study was all the teachers teaching in Moi Girls' School, Nairobi. There were 63 teachers in Moi Girls' School, Nairobi. These were full time trained teachers who were in constant contact with all the learners in the School.

Table 3.1: Number of teachers in Moi Girls' School, Nairobi

Teachers	No.	Teachers selected for study
Male	27	22
Female	36	25
Total	**63**	**47**

3.4   Sampling Techniques and Sample size

In order to select the teachers to participate in this study a list of all the teachers from Moi Girls' School, Nairobi was obtained from the headteacher's office. Purposive random sampling was used in selecting the 47 teachers to participate in this study. Krenjcie and Morgan's table in Mulusa, (1990, p 86) was to determine the sample from the population According to this table when the population (N) is 63 the sample (n) should be 47. Therefore a sample of 47 teachers was selected to participate in the study.

In order for the researcher to obtain the 47 teachers to participate in this study, the teachers were divided into two groups of male and female. All the names of the 36 female teachers were written on pieces of paper which were put in a basket and churned. A paper was picked at a time and the name appearing on the paper was written down and the paper returned in the basket and churned again. Then another paper was picked and the name written down. This exercise was repeated until all the

25 female teachers were picked. The exercise was repeated in selecting the 22 male teachers to participate in the study. The reason for returning the paper after the name on it had been written down to ensure that all the 63 teachers were given equal chances of participating in the study.

3.5   Research Instrument

The researcher used questionnaire to collect the data. All the teachers teaching students with visual impairment were given the questionnaire to fill. The questionnaires were designed to collect data from teachers. Closed and open ended questions were used. Mugenda and Mugenda (1999) observed that close ended questions are easier to analyse since they are in an immediate form. Open ended questions permit a greater depth of response. Gay,(1982), noted that questionnaires offer considerable advantages in administration as they present an even stimulus potentially to a large number of people and provide the researcher with an easy accumulation of data. Through questionnaires the teachers gave the information on success of integration programme.

3.6   Pilot Study

The research instrument was pre-tested in four schools, namely, Upper hill Secondary, Kibera Secondary, Ruthimitu Secondary and Nairobi School. The schools were chosen because they had students with visual impairment. The environmental setting in these schools was the same as where the study was carried out and the learners were subjected to the same curriculum and taught by the teachers with similar professional qualification. The researcher administered questionnaires to four teachers, one from each school. Eight subjects were picked randomly two from each

school. Upperhill secondary - geography and Maths, Kibera secondary- Kiswahili and CRE, Ruthimitu secondary biology and chemistry, Nairobi school- English and History

The purpose of piloting was to help identify any ambiguous and unnecessary items in the instruments. It checked suitability and level of language and checked validity and reliability of instrument. The questionnaires were filled, analysed and the results discussed with the respondents. Any corrections found to be necessary was made before administration of the final questionnaires. The schools used for the piloting were not part of the main study.

3.6.1 Validity

A measure is said to be valid if it does what it is intended to do (Codican, 1996). Validity refers to whether the items in the instrument ask what they are intended to ask. To establish validity of the instrument, the researcher discussed the items with her peers and lecturers from the Department of Special Education who are experts in research. Comments and suggestions from the discussions were incorporated to better the instrument before data collection was done. A good research should be able to control all possible factors that threaten the research validity.

3.6.2 Reliability

Codican, (1996) observes that reliability refers to a measure of consistency in producing similar results on different but comparable occasions. Reliability of the instrument of this study was established using test-retest method. The questionnaire was administered to four teachers and six students in the pilot schools. The responses from the instrument were scored manually. After a period of one week the

instruments were given again to the same people and answers scored manually. A comparison of the answers obtained from both occasions was done by calculating the co-relation, coefficient using Pearson product moment correlation coefficient formula. The instrument would be reliable if the score is above 50 % and if it is below 50 % it would be unreliable. In this study the score was 67% therefore it was deemed reliable.

