MAINSTREAMING OF VISUALLY IMPAIRED STUDENTS. A CASE OF INTEGRATED SECONDARY SCHOOLS IN KERICHO DISTRICT, AINAIMOI DIVISION, KENYA

BY

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DECLARATION

DECLARATION BY THE STUDENT

This thesis is my original work and has not been presented for examination in any institution.

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DEDICATION

This thesis is dedicated to my lovely parents, Dad Mr. Reuben K. Korir and Mum (the late) Mrs. Hannah C. Korir.It is their love for and concern about knowledge that continued to inspired me throughout this work. Much more is owned to my dearest son, Allan C. Musumba, for the endurance while I was away during my studies.

ABSTRACT

This study seeks to evaluate integrated education programme for students with visual impairment. It mainly seeks to establish the effectiveness of integration in relation to the academic performance of students with visual impairment, rehabilitation and acquisition of social and survival skills. It also aimed at exploring the challenges encountered by students with visual impairment, so as to come up with policy strategy to eliminate these barriers hence enabling the programme to be successfully implemented.

To achieve this, a research was carried out in Kericho district of the Rift Valley province of Kenya. This research was carried out between September-November 2006 using a case study design. The data collecting techniques included questionnaires, focus group discussion and document analysis. A total of 200 respondents participated in the study and data was analyzed using both qualitative and quantitative methods. The theoretical framework was based on the principle of Force-field theory and three-process model for effective change in personnel involved in the programme as advanced by Kurt Lewin.

Data analysis revealed that majority of the student perceived the policy of integration from a positive view. This is attributed to the fact that some visually impaired students actually excel in class far much better than their sighted peers. However, those who negate this view sighted a number of challenges that are experienced by the visually impaired students such as; the administration view them as been a burden to school programme and many times they do not meet their needs like providing the necessary learning materials even though they pay fees like the rest. The relationship between the perception of the integration policy and academic performance significantly indicated the nature of evaluation among the students in these secondary schools was clear and that they are conscious about the needs of others.

Nonetheless, the teachers differ significantly with the student perception and attitudes towards the policy of integration. The reasons given are enormous and it emanates right from the fact the majority of them had not only been sensitized but that they do not have the required skills to handle the students who are visually impaired and those who have low vision. In addition to these, the school stakeholders are not aware of the programme being hosted in their schools and hence have not contributed to its support. On the other hand, school administrators do not have policy guideline from the ministry of education to guide them in the implementation process. This condition has resulted in shifting the burden to students who then remain with the option of leaving the school or just remaining in the school with negative self concept and leading more dissatisfied life.

It was recommended that the ministry of education can learn from the findings so as widen the integrated education programme to cover more schools particularly those in the rural areas. The government, through the ministry of education should provide teaching /learning resources and train all teachers on special education for students with visual impairment and blind in integrated schools. The ministry of education in conjunction with other social services providers should come up with informative campaigns at the community level with emphasis on the fact that disability is not inability.

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CHAPTER ONE

1.0 INTRODUCTION

This chapter seeks to highlight the background of the study, the statement to the problem, the purpose of the study, the objectives, research questions, hypotheses, the justification, the significance of the study, the scope of the study the limitation, the underlying assumptions, the theoretical framework and operationalization of terms.

1.1 Background of the Study

It is estimated that 500 million people in the world are physically challenged, that is one in every ten people. Among these, 60-80% live in rural areas, where there are virtually no services to meet their needs. From estimates in the world, about 140 million of the disabled are children and 160 million are women with disabilities (WHO, 1999:123).According to Nobel (1981) the vast majority of the world's 450 million disabled persons live in developing countries today. It is estimated that by the year 2025, the developing world will account for more than 80% of the world's physically challenged population.

In many countries of the world, families with physically challenged children carry with them a burden of social stigma, which impedes social and economic welfare, Ahlberg (1991) quoted by Ndinda (2005:14).The resultant effects have been exclusion, isolation and marginalization from the mainstream community life. Efforts to integrate them in to the mainstream life have been met by socio-cultural and economic barriers among other factors (Ndinda, 2005: 14).

However, there has been tremendous changes in the philosophy and practices associated with the education of students who are blind and visually impaired during the last few decades (MacCuspie, 2002).Children with visual impairment who had few opportunities for academic access in the regular classrooms in the 1960s, now frequently attain their formal education in the public school setting. Students who rely on Braille as their primary reading medium are commonly enrolled in the regular classrooms for the majority of their instructional time (Ibid: 23). The limited opportunities for educational programs for children with multiple disabilities in addition to visual impairment have dramatically expanded with the provision of support, which allows them to attend public schools with their age-appropriate peers (MacCuspie, 2002:1).

In Kenya, the first special school for the handicap was the Thika School for the blind which was established in 1946.From then on, the government of Kenya has shown great concern in the provision of services to improve the welfare of the physically challenged persons in the country. Special education was established as a separate section of the ministry of education; thereby making the ministry responsible for providing free but non-compulsory education to the physically challenged children (Ministry of Education Annual Report, 1977).It also established a special education inspectorate section and an administrative unit for the purpose of effective management and supervision of special education programme

After 1984, there was enough evidence that children with visual impairment can be educated in regular schools when provided with appropriate supporting service in form of

specialized equipment and materials, specialized teachers and related services (Ndichu,2004).In 1986,the ministry of educational science and technology (MOEST) initiated the Nairobi education integrated programme (NIEP) for visually impaired (Ibid:3).

By 1987, the government had established 27 Educational Assessment centers in order to help identify visually impaired children early and place them in appropriate schools in time. The special educational programme within the ministry of education by then had catered for about 8,000 children in 56 special schools and integrated programme. Professional and others services continued to be offered in an attempt to alleviate the problems of the physically challenged in Kenya.

After a successful experience in Nairobi integrated education programme for visually impaired, MOEST in 1989 initiated the Kenya integrated educational programme (KIEP) for visually impaired in 19 districts and by 2004, Kenya had 34 districts under integrated education programme (Ndichu 2004:3).Currently, the regular and special needs education (SNE) in Kenya are disseminated through a centralized curriculum (Sessional Paper No.1, 2005 on 'A policy framework for education, training and research', 2005:41).The centralized curriculum implies all learners go through the same learning experience without taking into account their diverse conditions hence integration.

This study conceptualizes integrated education programmes as to mean 'mainstreaming' or 'integration' based on the right of the visually impaired students to access education in regular school in the communities where they are guaranteed their rights to grow up with

their parents, siblings and extended families like others. This was in respond to Salamanca statement that was adapted by the world conference on special education needs, Access and Quality (1994) which called upon all governments and urge them as a matter of urgency; to adapt as a matter of law or policy, the principles of inclusive education; that is, enrolling all children in regular schools, unless there are any compelling reasons for doing otherwise.

