

**ACADEMIC PERFORMANCE OF PRIMARY SCHOOL LEARNERS WITH  
VISUAL IMPAIRMENT IN KIAMBUU COUNTY A CASE STUDY OF  
THIKA SCHOOL FOR THE BLIND  
THIKA DISTRICT**

**BY  
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**BES 31572/102/DF.**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD  
OF A BACHELOR'S OF SPECIAL NEEDS EDUCATION  
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UNIVERSITY**

**AUGUST 2013**

## DECLARATION

I Muriu John Watoro I do hereby declare that this is my original work and has not been submitted for the award of a degree at any university.

Signature 

Candidate name Muriu John Watoro

Date 15 18 2013

## APPROVAL

This dissertation has been submitted for the award of the bachelor of education in special education needs, with my approval as university supervisor.

Name.       NANYONGA .A. LUKWAGO

Signature . 

Date . 16 /08/2013

## **DEDICATION**

I dedicate this work to my loving parents Mary Wacuka and Nahashon Muriu without forgetting my brother and sisters for their moral and financial support during the time of study.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for the strength and wisdom. Much of the success of this book is attributed to Mrs. Nanyonga A. Lukwago, my supervisor, it has been her guidance, patience and constructive criticism that has enabled me to do my research and complete this dissertation, may God reward her abundantly.

I would also like to express my gratitude to the Headmaster, teachers and students of Thika school for the blind where the study was carried out for the wonderful cooperation during data collection.

Lastly but not least I thank my family for their support during the time of the study

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## **LIST OF ABBREVIATIONS**

A.S. A. L	Arid and Semiarid Areas
C.L.M	Christoffe Lblinden Mission
G.C	Guidance and Counseling
E.A.R.C	Education assessment and resource center
I.E.P	Individualized Education Programs
I.S	Inclusive Setting
K.C.P.E	Kenya Certificate of Primary Education
K.I.E	Kenya Instate Of Education
K.N.E.C	Kenya National Examination Council
L.V.L	Low vision learners
M.O.E.S.T	Ministry of education science and technology
N.G.O	Non-governmental organization
U.N.E.S.C.O	United nation education science and cultural Organization

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## DEFINITION OF OPERATIONAL TERMS

**Albinism.** Will mean a condition caused by lack of melanin in the body

**Cataract .** Will mean clouding of the lens.

**Convention** Will mean an agreement between different nations for a common purpose.

**Inclusive setting .**Will mean school gathering learners with or without disabilities

**Low vision** Will mean Lack of ability to see well

**Pigmentosa** Will mean damage of cells around retina where the image is very shape

**Policy.** Will mean a document agreed and recommended for use

**Retina detachment.** Will mean separation of the nervous or visual layer or the retina from where the image is very sharp

**Visual impairment .**Will mean any condition in which eyesight cannot be corrected to what is considered "normal"

**Xeropathalmia.** Will mean vitamin A deficiency

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter deals with the background of the study, statement of the problem, purpose of the study, research objectives, scope and significance of the study.

#### **1.1 Background of the Study**

Education plays a key role in promoting economic, social, and political development of any given nation. The national goals of education as stated in the Ominde Commission (1964) cited national unity, national development, individual development and self-fulfillment, social equality, respect and development of cultural heritage and international consciousness as the main pillars of national development. These goals are practiced in an inclusive setting as stated in the Salamanca Statement (1994), which stressed that every child has a right to fundamental education. The vocal point of the conference was the provision of education to children with special needs through inclusive schooling approach and to remove barriers so that all children can access education.

According to Hegaty (1996), the first choice of placement for children with special needs education, should be a regular school within the community where visually impaired learners in whose regular schools have equal rights to education. There should be a provision of special facilities, qualified personnel, assistance from stakeholders, provision of resources and devices among others. However, the first choice of placement for children with special needs education should be in a regular school within the community.

According to E. Chapman (1987), a low vision learner in inclusive setting will need to explore and discover the characteristics of shapes through tactile and vocabulary of meaningful terms. The learners should be taught with tangible examples that evidence the characteristics. Attention must be given to the learners to learn how to record subjects like mathematics data, science experiments, drawing and leveling that are appropriate for the child's level of vision,

This study basically looks at the academic performance of learners with visual impairments in Thika School for the blind in Thika District.