3.7   Data Collection Procedure

The researcher administered the questionnaire to the teachers and they were given ample time to fill in questionnaires. The questionnaires were collected after completion on that same day.

3.8   Data Analysis

The data was collected, coded and analyzed on the basis of the objectives of the study. The analysis and results were presented in frequency and percentage tables.

3.9   Ethical Considerations

This study ensured the following steps to uphold respondents' ethical rights;

1. Through Director, the School of Post graduate Studies at Kenyatta University, a research permit was sought from the Permanent Secretary Ministry of Education. The researcher reported to the District Education Officer of the area who allowed her to carry out the research.

2. A preliminary visit was made to the school to book the appointment for the intended research and a date to administer the instruments was arranged.

3. Informed consent of the respondents to participate in the study was sought. All reasonable effort to ensure that confidentiality was not breached was made.

4. Information which was provided was used only for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents the data analysis, results and discussion of the research findings. This was a descriptive survey design which sought to investigate challenges faced by teachers in teaching students with visual impairment in integrated school, a case study of Moi Girls' School, Nairobi.

The study aimed at addressing the research questions derived from research objectives. The presentation of the study findings was conducted according to research explored as follows:

1. Were teachers adequately trained to teach the students with visual impairment?

2. What problems do the teachers encounter in their efforts to adapt the syllabus for learners with visual impairment?

3. What problems do teachers encounter in teaching students with visual impairment?

4. What steps have been taken in school to integrate teaching/learning of students with visual impairment?

5. What is the opinion of teachers towards integration of learners with visual impairment?

Questionnaire return rate

The researcher administered 47 questionnaires to the 47 teachers sampled for the study out of these 40 questionnaires were filled correctly and returned. 7 of the questionnaires were not returned and the researcher could not the trace the teachers

therefore the researcher found out that 40 (85%) questionnaire return rate acceptable since it was way above 50%.

4.1 Respondents academic qualifications

Research questions 1: were teachers adequately trained to teach students with visual impairment?

The study sought to find out the academic qualifications of the respondents. The results are presented in table 4.1.

Table 4.1 Academic Qualification

Qualification	Frequency	Percentage
Diploma	25	62.5
Degree	11	27.5
MED	4	10
TOTAL	**40**	**100**

The table shows that 25(62.5) of the respondents had a degree certificate while 11 (27.5%) had a diploma. Only 4 (10%) of the respondents had a Masters degree in education. This is an indication of a qualified teaching staff that is professional in their area.

4.1.1 Professional qualification in relation to visual impairment.

The respondents were asked to indicate their professional qualification in relation to visually impaired learners. The results are presented in Table 4.2.

Table 4.2 Respondents by professional qualifications in relation to visual impairment

Qualification	Frequency	Percentage
Certificate in VI	26	65
Diploma in VI	11	27.5
Degree in VI	2	5
M.ed in VI	1	2.5
TOTAL	**40**	**100**

Table 4.2 shows that 26 (65%) of the respondents had a certificate in teaching learners with VI while 11 (27.5%) had a diploma certificate. Two (5%) of the respondents had a degree certificate. Only 1(2.5%) had Maters in Education specializing in visual impairment.

Training in any profession is necessary in order for an individual to perform. The results on professional qualification of teachers concur with what Kamunge (1988) says that quality of teaching depends on training and academic professional qualifications.

4.1.2 In-service training on teaching of learners with visual impairment

The respondents were asked if they had attended in – service training in relation to teaching learners with visual impairment. The responses are presented in table 4.3.

Table 4.3 In-Service Training of Teachers in Relation to visual impairment

Qualification	Frequency	Percentage
Attended in-service	37	92.5
Never attended	3	7.5
TOTAL	**40**	**100**

Table 4.3 shows that 37(92.5%) of the teachers had attended in-service training on teaching of learners with visual impairment while only 3(7.5%) had never attended such in-service training. This is a clear indication that the teachers had been specifically trained and were developing themselves towards equipping themselves with skills to handle visually impaired learners.