The governments effort in dealing with access and equity in the provision of education and training to children with special needs have however, encountered numerous challenges some of which include; lack of clear guidelines on the policy implementation of integrated education, inadequate tools and skills in identification and assessment and lack of data on children with special needs. The situation is further compounded with inadequate infrastructure, inadequate facilities and lack of equipment. Inadequacy among teachers to handle students with special needs, inadequate and expensive teaching and learning materials, inadequate supervision, and lack of coordination among service providers and others exacerbate the situation. Learners with special needs are therefore disadvantage to such curriculum, (Sessional Paper No.1 of 2005).

It is on the basis of the above background that this study seeks to evaluate the integrated education programme for students with visual impairment in Kericho district with the view of expanding readers' knowledge on issues pertaining to the integration in secondary schools in Kenya.

1.2 Statement of the problem

Hagan (1981) noted that, it is an absolute right for a person with disability to get access to the special services which she/he requires in order to acquire skills that would enable one to function effectively, while Maina (2004) points out that, no one should assume that, the disabled person is in away privileged to have education services available, but rather this service should be considered as their rightful claim from their government. Special education is also important for human capital development as it prepares those who would otherwise be dependent to be self-reliant (KESSP, 2005).

Special education has been provided in special schools and special unit attached to regular schools in areas of hearing, visual, mental and physical handicapped but more recently, it is provided through integration of the same in regular schools with accompanying support services (KESSP, 2005:38). However, the demand for children with special needs at all levels in Kenya has increased as a result of the government commitment to Universal Primary Education (UPE). The implementation of FPE saw a larger number of children to enroll in the already 18,000 existing public primary schools including those with special learning needs. Therefore, the government needs to start looking at the resources available in secondary schools in order to accommodate the masses that will soon need transition from primary to secondary.

The constraints that had been mentioned earlier, seems to challenge the governments' intention of making the visually impaired students live like other children in regular schools (Ross, 1988). On the other hand, (Westman, 1990) urges that 'unless an

educational disability is mild or a teacher in the regular classroom is exceptionally skilled and energetic; mainstreaming/integrating such a child without individual instruction only perpetuates the problem. Further evidence, according to Ross (1988; 116) in her study in Eastern and southern Africa, showed that children with mild handicaps were enrolled in special schools because they had failed to progress adequately in integrated programmes.

Further more, a survey by Kennedy (1990) on academic performance of physically handicapped children found that, on average handicapped children in special schools were doing very well or better than psychically challenged children in regular schools at primary level. In secondary level, children in special schools were doing better than those in regular schools in national examination. (Kennedy, 1990 as cited in Ndurumo, 1993:128). So, despite the popularity of the integrated education programme, there are inherent problems depending on whether or not children are integrated on fulltime or part time, and whether or not supportive services are provided, Ndurumo (1993:19).

The new government (NARC) that came to power in 2003 fulfilled its political campaign promise by putting in place FPE soon after it came to power. The gesture was received wholly by the citizen for it made education accessible to the masses. However, the media has occasionally reported views from shareholders and human right lobby groups crying over the quality of education and not only that, there has been mushrooming of private primary schools and parents have been observed taking children from public primary schools to private schools where they pay fees. This leaves behind a number of questions to be asked. (Daily Nation, 20th August, 2007)

The situation is further worsening when it comes to addressing the special education needs. The research carried out by Kenya National Commission for Human Rights (HNCHR) has highlighted some of the weaknesses in the current education system. It noted that children with disabilities were missing out education despite FPE programme.

The main reason given is that the government has failed to make education adaptable for children with disabilities and therefore tantamount to violation of their right to education. Sampled complains that led to the analysis include the fact that children with disability were denied admission to regular schools while in some other instance government declined to fund the schools started by parents. Children are forced out of regular schools apparently because their disabilities impacted negatively on their academic and extra-curricular competitiveness of those schools. KNCHR noted that FPE plan and curriculum implementation is more wanting and raising more obstacles than solving them, (The Standard Newspaper, 20th August, 2007).

This study aimed at evaluating the integrated education programme for the students with visual impairment in Kericho district. It also seeks to outline the challenges facing the students with visual impairment in integrated secondary schools in Kericho. The researcher focused on the experience of Kipsigis Girls and Kericho Tea secondary in Ainaimoi division, Kericho district.

1.3 Purpose of the study

The purpose of the study was to evaluate the integrated education program for students with visual impairment in Kericho district. Quality provision of services will ensure that

persons with visual impairment and low vision can participate in all activities at school and community level, hence integrating them in the society. It also seeks to highlight the barriers to effective integration of high school students with visual impairment so as to not only identify ways, but also create and encourage the development of favourable conditions.

1.4 Objectives of the study

The researcher seeks to achieve the following specific objectives:

1. To establish whether integration for the students with visual impairment has succeeded in improving their academic performance as perceived by students.
2. To determine whether integrated programme has succeeded in educating and rehabilitation of the students with visual impairment and the blind.
3. To find out the students' and teachers' perception on integration.
4. To investigate whether gender influences students' and teachers' perception on integration of students with visual impairment.
5. To identify the challenges encountered by students and teachers in integrated school.
6. To suggest on the policy strategy, that the government could adopt to make the integrated education programme for students with visual impairment a success.

1.5 Research questions

The main research question was to what extend has integrated education programme enabled the students with visual impairment to access education particularly in terms of quality and equality. The specific research questions are;

1. Has integration for students with visual impairment succeeded in improving their academic performance as perceived by students?
2. Has integrated education programme succeeded in educating and rehabilitating of students with visual impairment and the blind?
3. What are the attitude of teachers and students towards integration?
4. Does gender influence students' and teachers' perception on integration of students with visual impairment?
5. What challenges are encountered by students and teachers in integrated schools?
6. What policy strategy could the government adopt to make the integrated education programme for students with visual impairment a success?

1.6 Hypotheses of the study

H_{O1}: The students with visual impairment would perform better in special residential school for the blind, than under the integrated education programme.

H_{O2}: The practicability of the integration for the students with Visual impairment is restricted to specific conditions including the degree of visual impairment, availability of facilities and specialized teachers in the integrated regular

secondary schools.

$Ho_{3:}$ There is no significant difference of students' perception on the policy of integration and academic performance of Students with visual impairment in the integrated school.

$Ho_{4:}$ There is no significant difference in students' perception on integration of Students with visual impairment on the basis of gender.

Ho_5: Gender among teachers has no significant influence on their perception and attitude on the policy of integration.

H_{O6}: There is no significant difference in students' and teachers' perception on the policy of integration.

1.7 Justification for the study

This study is justified on various accounts, which makes it significant not just in the opened theoretical but also practical sense. The literature reviewed reveals that, there are few studies and materials on educational services for the students with visual impairment in secondary schools in Kenya. Most studies (Ndurumo, 1993: Ross, 1988: De Mott, 1982) that have been carried out deal with physically handicapped children or exceptional children in general, and thus little has been mention on evaluation of the integrated educational programme.