### **1.2 statement of the problem**

According to Randiki (2002), learners with visual impairment have suffered a lot of challenges as far as academic performance is concerned, some has been admitted to schools where there are no qualified teachers to handle they academic problems. This challenge has therefore caused school drop out of learners with visual impairment wherever they lack support. However little has been done to analyze the effects of visually impairments on academic performance .This is an adequacy particularly when the ministry of education put into consideration the UN. Geneva Convention on the child's right to education. This study sets out to fill this gap by examining and suggesting intervention measures on academic performance of the visually impaired in line with the research objectives.

### **1.3 Purpose of the study**

The purpose of this study was to explore the academic performance of learners with visual impairments in Kiambu county Thika district Kenya.

#### **1.4 Research objectives.**

**The research was guided by the following objectives;**

- To find out the historical background and development of special needs education.
- To investigate the academic performance of learners with visual impairment at Thika school for the blind.
- To identify the factors affecting the academic performance of learners with visual impairment

#### **1.5 Research questions**

**The research was guided by the following question**

- What is the historical background and development of special needs education.
- What is the academic performance of learners with visual impairment at Thika school for the blind.
- Which are the factors affecting the academic performance of learners with visual impairment.

#### **1.6 Scope of the Study**

The research was carried out at Thika School for the blind in Kiambu county, Thika District Kenya. Geographically, Kiambu County borders Machakos County to the east and to the west, Nairobi country to the south and Muranga County to the north.

#### **1.7 Significance of the study.**

The study might benefit different stakeholders in the following ways;

- Planners of education might assess the problems and come up with intervention measures to help learners with visual impairment in Kiambu country.

- Curriculum developers might come up with integrated structure of syllabus which incorporates all categories of visual impairment learners.
- Primary school teachers might update teaching methodologies to achieve the set objectives for learning of learners with visual impairment.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter deals with identification and analysis of existing documents containing information related to the study. The review highlights the historical background of visually impaired learners, examines the academic performance of learners with visual impairment and also suggests intervention strategies which include E.A.R.C., I.E.P, psychological, school placement, itinerant teachers and support services.

#### **2.1 Historical Background and Development of Special Needs Education**

Nagawa(2003) argues that before the 17<sup>th</sup> century people with disabilities all over the world were considered socially and physically less capable and they were not easily accepted. Many people with disabilities were rejected due to negative attitudes towards the disability. Disability was regarded to be caused by witchcraft, curses or as punishment from God for wrongs done. According to Agutu(2004) families with disabilities were rejected from the mainstream of the community. Some African communities used to throw such children in the bushes because women are expected to give birth to health babies. According to Fredric .W. Peston 2003) people from Sparta in Greece used to kill babies with distinct disability features. Some philosophers such as Plato and Socrates condemned people with disability as not capable of reasoning. In the 19<sup>th</sup> century there was quite a positive move towards modifying the lives of the V.1 through education. It was not until 1874 that the school for the blind was established in France. This was however, the result of living conditions of the blind and societal attitudes towards them,



## **2.2 Evolution of the Status of the Blind Globally**

According to John Kinbotson(2003) persons with disability were taken to be a sign of bad omen and no one wanted to be associated with them whenever a family could give birth to blind child the mother could go a cleansing moments and this was happening because she has given birth to course .These blind person were separated from the other members of the community and this separation took two forms; annihilation and veneration. The second phase in which the blind were protected and regarded as the wards of the society was the “ward status”. The blind were kept at home as patients and people were not allowed to see them. Self-emancipation was another evolution of the status of the blind. Some blind individuals became so successful and prominent due to their skills and talents they possessed. Among the blind, self-emancipators was a mathematician known as Nicholas Sanderson (1682-1739) who also became a professor of mathematics, John Metcalf (1717-1791), a Scotch poet and Minister, Francois Huber (1790-1831), a Swiss naturalist who specialized in the life of bees Integration status of the blind was the last phase. This process was initiated to rehabilitate war blinded personnel therefore mobility training techniques were developed. Techniques promoted increased independence of the blind individuals, therefore promoting the integration into the normal stream of life.

## **2.3 The development of Special Needs Education in Kenya.**

According to Randiki (2002), the earliest schools for the children with visual impairment were started by churches, NGOs and well-wishers; Thika School for the blind was established in (1945) and sponsored by Salvation Army as a vocational school with 25 students. Other schools sponsored by Salvation Army include: Kibos in Kisumu and Likoni in Mombasa. The Catholic Church established and sponsored Egoji in Meru and St. Oda in Siaya.