In-servicing of teachers is a necessary tool to keep them abreast with new and modern development in their field. The results concur with Kamunge (1988) who says that schools can only accomplish to manage societal change through in-servicing of their teachers.

4.1.3 In –house Training on visual impairment

In house training on visual impairment the respondents were asked to indicate whether they are provided with in house training on visually impaired learners .The results were presented in table 4.4.

Table 4.4 In-house training on visual impairment

Response	Frequency	Percentage
Yes	0	0
No	40	100
TOTAL	**40**	**100**

 Table 4.4 shows that all the forty teachers (100%) said that there was non-in house training on visual impaired learners in the school. The results suggest that the school administration was not interested in developing the teachers in their area of specialization

4.5 Seminars and workshops attended on visual impairment.

The respondents were asked if they ever attended seminars and workshops on the teaching of learners with visual impairment .The results are presented in table 4.5

Table 4.5: Seminars and Workshops Attended by Respondents

Attended	Frequency	Percentage
Seminars	**23**	**57.5**
Workshops	**17**	**42.5**
TOTAL	**40**	**100**

Table 4.5 shows that 23 (57.5%) said that they had attended seminars on teaching of learners with visual impairment while 17(42.5%) said they had attended workshops on teaching of learners with visual impairment.

4.2 Problems faced by teachers on integration of learners with visual impairment into mainstream.

Research question: What problems do the teachers encounter in their effort to adapt the syllabus for learners with visual impairment?

Integration of learners with visual impairment in to mainstream schools may create problems to teachers. This is based on Gilday (1998) ascertain that children with visual impairment vary in their learning abilities and needs .Based on this findings then, the respondents were asked to indicate whether they faced any problems in integrating such learners into mainstream learning. The results are in table 4.6.

4.2.1 Existence of problems in integration of learners with visual impairment

Table 4.6 Existence of problems in integration of learners with visual impairment

Response	Frequency	Percentage
Yes	36	90
No	4	10
Total	**40**	**100**

Table 4.6 shows that 36 (90%) of the respondents said that they faced problems in the process of integrating learners with visual impairment into mainstream learning while 4 (10%) said that they did not face problems and seemed to support Wilmshurt & Brue (2005) who ascertains that the school may need to adapt a model of self contained classroom designed for learners who have severe visual impairment but located in the mainstream school. The classroom may however be designed specifically for the other mainstream class.

4.2.2 Specific problems facing teachers in relation to integration of learners with visual impairment

The respondents were asked to mention the specific problems they faced in relation to integration of learners with visual impairment. The results are presented in table 4.7.

Table 4.7 Specific problems faced by teachers in relation to integration of learners with visual impairment

Problems	Frequency N	%
Time used on VI learners	18	45
Speed of use of learning materials	19	47.5
Use of different devices in class	16	40
Different degree of proficiency in use of Braille	14	35
Social rejection by sighted learners	22	55
Loss of time for others	31	77.5
Failure in comparison with other	39	97.5
	N= 40	

Table 4.7 shows that 39 (97.5%) of the teachers said that all the learners with visual impairment tended to fail in comparison to their normal counterparts while 31(77.5%) indicated that teaching such learners in an integrated class wasted time for their normal counterparts. Social rejection by sighted learners mentioned by 22 (55%) of the respondents as a problem the teachers were facing in relation to integrating learners in the mainstream school. On the other hand 19 (47.5%) of the teachers also said that they faced a problem in relation to the speed of the visually impaired learners to use learning materials while 18 (45%) indicated that they spent a lot of time on the learners visual impairment hence consuming time meant for the other learners. Sixteen (40%) of the respondents indicated that they also experienced difficulties in the use of various devices in class. These devices were used for visual impairment learners and had to be set up for them to facilitate their learning.