More so, few scholars have touched on the evaluation of integrated education programme for students with visual impairment with regard to academic performance, skills

acquisition and social welfare. Therefore, this study seeks to evaluate the integrated educational programme for students with visual impairment, bridged the knowledge gap and adds to the limited database on studies that have been done on the visually impaired persons.

1.8 Significance of the study

This study is important as it addresses the plights of the students with visual impairment and the low vision in the regular secondary schools under the Kenya Integrated Education Program. Such a study is crucial because of substantial increase in the number of students with visual impairment and the low vision in regular high schools. The recommendation made will ease the work on the implementation of the policy. The identified weakness will be planned for so that educational goals will be achieved.

1.9 The scope of the study

Although Kenya has 77 districts, only 34 are with at least one secondary schools (file:///A:/Ministry of Education, Science and Technology) under the Integration programme. This study was limited to the experience of Kericho District, which has two secondary schools under the integrated Programme, namely Kericho Tea secondary school and Kipsigis girls. The schools were purposively selected because they are being used in the district for the integrated program. Therefore, they have both the sighted and the students with visual impairment in their program making it ideal for the study.

The study was basically concern with evaluation of integrated educational programme for students with visual impairment and the low vision. It was carried out from September to

November, 2006.A case study design was used and the target population of the study included; teachers, head teachers hosting the programme and students in integrated secondary schools. It included the paraprofessionals and inspectors of special education in the district. Data was collected with the use of questionnaires, scheduled interviews, and document analysis and group discussions.

1.10 Limitation of the study

This study was confined to Kericho district which is one of the many districts in the Rift Valley province of Kenya. This area was chosen due to its convenience to the researcher. Time and financial resources available to the researcher were some of the reasons for narrowing down the field of coverage to one district.

In seeking to evaluate the integrated education programme, the study was limited to only to the perception of teachers and students and their views may not be generalized to those of the stakeholders, parents and other interested party.

The sample size was small; more schools should have been covered for the research results to be inferred to other areas of the republic. Although the information obtained may be inferred to other district, it is also important to note that some districts may have peculiarities which may influence the policy implementation of integrated education program in respective areas.

1.11 The underlying assumptions

1. The perception and attitudes of teachers and students towards the policy of integration of students with visual impairment and the low vision are important in the evaluation of the programmes.
2. At the secondary school level, students and teachers are capable of carrying out some evaluation.
3. Students and teachers play a very important role in any implementation of the education program.

1.12 Theoretical Framework

This study was guided by "Force-field theory" and a model on process for effective change. The theory and the model on process for effective change were considered in this study because the two compliment each other. While the theory states the condition and forces behind change sort, the model reveals how the change can be brought in and sustained in an organization. The model target is the personnel, as a means of bringing about change in an organization.

The theory was advanced by Kurt Lewin in 1951(Cole 1993:159).He also studied about the process of bringing about effective change in an organization. This theory suggest that all behaviour is the result of an equilibrium between two sets of opposing forces called "driving forces" and "restraining forces". Driving forces push one way to attempt to bring about change; restraining forces push the other way in order to maintain status

quo. An increase in the driving forces might increase production but it might as well increase the restraining forces. Lewin's model is represented in Figure 1 below.

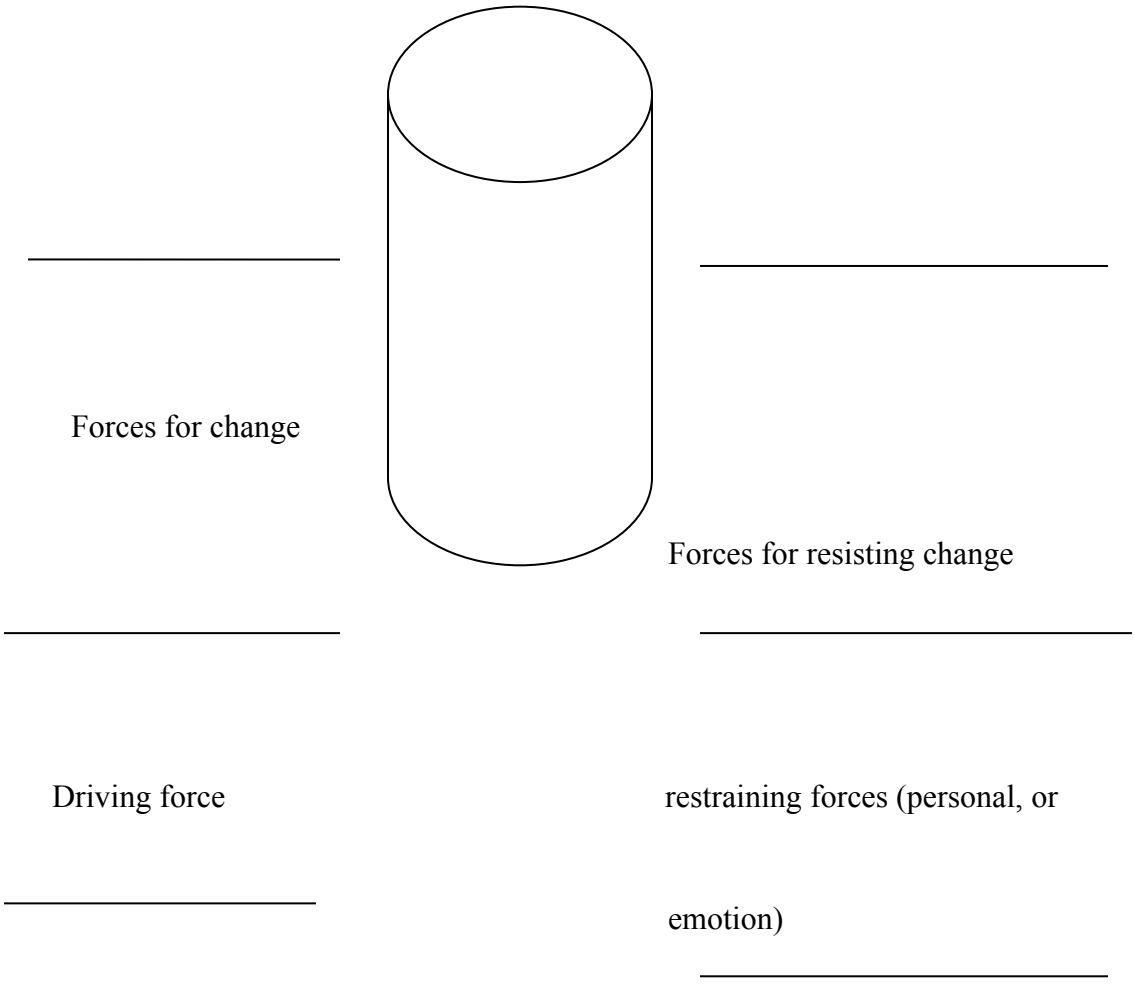


Figure 1
Force-Field Force analyzing: Thompson J.L (1993) "Strategies Awareness and change"2nd Edition. Prentice Hall. London.