Randiki (2002), notes that teachers training for the visually impaired learners, started their training at Highridge Teachers Training College. The training later was moved to K.I.S.E, in 1986 and was upgraded to Diploma level. In 1987 there were 780 special education teachers, of whom 408 were professionally trained including 43 for visually impaired, 135 for mentally handicapped and 230 for hearing impaired.

#### **2.4 Inclusive Education Programmed in Kenya.**

Randiki (2002) also noted that inclusive education is slowly taking root in Kenya. Training of teachers to handle visually impaired learners at K.I.S.E, Kenyatta and Maseno Universities are emphasizing the elimination of barriers to learning as opposed to disability. It has also been recommended that regular primary school teacher trainees be given more content on children with V. 1 so as to meet the learner's special needs. The low vision programs for learners with visual impairment supported by Chrstioffe Blinden Mission (C.B.M) are facilitating inclusion of learners with V. 1. To ensure that children have access quality education in regular schools, K.I.S.E in the year 2000 embarked on aggressive nationwide distances learning training program for primary school teachers and those working with children with special Needs. It is believed that by the year 2015 all primary schools in Kenya will have at least one trained teacher in Special Needs.

#### **2.5 Academic Performance of Learners with Visual Impairment**

According to Nagawa (2003) argues that lack of learning resources like Braille equipment affects academic performance among learners with V. I .and certain learners will require other resources over and above those already being provided by schools. He further observes that resources to enhance mobility such as optical and non-optical devices reproduction such as closed circuit televisions and embossers will be necessary for some learners. All these will be difficult to supply to schools and lack of them will affect the performance of visual impaired learners it is

important to note that not only are the resources Expensive but also unavailable in the market. According to Agutu(2003),while the teacher is supposed to prepare a good teaching aid for learners with visual impairment, proper preparation is needed .The teacher is supposed to prepare a good teaching aid and chose the best teaching method but teachers do not plan effectively due to lack of teaching methods and knowledge to handle visually impaired learners. However, much of the teaching is incidental. Most of the schools lack trained personnel like the Braille transcribers, mobility instructors and vision therapists among others.

## **2.6 Culture and Attitude**

From the time immemorial cultural practices whole over the world have been unkind to person with disabilities. Randiki (2003), observes that persons with disabilities were viewed as objects of bad omen and were either killed, abandoned or offered as sacrifices to gods. Most of these harsh treatments have since been discarded. However, a more salient challenge has remained resistant because people view the disability of the individual before seeing the person. They make judgment about the person in relation to the disability both visible and imagined and continue to assign them duties, responsibilities and expectations pegged on their disability

Majority of parents with learners who have visual impairment don't know what to do with these children due lack of knowledge about visual impairment, they therefore take them to witch doctor who promise perform miracles but at the end of the day they fail and they end taking them to school when they are past school going age.

## **2.7 Curriculum**

According to Bremen (1985), curriculum comprises all opportunities for learning provided by a school. Curriculum includes the formal

programmers of lesson in the timetable, relationships, attitudes, styles of behavior and the general quality of life established in the schools, the curriculum implementation is a problem due to the fact that the pupil-teacher ratio is below the required standard and attending learners with visual impairments in an inclusive setting is impossible, however according to Agutu(2003)modern technology has come up with devices that can be used by the teachers to help learners with visual impairment to improve on their academic performance.

Nagawa (2003) reports that children with visual impairment should be assessed by specialized person like opticians and ophthalmologist. These can identify the difficulties and be able to guide and counsel the parents guardian and refer them to relevant and appropriate programs to cater for the academic needs.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the methods that were used to conduct the study. It explains how the information and data were used and how it was obtained. This chapter also deals with research design, research environment, population, sample size determination, instrument and data analysis.

#### **3.1 Research Design**

The researcher used qualitative method to gain understanding and experience of the selected case. The survey research design was used because several people from across the population are used in giving responses on a particular issue. It was also used to collect information from people to determine the status of a problem and it is commonly used in educational research.

#### **3.2 Research Environment**

The research environment included Thika School for the blind. Thika School for the blind is located at Thika town alongside Muranga Thika highway, and is the only primary school for the blind in Kiambu County. It was started in (1945) by .N.G.O, well-wishers and missionaries with an intention of giving learners with V.1 a good academic foundation.