Finally 14 (35%) of the respondents indicated that they faced problems with the learners visual impairment because of their differing proficiency in the use of Braille. The results concur with sentiments expressed by Pfeiffer (1998) who affirms that children with special needs require adaptation to access the general curriculum. Adaptation of such children may take a lot of time for the teacher who may need to keep the integrated class on the same pace. He also said that the learners require some specialized machines which may waste a lot of time for the other learners during set up. Smith, Polloway, Patton and Dowdy (1999) also concur that integration sometimes creates more problems such as rejection of the learners with visual impairment by their normal peers. Arditit & Rosenthal (1998) also say that the mainstream school cannot support the policy of integration. Resnikoff, Etya'ale, Pararajasegaram and Pokharel, (2004) also concur with the sentiments that integration is a form of abuse because these students end up failing. They also say that the other students lost out valuable time as the teachers devoted more time to attending learners with visual impairment. Wilmhurst and Brue (2005) states that teachers in an integrated schools are expected to perform just as other schools.

4.3.0 Challenges faced by teachers in teaching learners with visual impairment.

Research question 3: What problems do teachers encounter in teaching students with visual impairment?

Teachers who teach in schools which are integrated may face various challenges while teaching learners with visual impairment. Such challenges facing teachers in integrated school settings were highlighted. Several questions were developed and presented to the respondents.

4.3.1 Challenges facing teachers of learners with visual impairment

 The respondents were asked to indicate the challenges facing them in relation teaching learners with visual impairment. The results are presented in table 4.8.

Table 4.8 Challenges Facing Teachers teaching students with visual impairment

Challenges	Frequency N =40	%
Demands from administration	33	82.5
Poor facilities for such learners	31	77.5
Lack of specialized materials	28	70
High expectation from stakeholders	21	52.5
Inadequate time allocation	14	35

Table 4.8 shows that 33(82.5%) of the respondents indicated that the demands from the administration constituted a major challenge. This could be because the school administration expects the visual impaired learners to perform just as those who are sighted. Thirty one (77.5%) of the respondents indicated that the schools lacked special facilities for the learners. While 28 (70%) indicated that there was lack of specialized materials for teaching learners with visual impairment. Twenty one (52.5%) of the respondents cited high expectations from other parties such as parents, school administration, and the students themselves as a challenge and finally 14 (35%) indicated that the time allocated for teaching in an integrated situation was inadequate. The sentiments of the respondents concur with Wilmshurst and Brue (2005). The school administration will expect their schools to perform equally with other regular schools hence a lot off pressure is put on the teachers to perform. The

authors also assert that it is not possible for a teacher to use two or more teaching methods effectively in the same class.

4.3.2 Adequacy of teaching and learning materials for learners with visual impairment.

The respondents were asked whether there were adequate learning/ teaching materials for visually impaired learners. The results are presented in table 4.9.

Table 4.9 Adequacy of teaching /learning materials

Response	Frequency N= 40	%
Materials not current	34	**85**
Material not enough	30	**75**
Braillers lacking for some subjects	28	**70**
Lack of typewriters	17	**26.5**

Table 4.9 shows that 34 (85%) indicated that the materials they were not current and therefore required revision while 30(75%) indicated that the materials, although not current, were not enough for the learners .Twenty eight (70%) of the respondents indicated that Braille was lacking for some subjects. Only 17(26.5%) cited lack of typewriters for all the students. The results indicate that teaching materials were not enough. The teachers also suggested that the material used were outdated. The study concurs with Kenya society for the blind 2008 which found that in some subject brailles were lacking and therefore it was difficult for the teachers to teach adequately.

4.4 Assistance by the school on resolving problems

The respondents were asked to indicate ways through which the school assisted in resolving the problems mentioned. The results are presented in table 4.10.