Lewin's ideas are based on planned change and directed towards removing or weakening the restraining forces and at the same time creating or strengthening the driving forces that exist in the organization.

This model of change is appropriate to this study in that school is an open system hence affected by the changes in the environment/society. Hansan, (2003:124) states that open system interact with environment by exchanging inputs and output in a pattern of cyclical fashion, and that such a cyclic events becomes continues resulting in constant input-output ration therefore, establishing a state of equilibrium.

This concept of equilibrium does not suggest static but Scott and Mitchell, quoted by Hansen, (2003:125) pointed out that, equilibrium is a dynamic entity that changes as the organization seek to survive a changing environment. When Lewin talks of equilibrium, he implies the school status before an innovation is brought in the Integration Education Program.

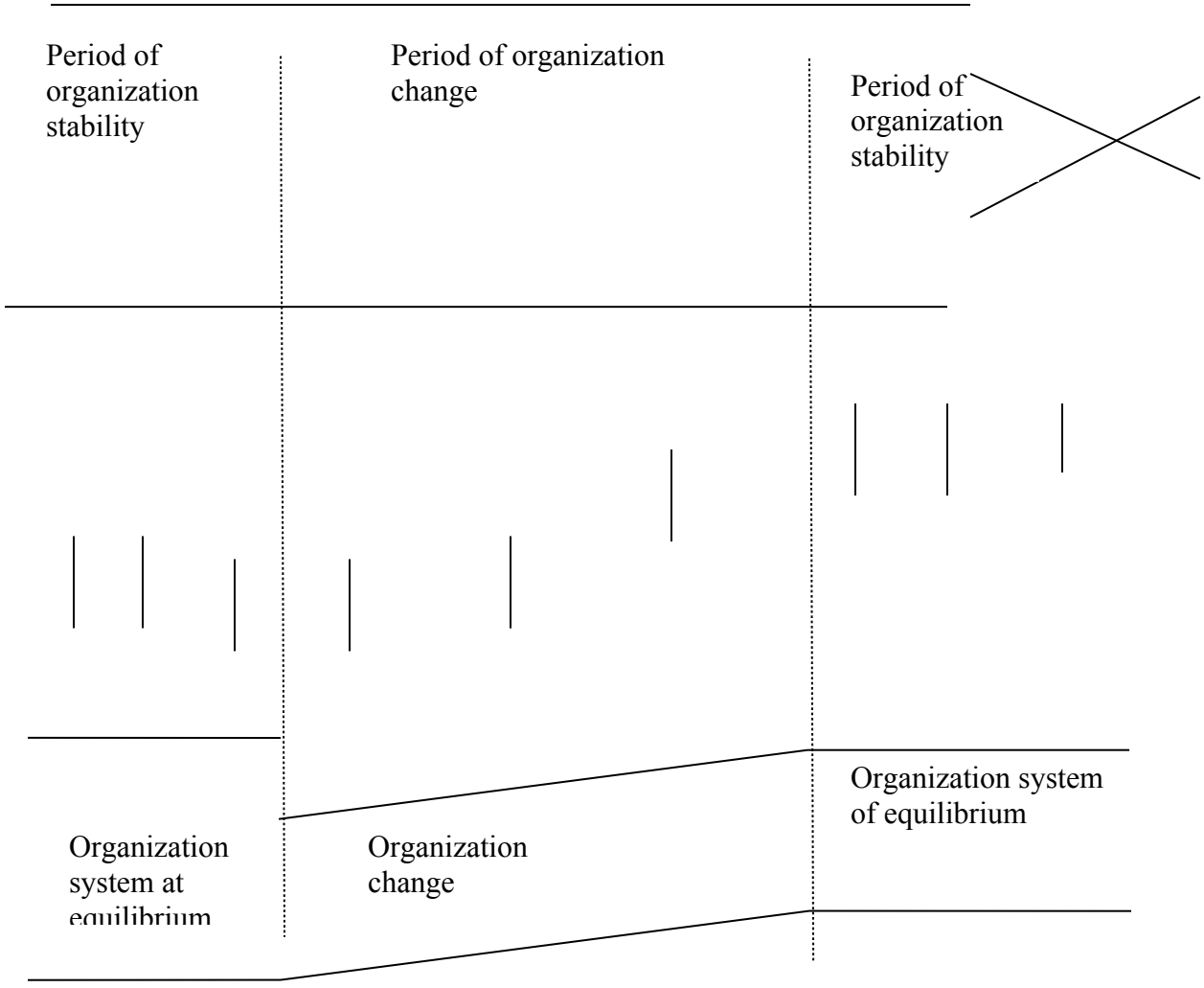

Period of organization stability
Period of organization change
Period of organization stability
Organization system of equilibrium
Organization system at equilibrium
Organization change

Figure 2.

Imbalance of forces field causes organization changes until a new equilibrium is reached. R.G Owens "organization behaviors in an education system"

While Mullin, (2005) states that "change is inescapable", Lewin proceed to identify the sources of driving forces as either external or internal. In this study, the integrated education program is a government policy in respond to Millennium Development Goal of providing education to all by the Year 2015.It aims at making access, quality equality in provision of education to all in respond to Human rights demand, hence an external source for educational change. The school as an institution/organization system is expected to receive input from the society who are the students, then process them and give the product back to the society.

Programs of planned change based on Lewin's ideas are the government initiatives towards removing of restraining forces. This includes the provision of teaching and learning materials, provision of Braille materials for reading and writing, training of teachers, monitoring and evaluation, sensitizing the public on worthiness of the handicapped persons whose human rights need to be respected just like for any body else, and the issuance of legal notice like 'The Persons with Disabilities Act' (2003). In the school set up, restraining forces emanates from several sources: teachers, students, school administration, and even the society at large who still hold on to traditional taboos and beliefs concerning the physically challenged children.

Having known the forces for change and the feasibility, the management can strategize on which section of the institution is to change and how to bring about change required.

Owen, (1991) identifies the four major institutional / organizational sub-systems that can change as;

1. The task,
2. The technology
3. The structure and
4. The human behaviour.

Whatever the area to be change, there is need for plan-action to be designed to achieve a change sought. The success of such plan will depend upon the clarity with which the likely consequences of proposed action are perceived. Of great importance to the management, is to put into consideration those who will be affected by the change and might offer resistance. That is the human resource sub system. Owen (1991; 49) noted that;

> Much of the literature on organization is concerned with apathy, anger, frustration and apprehensions of people and their great power to inhibit the organizations' goal achievements.