#### **3.3 Population**

Table 1 below shows the targeted population 32 members of Thika school for the blind. The research targeted a small population which included 24 pupils from lower class both male and female and 8 teachers both male and female.

**Table 1: Subjects of the study.**

Type of respondent	Number male	Number female	Total
Teachers	4	4	8
Pupils	12	12	24
Total	16	16	32

### **3.4 Sample Size Determination**

The research used random sampling procedure. The target sample was he picked using purposive and random sampling .According to Kambaza (2005) this is when a researcher goes directly to the people. This technique helps to increase the utility of findings, it is a none probability method and Koul (2003) argues that such methods are very convenient in the situation where the sample to be selected is very small and the researcher wants to get the population characteristics in short time.

### **3.5. Research instruments**

The research used self-made questionnaires as a tool of data collection. Questionnaires were adequate to be used because the targeted population is literate. Questionnaires were also preferred because they don't only reach many people but also can be administered in the absence of the researcher. Questions are cheap to administer and also save time.

### **3.6. Data Analyses.**

The questionnaires were analyzed manually and percentages computed then frequency tables were used to summarize the information. Targeted questions were analyzed critically and comprehensively.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of data as collected from the field. It specifically shows the description of respondents and historical background of special needs education. It also highlights the academic performance of learners with (VI), measures to overcome problems of V.1 and the findings of the study.

#### 4.1 Description of Respondents

The researcher used both teachers and pupils to answer the questionnaires. It used (24) Pupils and (8) teachers making a total of (32) respondents. Both genders were involved.

**Table 2 showing Gender of respondents**

Category	Male	Female	Total	percentage
Pupils	12	12	24	75%
Teachers	4	4	8	25%
Total	16	16	32	100%

**Source: Field data.**

Table 2 shows that total of 32 respondents was used to answer the questionnaire, of which sixteen were male and eight female. The table also shows that there was equality of gender involvement 12 were female and 12 were male. 75% were pupils and 25% were teachers

**Table 3: Description of Respondents by Class.**

<b>Class</b>	<b>Absolute frequency</b>	<b>Relative frequency</b>
1-4	6	25
5-6	8	33
7-8	10	42
Total	24	100

**Source: Field Data**

Table 3 shows that most of the respondents were drawn from the upper classes of 5, 6, 7 and 8. It is clear that 8 and 10 of the pupils were drawn from classes 7-8 respectively and 25 was from the lower classes 1-4.

#### **4.4 Academic Performance of Learners with Visual impairment.**

It is obvious that learner who lost his /her sight may be incapacitated to perform the way he/she would have performed if he/she had the sight. In this study the researcher wanted to know how the pupils with V.1 perform compared to other learners who are normal. Although examination or test scores are the best tool of measuring academic performance, the researcher was incapacitated to use them. Nevertheless, the research designed a questionnaire which was used to capture data/information from the teachers and pupils about how children with V.1 perform. In this case, the respondents were asked to rate the performance of learners with visual impairment as guided by the questionnaire. Their evaluations are indicated in table 5



**Table 4 Academic Performance of Learners with visual impairment**

<b>Response</b>	<b>Frequency</b>	<b>Percentage%</b>
Generally poor	17	70.8
Generally average	7	29.2
Generally Good	0	0
Total	24	100

**Source: Field Data**

From table 5 above it was indicated that most of the respondents 17(70.8%) performed generally poor. The table also revealed that 7(29.2%) of the respondents were generally average performers. The research also observed that there were no learners with visual impairment in the generally good category. This could be attributed to problems faced by learners while reading their books and teachers' instructions as well as limitations related to instructional materials.

#### **4.5 Intervention Measures to Boost Academic Performance of Low Vision Learners.**

The general poor performance of learners with visual impairment is a serious problem that needs immediate solutions from all the stakeholders. This is because, as the world grows and as the population increases, the number of visually impaired children increases and so the increase in number of learners with visual impairment.

In this study, the researcher sought to find out the workable solutions to avert the situation of poor performance of learners with visual impairment. A number of solutions were identified and respondents including mainly teachers were asked to identify the best, by casting their vote for each and every item as placed in the question. The subsequent sub sections of this chapter show how respondents reacted to the various solutions.

#### 4.5.1 Provision of Teaching and Learning Resources

Teachers were asked to show the extent to which they agree or disagree that provision of teaching and learning resources, can clearly improve academic performance of visually impaired learners. Table 5 shows a summary of their responses in this regard.