Table 4.10 Assistance by the School on How to teach students with VI

Solution	Frequency	%
Invitation of itinerant teachers	12	30
Construction of special classes	10	25
Allocation of more time	10	25
Printing learning materials	8	20
Total	**40**	**100**

Table 4.10 shows that 12 (30%) of the respondents said that the school invited itinerant teachers to teach the students with visual impairment while 10 (25%) said that the school had constructed specialized classes for such students. Ten (25%) of the respondents said that the school had also allocated extra time to cater for the learners with visual impairment while another 8 (20%) indicated that the school assisted by printing materials for those learners who were partially sighted. The results reveal that the school invited the itinerant teachers who come to update teachers on current teaching materials. Ten (25%) of the teachers said that more classrooms have been constructed to suit learners with visual impairment whereby they had ramps with recommended gradient to all entries. This concurs with the report of taskforce on implementation of free primary education 2003 and UNESCO (1999 b). Which states that students with disability to be accepted in regular schools.

4.4.1 Government Support

The respondents were asked to indicate how the government through the relevant ministry have been assisting with education of learners with visual impairment. The responses are presented in table 4.11.

Table 4.11 Support from the Government

Government support	F	%
Training of teachers	26	65
In-service course	6	15
Workshops	4	10
Exchange programs for teachers	4	10
Total	**40**	**100**

The results shown in table 4.11 indicate that 26 (65%) of the respondents said that the government assisted by training teachers to teach learners with visual impairment while 6 (15%) said that the government provided in-service courses. Four (10%) said that the government organized workshops of teachers and another 4 (10%) said that the government assisted by organizing exchange programs for students and teachers.

The results revealed that the government trained more teachers in special needs to serve the special needs schools. The government was also sponsoring a number of teachers to attend in service courses and workshops. The government also allowed exchange programmes for both teachers and students. From the respondents, the government was in support of special needs education.

4.4.2 Assistance provided by the Kenya Institute of Education

The respondents were asked to indicate how the Kenya Institute of Education assisted in the education of learners with visual impairment. The results are presented in table 4.12.

Table 4.12 Support from the Kenya Institute of Education

Response	Frequency	%
Develop curriculum	18	45
Update teaching learning materials	12	30
Provide relevant literature	10	25
Total	**40**	**100**

Table 4.12 shows that 18(45%) of the respondents indicated that the Kenya Institute of Education helped by developing curriculum for visually learners while 12 (30%) said that the institute also assisted in teaching and learning materials. Only 10 (25%) indicated that the Kenya Institute of Education also provided literature on current trends on the education of learners with visual impairment.

The sentiment of the respondent concur with the government policy mandate of the KIE to develop materials of integration. MoE (2005).

4.4.3 Assistance provided by the T.S.C

The respondents were asked to indicate how the Teachers Service Commission assisted the teacher in teaching learners with visual impairment. The results are presented in table 4.13.

Table 4.13 Support from Teachers Service Commission

Response	F N=40	%
Posting of more teachers	30	75
Posting of specialized teachers	24	70
Championing rights of specialized teachers	6	15
Providing of special allowances	26	65

Table 4.13 shows that 30 (75%) of the respondents said that the Teachers Service Commission was supporting education of learners with visual impairment by posting more teachers to such schools while 24 (70%) said that posting of specialized teachers was another measure the T.S.C was using to assist in the education of learners with visual impairment .Twenty six (65%) on the other hand indicated that the T.S.C was providing special allowances to the teachers involved in teaching learners with visual impairment while 6 (15%) said that T.S.C was also championing to fight for the rights of specialized teachers. The study shows that T.S.C support education of learners with visual impairment by posting qualified specialized teachers in order to get quality education. This is inline with Naliaka (2002) who points out that success of an education depends on the quality of the teacher. He or she cannot lift his or her students higher than him/herself if he or she is ignorant.

4.5 The effect of integration of learners with visual impairment into mainstream education according to teachers.

Research Question

What is the opinion of teachers towards integration of learners with visual impairment?

The study sought to find out the opinion of the teachers towards the integration of the learners with visual impairment into the mainstream of learning the results are presented in this section.

The respondents were asked for their honest opinion with reference to integration of learners with visual impairment into mainstream education. The results are presented in table 4.14.