So, even thought the management/school administration must be deeply concern with the work to be performed in the school, the structure of the organization and the technology to be used, none of these has the capacity of resisting plan for action. It is only the human subsystem that has the capacity. D'souza (1999) urges that; 'if an administrator uses authority and power to get people behind the change effort, it is highly predictable that the results will be strong reactions against the change, for pressure generate counter

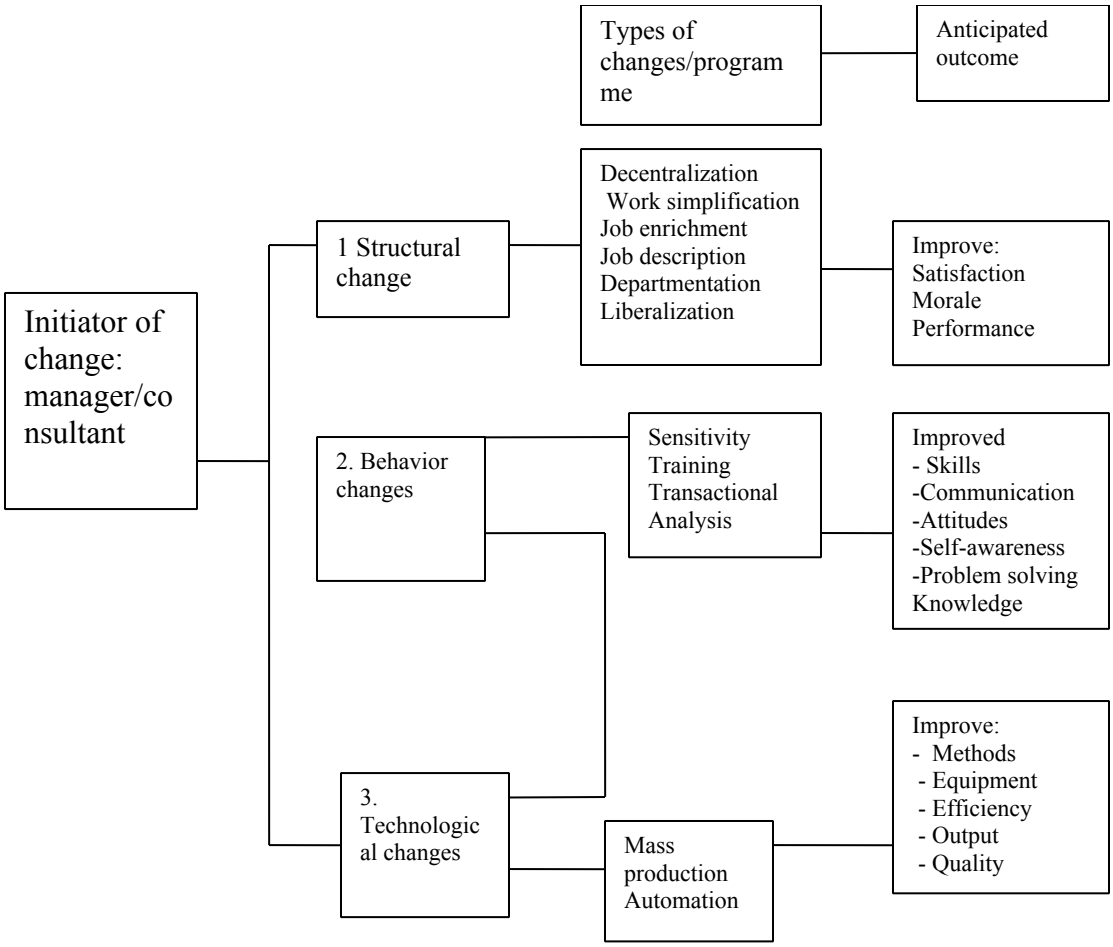
pressure'. In the school setting, where the administrator's coercive power is sharply limited, it is not likely that the equilibrium of the force field can be broken by such an approach. If the pressure is so relaxed the risk will be, a tendency for the organization to retreat to its old ways, under the pressure of the restraining forces.

Integrated education program permeates all the sub sectors in the education system. This means, it requires modification in; tasks to be performed, the technological aspect to be addressed, the school structure to be modified and the most crucial is that of human behavior to be change so as to accommodate the persons with disability. Each of this sub sectors requires a strategy for action in order for the change sort to be attained. Nonetheless, more emphasis should be place on those who will be affected by the change, and in this case the people to be affected are mostly the implementers and the recipients who are at the school level; the teachers, students, schools community, school administration and the society at large.

Lewin, in his studies on bring about effective change noted that, most changes fails for two reasons. First, it is because people are unwilling to alter long-established attitudes and behavior. Secondly, after a brief period of trying to do things differently, individual left on their on, tend to return to their habitual patterns of behaviors. To overcome such an obstacle, he developed a three-step model of the change process. This model applies to individuals, groups and entire organization. The process itself involves;

1. *Unfreezing the present behaviors*, hence making the need for change so obvious that the individual, groups, or organization can readily see and accept it.

2. *Changing or developing new behaviors p*attern, this involves discovering and adopting new attitudes, value and behaviors. During this process the change agent leads individual or group to foster new values, attitudes and behaviors through the processes of identifying and internalization. Organization members will identify with the change agent's values, attitudes and behavior internalizing them once they perceive their effectiveness in performance.


Types of changes/programme
Anticipated outcome
Initiator of change: manager/consultant
1 Structural change
Decentralization
Work simplification
Job enrichment
Job description
Departmentation
Liberalization
Improve:
Satisfaction
Morale
Performance
2. Behavior changes
Sensitivity Training
Transactional Analysis
Improved
- Skills
-Communication
-Attitudes
-Self-awareness
-Problem solving
Knowledge
3. Technological changes
Mass production
Automation
Improve:
- Methods
- Equipment
- Efficiency
- Output
- Quality

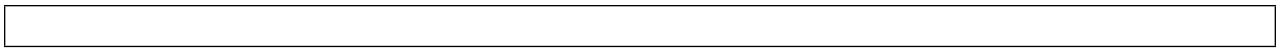


Figure 3.

The three dimensional changes: Management Dynamics, Towards Efficiency, Effectiveness, Competence and Productivity. P.O. Sagimo, (2002:427).

3. *Refreezing or reinforcing the new behavior*. It means locking the new behavior into place by means of supporting or reinforcing mechanism so that it becomes new norm.

Lewin's force field theory and his model on process for effective change are of direct relevance in this study because the integrated education program is due to eternal forces brought about by the cultural change on attitudes towards the persons with disability. The changes required permeate the entire human race and in all aspects of life. Therefore all the sub-sector surrounding man: technological, structural, and resources are to be involved in order to fully integrate the persons with disability in the school and into the society.

1.13 Summary

Schools are educational institutions and have responsibility of providing academic satisfaction for their students. When never there are problems, it is very likely that the society is dissatisfied .It is therefore necessary to establish the methods to be used by the schools and the society in holding various individual or groups accountable for the outcome of the educational process. To examine the situation carefully, research work is needed to get at how students and their teachers perceived the learning procedure and evaluation. Therefore, the theoretical framework used, target the personnel and their role in the process of bring about change in the institutions.