**Table 5: Status of provision of Teaching and Learning Resources in the Improvement of Academic Performance of Learners with visual impairment**

Response statement	Frequency	Percentage %
Strongly agree	4	50%
Agree	4	50%
Disagree	0	0
Strongly disagree	0	0
Un decided	0	0
Total	8	100%

Table 5 shows that all respondents agree that provision of teaching and learning resources can seriously improve academic performance of learners with visual impairment. This shows that the government and learning resources can seriously improve academic performance of learners with visual impairment. This shows that the government and other stake holders have a challenge of providing enough teaching learning resources to schools if academics performance of LVL is to be improved.

#### 4.5.2 Attitude of Other People towards the V.1 Learners

It is assumed that the negative attitude people have towards learners with visual impairment may seriously affect their academic performance. Table 6 summarizes the attitude people have towards learners with visual impairments.

**Table 6 People's Attitude towards Learners with visual impairments**

Attitude	Frequency	Percentage%
Generally negative	6	75%
Generally positive	2	25%
Not decided	0	0
Total	8	100

**Source Field data.**

The results from table 6 showed that 6(75%) reported that generally people have a negative attitude towards learners with visual impairment. A smaller number of the respondents 2(25%) said that a generally positive attitude is shown.

**4.6 Guidance and counseling programs**

Result from table 7 revealed that a negligible number of the respondents 1 (12.5%) reported that programs like guidance and counseling were used as a method to help learners with visual impairments to reduce their problems at schools a keen observations by the researchers also revealed that learners self confidence was also affected

**Table 7 guidance and counseling programs**

Occurrence	Frequency	Percentage %
Very often	-	0
Other	1	12.5
Rarely	6	75.0
Not at all	1	12.5
Total	8	100

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDTION

#### 5.0 Introduction

The purpose of this chapter is to indicate the findings, conclusions and recommendations as per research questions requires

#### 5.1 Summary of Findings

One finding in support to Nagawa(2003)when he reports that learners with visual impairment performs poorly due to lack learning resources like Braille equipment . it was further found that resources to enhance mobility such as optical and non optical devices such as closed circuit television and embossers for some learners are not easily acquired and this therefore causes poor performance to visually impaired learners

Another finding in support to Randiki(2002)concerning the historical background and development of special needs education it has been found that ), the earliest schools for the children with visual impairment were started by churches, NGOs and well-wishers; Thika School for the blind was established in (1945) and sponsored by Salvation Army as a vocational school with 25 students. Other schools sponsored by Salvation Army include: Kibos in Kisumu and Likoni in Mombasa. The Catholic Church established and sponsored Egoji in Meru and St. Oda in Siaya.

Another finding concerning some of the other factors which affect academic performance in support of Randiki (2003) reports that From the time immemorial cultural practices whole over the world have been unkind to person with disabilities. Randiki (2003) observes that persons with disabilities were viewed as objects of bad omen and were either killed, abandoned or offered as sacrifices to gods. Most of these harsh treatments have since been discarded. However, a more salient challenge has remained resistant because people view the disability of the

individual before seeing the person. They make judgment about the person in relation to the disability both visible and imagined and continue to assign them duties, responsibilities and expectations pegged on their disability

## **5.2 Conclusion**

### **From the data collected and the preceding discussion the following**

1. On research question one it was concluded that

African communities have changed from their past practice they used to throw children with visual impairment to the bush they no longer see these children as of bad omen. They love them, and take them to school where they get education

2. On research question two it was concluded that

In order to improve academic performance of Learners with Visual Impairment there is need to train more SNE teachers to handle Learners with Visual Impairment. The Government and other stake holders should provide more teaching and learning resources, guidance and counseling programmers should be increased to create a positive attitude of various stakeholders towards Learners with Visual Impairment, so that they increase their confidence and thus improve their performance Therefore, there is need to control diseases so to reduce Learners with Visual Impairment , whose problems originates from such disease in order to improve academic performance of Learners with Visual Impairment , there is need to train more SNE teachers to handle Learners with Visual Impairment , the government and other stake holders should provide more teaching learning resources.

3. On research question three, researcher concluded that culture and attitude has also affected the performance of learners with visual impairment. However, a more salient challenge has remained resistant because people view the disability of the individual before seeing the person. They make judgment about the person in relation to the disability both visible and imagined and continue to assign them duties, responsibilities and expectations pegged on their disability

Majority of parents with learners who have visual impairment don't know what to do with these children due lack of knowledge about visual impairment, they therefore take them to witch doctor who promise perform miracles but at the end of the day they fail and they end taking them to school when they are past school going age.