Table 4.14 Teachers' opinion on integration of students with VI

Opinion	Frequency N=40	%
Slow learning by learners with visual impairment	29	72.5
Exposure of learners with visual impairment weakness	33	82.5
Frustration of learners with visual impairment	36	90
Negative effect on performance	36	90
Too much attention on learners with visual impairment	27	67.5

The results shows that 36 (90%) of the teacher felt that integration of learners into normal schools led to frustration of such learners and an equal number36 (90%) felt that integration had negative effects on performance .The results also show that 33 (82.5%) of the respondents had integration of learners with visual impairment exposed their weaknesses in comparison to their normal learners. Twenty nine (72.5%) said that the learners with visual impairment were very slow and consumed most of the class time. Finally 27(67.5%) said that integration drew too much attention towards the learners with visual impairment.

The result concurs with Ardit and Rosenthal (2007) who say that normal schools cannot manage learners with visual impairment. The authors say that integration may lead to frustration of the learners with visual impairment and the result would be behavioral disorder.

4.5.1 Positive effect of integration

The respondents were asked how integration positively affected learners with visual impairment .The results are presented in table 4.15.

Table 4.15 Positive effect of integration

Effect	F	%
Allow interaction with normal learner	38	95
Real life and social experience	34	85
Competition with others	29	72.5
Exposure of teachers	18	45

The results in table 4.15 indicate that 38 (95%) of the respondents were of the opinion that integration allowed learners with visual impairment to interact with normal peers while 34 (85%) of the respondents said that integration exposed learners with visual impairment to real life and social interaction. Twenty nine (72.5%) indicated that exposure led to healthy competition with normal peers while 18 (45%) said that it was also an exposure of teachers to learners with special needs. The results concur with what Wilhmshurst Brue says on interaction. Bhukala (2006) also says that integration allows for social interaction while Smith (1998) says that having learners with visual impairment in class will challenge a teacher to the next level of professionalism.

4.5.2 Way forward in relation to integration of learners with visual impairment.

The respondents were asked for their opinion towards the way forward in relation to integration of learners into mainstream education. The results are presented in this section.

The respondents indicated that the government should construct special classrooms for all learners to encourage competition within a group with similar characteristics hence reducing the level of frustration. The respondents also said that teaching and learning facilities should be improved to cater for the visually impaired learners. This would make them more comfortable hence better learning.

The respondents suggested that more incentives to be provided to the teachers teaching learners with visual impairment in order to motivate them to work more positively. The respondents also suggested that more teachers to be trained to handle learners with special needs. It was also suggested by the respondents that more and current teaching/learning materials to be provided.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter the major findings of the study are interpreted, conclusion and recommendations are also made based on the findings.

5.1   Summary of the study

5.1.1   The finding of the teachers academic qualifications.

The results showed that teacher in Moi Girls' School Nairobi who handle learners with visual impairment had adequate professional training.

The results showed that the teachers had professional qualification in relation to visual impairment. This is a good trend since all the teachers have academic qualifications needed. This is in line with Kamunge 1998 who asserts that quality of teaching is determined by the level of academic professional qualification and training of a teacher in order to achieve objectives and policies of education. However, most of them are not confident enough that their level of training is adequate to enable them handle learners with visual impairment. This calls for in servicing to update their knowledge and make them gain confidence in carry out their duties. The result showed that teachers attended in service courses, workshops and seminars to equip themselves with skills to handle learners with visual impairment. In service is a necessary tool to keep the teachers abreast with modern development of their field. The result also showed that they never attended any in-house training. This is an indicator that school administration was not interested in developing teachers in their areas of specializations.

5.1.2 The problem faced in adapting the syllabus for the learners with visual impairment.

The result showed that in their effort to adapt the syllabus for the learners with visual impairment the major problems were time used, speed to use the learning materials and student's different degree of braille proficiency. The teachers said they lost out variable time for sighted students as they devoted more time attending children with visual impairment by looking for ways of adapting the syllabus in order to be at the same level with sighted peers.