1.14 Operational definition of terms

- **Integration:** Integration in education denotes, "A trend towards educating the exceptional child with his normal (ordinary) peers to whatever extent that is compatible with his fullest potential development" (Kirk, 1972:6).
- **Integrated school:** The term refers to a school where both handicap children and ordinary pupils are educated. In this study, it means both the visually impaired and the sighted student share the same curriculum in same school environment.
- **Regular school:** the term refers to a school where only ordinary pupils (those without disabilities) are educated. They are also referred to as an ordinary school.
- **Impairment:** Those children lacking part or having defective limbs, organ or mechanism of the body. It is any loss or abnormality of psychological, physiological or anatomical structure or function.
- **Disability:** It is the absence or reduction of functional ability due to impairment. This disability is either sensory or physical and it restricts or causes lack of ability to perform an activity in the manner or within the range considered normal for human beings.
- **Handicap:** A disadvantage for a given individual resulting from impairment or a disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.

- **Special education:** This is education which provides appropriate modification in curriculum, teaching methods, educational resource, and medium of communication or the learning environment in order to cater for individual differences in learning.
- **Special school:** This is a school that caters for children with various categories of handicaps, like the hearing impairment, visually handicapped, physically disabled and multiple handicaps.
- **Environment:** Everything a round the child in a particular school, that is people, building, classroom facilities and the other facilities within school compound.
- **Kenya Integrated Education Program For The Visually Impaired:** Refers to a government policy that supports visually impaired students learning using the same curriculum like the sighted students, within a regular school's setting. It is an 'inclusion' of the visually sighted students into regular secondary school program.
- **The blind:** Oxford Advance Learner's Dictionary, A.S Hornsby (2004; 126) are those people who are not able to see. According to low vision project undertaken by CBM, totally blind children have no perception of light and need training in orientation and mobility and should be educated in Braille. For purposes of this study this definition will be adopted.

- **Special teachers –** Teachers who have had a formal training in handling students that require additional / special attention to handle due to their disability.
- **Low vision** - refers to those children who have severe limited vision but able to see at a very close range. The can use vision in school provided in large print material or the special low vision aids, tactile materials and Braille may be needed to supplement the visual materials.
- **Inclusive education**-this is an education provision that ensure that all children including these with special needs and disabilities receive appropriate education services within their neighborhood schools.
- **Inclusive school-** are designated to respond to the diverse needs of learners accommodating both different styles, rates of learning and desired quality education to all through appropriate curriculum, organizational arrangement teaching strategies resources use and partnership with communities.
- **Education-** is operationally defined as the movement of the learner from some level of dependency to some level of independence function, Hammer (1974). Implicit in this definition is the consideration of the individual needs of a child and the development of an individual educational plan to meet those needs.
- **Attitude-** is defining as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour.
- **Mainstreaming**-the assimilation of exceptional children into the regular classrooms. It is a social and institutional integration that allows a child to

participate in the regular class without being frustrated or held back by experiences that are too difficult for him (Hallahan and Kauffman, 1982).

- **Perception (Swannel, 1994**) defined perception as being aware of something or being able to see or not. In this study it refers to what people feels or think about something based on personal judgment as a result of experience. Thus students and teachers personal judgments have been used to evaluate the integrated education program.
- **Evaluation**. Hawkins (1998) defines evaluation as finding out or assessing the value of something .In this study, it is determining the extend to which integrated education program has been effective in achieving its goals.
- **Effectiveness-** is a definite or desired impression result and implies existing in fact rather than theoretically, Swannel (1994).

1.15 Conclusion

Over the last half century, considerable progress has been made concerning disability everywhere in the world and especially the last two decades. However the struggle is far from over. The prediction of the increase number of people with disability in the developing world by the year 2025 sound alarming, where poverty is a very serious problem and basic infrastructure just does not even exist in many places. It is not surprising that the persons with disabilities and their special needs have a low priority in spite of being the poorest and needy. Nonetheless their equal rights as fellow human being are to be recognized at every level of human society and that their basic needs are automatically be included in all mainstream program.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is made of ideas and arguments by various scholars on what they have studied in relation to education services for the blind and the visually impaired students. More specifically, it has information on options in education programs for the visually impaired, the integration hypothesis, and service model for service delivery shall be included. Challenges facing the visually impaired in integrated schools, and attitudinal review will be indicated in order to assess both side of the coin.

2.2 Historical background

The cultural practices, the norms, taboos, beliefs and the traditions locked the persons with disability in the dark in the past. However, these negative attitudes have change overtime. Payne and Merces (1975), quoted by Ndurumo (1993), outlined briefly the eras of these changes. The first and the second eras was that of extermination and ridiculed to the physically disabled and the mentally retarded respectively, while the Middle Ages saw the church accorded human asylum and charitable care. The final era, which has extended up to the present, “perceive the disabled people as capable of benefiting from education, vocational training, self reliance and other societal norms” (Ndurumo, 1993). This marked the beginning of positive views towards the persons with disability although the changes have not been drastic as such.

2.3 Education, a right for the disabled

Disability is not limited to a place or to a race but it transcendence across the borders and therefore it is an issue of global concern. It redress began way back in the early 1940s.For instance, The United Nations web page on 'The UN and Persons with Disabilities', quoted by The Educator, (Spring 2000) volume xiv, No.1 states that;

> In the 1940s and 1950s the United Nations was active in promoting the well-being and rights of persons with physical disabilities through arrange of social welfare approaches…As a result of the initiatives from within the community of disabled persons, the 1960s saw a fundamental reevaluation of policy and established the foundation for the full participation by disabled persons in society.

The universal declaration of human rights of December 1948, which was adopted by the United Nation General Assembly (UNGA), included persons with disability although there was no direct mention of them, resulted in the following UNGA resolutions;

1. The declaration on the rights of mentally retarded persons in 1971,
2. The declaration on the rights of the disabled persons in 1975,
3. The Year 1981 was proclaimed by UNGA as the International Year of Disabled Persons and its major outcomes were:
    a) The world program of action concerning disabled persons which was adopted by UNGA in 1982
    b) The proclamations of the United Nations decade of disabled

Persons 1983-1992.

In the eighties, there was adoption of the Convention on the Rights of the Child by the UNGA in (November 1989) which saw article 23 and article 2 paragraph 1 referring specifically to children with disabilities and their special needs. As a result of this, the disability issues took a big step forward in the nineties with greater collaboration nationally, regionally and internationally as organizations of persons with disabilities took more pro active role and affirmative action, often in cooperation with services providers and international non- governmental organizations.

The 20th century witnessed the following milestones,

1. The World Declaration on Education for All (EFA) and its framework for action to meet basic learning needs, March 1991.
2. The Cape Town Declaration which resulted in the proclamation of the African Decade of Disabled Persons, 1999-2009.