#### **5.4 Recommendations**

In view of the research findings and conclusions the researcher was inclined to suggest the following recommendations

1. In trying to solve the problems academic performance faced by learners with visual impairment the government of Kenya should try to come out to assist visually impaired in various ways None Governmental Organization should also try to assist learners with visual impairment financially and socially. The government should try to modify the learning environment and the curriculum to suit the capabilities of learners with visual impairment.
2. In trying to solve the problems of the other factors affecting academic performance of learners with visual impairment. The ministry of education should try to assist though providing teaching and learning aids equipments. This will make their life at school good and be able to achieve their objectives.

3. In trying to solve the problem of background and development of special need educations the ministry of education should try to build more special school to handle learners with visual impairment. It should also employ special teachers in large number and this will help in development of special education in Kenya

#### **5.4 Suggested Areas for Further Research**

Due to limitations faced by the researcher a more detailed research should carried out on the following

1. The role of suitable instructional materials on the education of learners with visual impairment
2. Factors influencing effectiveness of education in school of learners with visual impairment in primary schools
3. Factors affecting the slow development of special needs in Kenya

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**APPENDICES**

**APPENDIX A: ACCEPTANCE LETTER**

THIKA SCHOOL FOR THE BLIND

P.O BOX 104

THIKA

15<sup>TH</sup> MAY 2013.

THE HEAD OF DEPARTMENT  
KAMPALA INTERNATIONAL UNIVERSITY  
COLLEGE OF OPEN AND INSTANCE LEARNING  
P.O BOX 2000  
KAMPALA. UGANDA.

Dear Sir/Madam.

RE: ACCEPTANCE LETTER MURIU JOHN WATORO BES/31572102/DF

The above referenced student teacher studying in KIU, has requested to carry out his research study at Thika school of the blind, in kiambu county, on academic performance of learners with visual impairments.

I have therefore accorded him all the necessary support required to facilitate his field study. He in turn did his research with utmost cooperation and commitment. Accord him any assistance he requires.

Thank you.

Yours Faithfully

SYMON T. KIPNGEMUI

HEADTEACHER.

**APPENDIX B: QUESTIONNAIRES FOR LEARNERS WITH VISUAL IMPAIRMENT**

Dear respondent.

You have been chosen to participate in the study. It is not to investigate the activities one school. You are requested to answer in your best view and the responses will be kept confidential.

**Instructions,**

Do not write your name anywhere on this paper,

Use the space provided for your views.

1. Please indicate your gender.

Male.  Female

3. What is the general academic performance of visually impaired learners in your school?

Generally poor  Average  Good

4. What do you think are the other factors affecting academic performance of learners with visual impairment?

Finance  Diseases  Lack of motivation

Others .....

5. How often have you been guided and counseled by teachers?

Once in week  once in a month  Once in a year

Not at all

6. What kind of assistance has the government provided to visually impaired learners at Thika School for the blind?

Finance  Teaching and learning aids  Equipments

Others .....

.....

7. What is the best intervention strategy to support learners with visual impairment?

Inclusive settings  Hospitalization  Special schools

Home care

**Thank you for your participation**

**APPENDIX C: QUESTIONNAIRE FOR TEACHERS**

You have been chosen to participate in the study .It is not to investigate the activities of an individual school. You are requested to answer in your best view possible.

The responses will be kept confidential.

Instructions

- i. Do not write your name anywhere on this paper.
- ii. Use the space provided for your views.

1. Please indicate your gender

Male  Female

3. How many visually impaired learners are in your school?

Below 50  50-60  60-70  70-80  Above 80

4. How often do teachers guide and counsel pupils and parents to support learners with visual impairment

Very often  Often  Rarely

Others(specify).....  
.....  
.....

5. Do you agree that when learners are provided with appropriate teaching and learning resources they will improve on their academic performance?

Strongly agree  Agree  Disagree  Strongly disagree

6. Do you agree that visually impaired learners lag behind because parents do not provide support?

Strongly agree  Agree  Disagree  Strongly disagree

7. What is the attitude of the community outside the school towards visually impaired learners ?

Generally negative  Generally positive

Others specify .....

.....

**Thank you for participating**