5.1.3   Challenges faced by teachers of learners with visual impairment.

The teachers indicated the demand from the administration constituted a major challenge. The school administration expected the learners with visual impairment to perform just like the sighted children. The teachers also said that the school lacked specialized materials for teaching learners with visual impairment. They highlighted other challenges like high expectation from the parents toward their children with visual impairment and inadequate time allocated to teach an integrated class. The school administration expected their school to perform equally with other regular schools hence a lot of pressure is put on the teachers to perform.

The result showed that teaching/learning materials were not enough, others were not current and they needed to be revised. The Brailles were lacking in some subjects and therefore it was difficult for teachers to teach adequately. This concurs with KSB (2008) which found out that in some subjects barilles were lacking.

5.1.4 Assistance that has been offered by the ministry towards integrated programme.

The result showed that the school invited itinerant teachers to assist the teachers on how to adapt the teaching materials and teaching methods. The school was also trying to allocate more time to cater for the learners with visual impairment as well as constructing special classes to suit them. The respondents also said that the government was sponsoring a number of teachers to attend in-service, workshops and seminars. The results showed that the government was in support of special need education. The results also indicated that the K.I.E supported the integrated programme by developing adapted curriculum for learners with visual impairment and assisted in teaching and learning materials. K.I.E also provided literature on current trend on the education of learners with visual impairment. The TSC assisted the school by posting teachers who are specialized in visual impairment and provided special allowances to teachers with visual impairment qualification.

5.1.5 The suggestions of teachers towards integration of learners with visual impairment into the mainstream.

The data presented the finding indicated reviewed that teachers felt that integration of learners with visual impairment into mainstream led to frustration of such learners and therefore it had a negative effect on their performance. The learners with visual impairment exposed their weaknesses to sighted peers. The data also indicated that teachers felt that the learners with visual impairment were slow and consumed most of their class time.

5.2 Conclusions of the study.

Based on the findings the study concluded:

i.   That integration as a government policy had been taken up in Moi Girls' school, Nairobi.

ii.   That there were limited specialized facilities for learners with visual impairment in the school.

iii. That the teachers involved in the teaching of visually impaired learners were not motivated enough and lacked support from the school administration.

iv.   That integration was seen as a positive move towards socialization of the learners with visual impairment.

v.   That integration encouraged learners to accept each others' differences and work together.

vi.   The major problem encountered by the teachers teaching learners with visual impairment were inadequate teaching materials and too much expectation from the parents

vii. The study showed that teachers in Moi Girls had professional qualifications

viii. The study showed that time and speed was a problem for teaching learner with visual impairment since the teacher must take time to adapt the syllabus before teaching.

ix.   The integration programme had a lot of support from the K.I.E and TSC who ensured that there was a smooth running of the school.

x.   The teachers felt that integration of learners with visual impairment into the mainstream led to frustration of such learners since they had exposed their weaknesses to sighted peers.

5.3 Recommendations of the study.

5.3.1 Based on the results of the research questions the following recommendations were made:

The government through MoE to do the following.

- To provide more financial assistance to schools which have special units.

- To train more teachers on special need education so that they can be able to handle learners with special needs in integrated schools incase one is posted in such a school.

- To formulate clear policies on integration so that teachers can work on the basis of government policies even those who have no training on SNE.

- Ministry of education through K.I.E to prepare more adapted learning materials for learners with visual impairment and distributes them to all integrated schools. This will give teachers more time to teach without wasting time on adapting the syllabus and have uniformity on what to teach in all integrated schools where there are students with visual impairment.

- Teachers in schools with special units for learners with visual impairment to be given constantly in-serviced to enhance their confidence of taking care of learners with visual impairment.

- The school administration to allocate more time for teaching learners with visual impairment since they do not learn at the same pace with the sighted students.

- The school administration to ensue that teaching/learning materials are enough to be used by teachers.

- TSC to post more teachers with SNE training to schools with special needs units to avoid teachers having more load and more students with visual impairment in a class.

- TSC also to be more sensitive to teachers teaching students with special needs and recognize their effort and increase their special allowances.