Towards the end of the 20th century and as the new millennium dawn, further progress was made in underscoring the human rights of persons with disabilities at the following events:

1. The Beijing Declaration on the Rights of People with Disabilities in the new Century. World Summit on Disability, (March 2000). The focus was on "call to all to collaborate closely in an inclusive and wide consultative process" aimed at the development and adoption of an international convention to promote and protect the rights of people with disabilities and enhance equal opportunities for participation in mainstream society.

2. The World Educational Forum –the Dakar Framework for Action Education for all (EFA) April 2000 and extended target year of 2015
3. The seminar on Human Right and Disability "Let the world know" (November, 2000).

There has been quite a number of other deliberation in regard to the welfare of the persons with disability for example, on 19th December, 2001, the UNGA adopted resolution 56/168 entitled "Comprehensive and Integral International Convention to

Promote and protect the rights and dignity of persons with disabilities" on the proposal of Mexico. Others progress saw Mr.Bengt Lindqvist come up with the Special Rapporteur on Disability of the Commission for Social Development. His main function was "Monitoring the implementation of the standard rules on the equalization of opportunities for persons with disabilities".

All these become the cradle base under which other several nations, states, organizations and individuals derive their strategies in handling various disability types. Of our great concern in this study is education for persons with visual impairment.

The provision of low vision services world wide dates back to the mid 1970s.It began when W.H.O established that, about 70% of persons with visual impairment have got some degree of useful sight. These services have increased over the years since many organizations in the world have supported the research, development and the provision of the same.

2.4 Studies done in Africa

The International Council for Education of People with Visual Impairment (ICEVI) is a global association of individual and organizations that promote equal access to appropriate education for all visual impaired children and youth, so that they may achieve their full potential. One of their regions of coverage is Africa, which has 52 countries.

In collaboration with other UN bodies such as UNESCO, UNICEF and WHO, ICEVI aims at creating awareness about the abilities of persons with visual impairment, providing education for visually impaired people and also providing in- service training for teachers and other professional working with children with visual impairment. ICEVI also works with other non-governmental organizations like Christoffel Blinden Mission and Sight Savers International in expanding education opportunities in African region. The works of CBM and SSI can be attested in East Africa sub- region and in particularly Kenya.

Owing to vastness of Africa, its weak economic resources and its large populations, the provisions of services to physically challenged persons are limited. Special education Bulletin for Eastern and Southern Africa, June (1987:2) reveals that, the disability surveys in Africa indicated the wide gap between the educational needs of the disabled children and the services available. It is then not surprising that one percent of the disabled children in the sub-region enrolled in recognized special schools and program. The gap would widen if population growth rate remains high, yet at the same time the

financial and human resources are inadequate. The building of more special schools for educating the disabled was not the best option due to the following reasons;

1. Separation/special school approach was becoming unpopular among the socialist (Ndurumo, 1993:90).
2. It was unrealistic due to large number of physically challenged children that needed special education.
3. The International Agencies had sensitized the governments on Human Rights which guarantee access, quality and equality to education for all.

An alternative approach was then opted for and this was integration of the physically challenged children into ordinary schools/regular schools. Special Education Bulletin for Eastern and Southern Africa, June (1987; 6) deduced integration to mean "a process that is, a continuous chain of interventions characterized by a certain degree of coherence, which offer the handicapped person the chance of having encounters and enjoying common experiences with able-bodied persons". The term integration has interchange meaning with the term mainstreaming as it has been used by scholars researching on special education for the disabled people. The other term that interchange meaning with integration is "inclusion".

The popularity of integration was attributed to the fact that, the residential schools placement, inability of special day school and self contained classes had failed to provide the best means of integrating physically challenged children into society, Ndurumo (1993:94).

The main reasons for adoption however were;

1. Mainstreaming was more favourable for the growth and development of the child.
2. Education that retain the child with the family and the community was seen to be more psychologically conducive for the growth and the development of the child
3. The environment that "normalize" the child through common experience and interactions are more desirable.

Although the Integration as a modality concurs with the philosophy of equal rights for all, the exceptional children are categories under disability types for instance the mentally retarded, the blind, the physically disabled and each with special needs. To all this groups and for integration to be successfully implemented, the provision of education and the delivery of services must take place in the most effective and least restrictive circumstance for individual student to benefit. The possibilities of this being achieved, depends on a number of factors which had been mentioned in chapter one.

From the literature reviewed, several researchers have shown that, there is need to be concern about early intervention, age limit for admission, school building for accessibility, safety, classroom lighting as well as a acoustic treatment of rooms to ensure optimal benefits from technical equipment, effective teaching methods, training of teachers and the development of the support services (UNESCO, 1979).

2.5 Studies conducted in Kenya

The provision of the low vision services in Kenya started in 1980s. Before then, all learners were educated as blind irrespective of their degree of vision loss. Christoffel Blinden Mission conducted a survey, which revealed that there was need to encourage

children with low vision to use their sight, since they were using technique for the blind. It was also discovered that 15-25% of the learners did not require special education services at all. This low vision services was first provided in the school for the blind students and then in the integrated schools.

In the early 1990s, there was a world wide new initiative on modern strategies and approach to low vision service and practice which involves multidisciplinary participation of various professional such as educationalists, eye care personnel, therapists etc. In Kenya, the CBM embrace this new approach and prior to its implementation, a survey was conducted by Ministry of Education, Science and Technology in collaboration with CBM on six schools for the blind and two model integrated program for visually impaired in 1994.The study reveals that, for the program to succeed, the following tasks was to be put into consideration;

1. Adaptation and modification of classrooms in the schools for the visually impaired to suit the needs of learners with low vision
2. Provision of equipment and education support materials
3. Production and supply of optical low vision devices to schools
4. Development of integrated education program for the visually impaired
5. Training of teachers to support children with low vision
6. Training learners to use their impaired vision to the maximum
7. Holistic intervention in habilitation and rehabilitation

In 1994, MOEST and Christoffel Blinden Mission had a follow-up survey. They recommended children to leave special schools and join regular schools. By then, it was

evident that, a child with low visual impairment can be educated successfully in a regular school when provided with appropriate support in form of specialized teaching, learning materials and related services.

The review has underestimated other essential areas such as, the need to change the attitudes of regular class peers and teachers, structure the learning situation and not assuming the roles played by other stakeholders who are parents, school administration, parents-teachers association, board of governors, the entire school community, other interested partners, policy makers, government and the society at large so as to ensure proper integration to the best interests of the handicapped child. (Hallahan and Kauffman (1982), Hudson, (1979).

After the study that was carried out in 1994, MOEST in collaboration with the CBM started the pilot Low Vision Project with the aim of reinforcing low vision services so as to become an essential element in the existing provision of education for the visually impaired children in Kenya. It aimed at preparing the persons with low vision to cope in the sighted world as independent as possible (Ndichu 2005:4). The evaluation that followed this project outlined the following as the constraints encountered;

1. inadequate supervision;
2. inadequate resources to reach needy cases
3. frequent transfers and exodus of the specially trained teachers
4. the schools learning environment are not low vision friendly
5. Inadequate use of low vision devices.