- Ministry of Education to sponsor more workshops and seminars to be organized for teachers so that they can keep abreast with new trend in the field of teaching learners with visual impairment.

- TSC to employ more teachers whose work will be guide other teachers teaching schools with special needs students to ensure they use and follow the proper methods of teaching. These are the itinerant teachers whose work is to check whether the adapted curriculum followed by the teachers.

- The teachers in general be sensitized to develop a positive attitude towards learners with visual impairment and importance of integrating these children in normal schools. The school administration and TSC need to motivate teachers so they don't transfer to other schools with sighted students who will uplift their grades in examinations. TSC should not evaluate teachers performance in terms of mean score in final examinations since this can make teachers change their attitude towards learners with visual impairment in their class room.

5.4 Suggestions for further study

Based on the findings of study the following areas were recommended for further study.

1. A study should be carried out in the perception of learners with special needs on integration into mainstream schools.

2. A similar study should be replicated in another district to find out if the same results will be obtained

3. While this study involved and a girl's secondary school, a similar research need to be carried out in a boy's secondary schools and in primary schools.

4. Finding out how useful the special needs education is to those who have experienced it as opposed to those who have not gone through the system.

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APPENDIX A

Time Schedule for teachers

The questionnaire which follows is designed to gather information on your opinion and view on challenges of teaching students with visual impairment in an integrated school. Please note that the information given in the questionnaire will be treated with confidentiality. Do not write your name anywhere on this questionnaire. The questionnaire will be used for data collection for the research project only.

Please respond to the questions by providing an answer that comes close to the way you feel or understand about the issue. There is no 'right' or 'wrong' answer.

PART A

PRELIMINARIES

Please provide the following details:

Q.1   <u>Age</u> ☐

Q.2   <u>Gender</u> ☐

           Male ☐   Female ☐

Q.3   <u>How long you have been working as a teacher</u>

     1-2yrs   3-6yrs   7-10yr   11+yrs

     ☐   ☐   ☐   ☐

Part B

Please answer the following questions as honestly as possible.

1. What are your academic qualifications?

   a) Diploma

   b) Degree

   c) MED

   d) Any other-please specify.

2. What are your professional qualifications in relation to visually impairment?

   a) Certificate

   b) Diploma

   c) Degree

   d) Any other please specify

3. Have you ever attended any in-service course on visual impairment?

   a) Yes

   b) No

4. Have you ever attended in-house training on VI?

   a) Yes

   b) No

5. Please indicate whether you have ever attended workshops or seminars on VI?

   a) Seminars

   b) Workshops

Part C

1. Do you experience any problems in relation to integration of VI learners into your streams?

      a) Yes

      b) No

2. What specific problems do you face in the course of integrating learners with visual impairment?

      a) _____

      b) _____

      c) _____

      d) _____

Part D

1. What are the challenges facing teachers who are involved in teaching learners with visual impairment?

      a) _____

      b) _____

      c) _____

      d) _____

      e) _____

2. What challenges do you face in relation to materials for VI learners?

      a) _____

      b) _____

      c) _____

Part E

1. In what ways has the school been involved in resolving the specific problems

    facing integration of learners with VI?

    a) _____

    b) _____

    c) _____

    d) _____

2. In what ways has the government been supporting the education of VI

    learners?

    a) _____

    b) _____

    c) _____

    d) _____

3. In what ways has the Kenya Institute of Education been assisting learners with

    VI?

    a) _____

    b) _____

    c) _____

4. In what ways can the Teachers' Service Commission help in the education of

    VI learners?

    a) _____

    b) _____

    c) _____

Part F

1. In what ways in your opinion has integration of learners with visual impairment

   relatively affected their education?

   a) _____

   b) _____

   c) _____

   d) _____

2. What are the positive effects of integration?

   a) _____

   b) _____

3. What is the way foreword in relation to integration of learners into main stream

   education?

   a) _____

   b) _____

Thank you,