When integration was implemented in Kenya, it was presumed that all the services were in place, however, there is evidenced that not all requirement were made. (KESSP 2005-2010, July, 2005) acknowledges that special education has not been integrated in all sub-sectors and program due to inappropriate infrastructure, inadequate facilities and lack of equipment. In addition to this inadequate capacity among teachers, inadequate and expensive teaching materials, low enrolment due to influence of taboos among others. These inadequate provisions of low vision services may have negative repercussions on the side of the learners. There should be continues evaluation of the program in order to reduce if not to eliminate some of this inadequacies. The existing literature does not indicate that evaluation has been done.

2.6 Options in the education program for the visually impaired

Various educational strategies have been used worldwide in provision of education to children that are physically handicapped. One of the most common is the special schools. Traditionally, the visually impaired students have been in schools for the blind irrespective of the severity of their handicaps. The central force of this approach is the centralization of staff, equipment and facilities. It was seen to be more manageable and less expensive to educate such children in boarding school for the blind rather than in the regular school, Ndurumo (1993: 215).

Of late, there is a great outcry among the pressure groups on government to provide access to education for all (EFA), following the target goal of education for all by 2015.However, special education in special schools have received a lot of critics

particular from the socialist who sees it as a force boosting segregation among the disabled person. In this case, special school would not help much in integration since they are separated from the normal environment hence creating more disability in them rather solving it (Ndurumo:1993).

It is also urged that owing to large number of children in need of special education particularly in Africa whose population growth rate is high yet has limited resources, the expansion of special schools to offer special education was rather unrealistic.

Professionals and administrators, especially in developed world preferred to place visually impaired children in residential schools. This approach ensures that partial sighted and other children with low vision attend partially or fully integrated classes, self-contained and so on (Kennedy, 1990).These facilities emphasized learning social and adaptive skills necessary for helping children cope with life situations.

However, this preference is rarely observed in most developing countries. For instance, Ross found out that in Eastern and Southern Africa, children with mild visual handicaps were enrolled in special schools. Ross gave some reasons that led to admission in special schools. First, they had failed to progress adequately in integrated program. Secondly, there was the feeling that they would best be served by special schools, which were believed to be designed for them to meet their emotional needs (Ross 1988:29).

Although offering total care, this residential treatment too has drawbacks that vary with the quality of the program. The critic is that, it has limited opportunity to involve the child's family therapeutically in order to prepare them for the child's return. Too

separation from home may add new stresses that further impede a child's tenuous coping ability hence unable to function in school. Residential schools lack peer models of competence and so may promote regressive tendencies in a child.

De Mott (1982), states that, since visually impairment occurs rarely the number of the children enrolled in regular schools is too small to warrant a comprehensive educational services, he recommended the practice of the institution of itinerant or peripatetic teacher services. These itinerant teachers, move from school to school to provide tutorial and remedial assistance to the integrated child. But Salisbury (1974) disagrees with the integrated program by saying that visually impaired children in regular schools experience a lot of problems.

Elsewhere, the visually impaired students are educated in self contained (special unit) classes in regular schools. One of the reasons for these classes is that, where there are no special schools, the community feels obliged to set aside some classrooms in a certain school to admit children with impairment (Ndurumo, 1993). In some countries, the self -contained classes are called units because they are administratively under the regular schools. One of the reasons that make self -contained classes impractical is the distance from the child's home to the regular school, which often happens especially if the child is in a day school (Ross, 1988: 58).

It is therefore clear from the above literature that each and every attempt to provide services to the visually impaired students outside the special schools for the visually

impaired has its respective shortcomings, which suggests the ultimate importance of special school for students with special needs.

2.7 Service delivery model

Over the past few decades, there has been a migration of students who are blind from residential special or special classes to public schools in their local neighborhoods. The model of service delivery, has been most widely implemented to provide for the needs of these students, is the itinerant teacher model. An itinerant teacher is a teacher specially trained in education of students who are visually impaired and is assigned a caseload of students enrolled in various schools within a designed geographical area.

In its original conceptualization, the itinerant model was deemed to be for use with students with few special needs associated with their vision loss, who were relatively independent in their classroom placement, and who could receive a significant part of their education from general education teachers (Lewis and Allman, 2000). Like many innovation in educational setting, the original intent of the model was soon modified.

Today, itinerant teachers a cross North America are typically employed to accommodate all children in a given geographical area rather than those with the specific criteria outlined above. Itinerant teachers work with children of various ages, degrees of vision loss, ranges if need from those with multiple disabilities to those who are gifted, and in some areas, from pre-school through high school graduation. Their role involves such things as administrative duties (for example ordering alternate format materials), direct instruction of disability-specific skills (for example, Braille, visual

efficiency skills, use of assistive technology, orientation and mobility), preparing teaching (for example, materials in large print or Braille, tactile diagrams) tutoring in regular education subjects, consultation to parents and educators, minimal to extensive travel from school to school, and participation in school meetings (Suvak,1999).

According to Spungin (1989), the itinerant teacher model has evolved to meet the administrative needs of school districts and not those of the children it is intended to serve. She argued that, a student requiring daily instruction (for example, beginning Braille reader) couldn't be addressed by a teacher who visits the school once a week. The caseload for itinerant teachers must be designed in direct respond to the demand of the identified needs of the assigned students as well. Factors such as travel, resources available in a given school, or services accessible from other specialist (for example, teachers of students with multiple disabilities) will all need to be considered in the development of a workable caseload assignment.

2.8 The Integration hypothesis

As Lowenfeld (1975) portrayed in "The Changing Status of the Blind" From Separation to Integration), opportunities for equality grew tremendously in the 20th century. This shifted from itinerant model to the integration model. Currently, grounded in the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994:12), the move from separation to integration is evidence. Educational provisions for the visually impaired students, the administration of these provisions, and teacher preparation all moved from special or separated arrangements to integrated

ones. “This move has been consistently spearheaded and supported by legislation.” Lowenfeld (1975: 117).

Historically, many educators behaved as though they did not believe that the visually impaired students had, “The right to be different” Lowenfeld (1975:118). The integration later to be called ‘mainstreaming’, then ‘ inclusion’ of the visually impaired students into regular classroom in great number, beginning in the 1950’s brought with it an era of belief that, the only need a visually impaired student had was adopted academic material so that he/ she could learn in the regular classroom.

The only difference acknowledged by many teachers (indeed the profession itself), was the media and the material used for learning, Lowenfeld (1975:127). Few, if any changes were made to the curriculum offered to these students. Therefore efforts to include visually impaired students in the regular classrooms sometimes attempted to provide “…the opportunity to be equal…”without recognizing the student’s “….right (and need) to be different…” Lowenfeld (1975:117).

He further urged that, “the right to be different” clearly implies that, there is more to education for the visually impaired students than the exact same curriculum provided to sighted students. The added curriculum that is specific to visually impaired students is also well known, but has not been diligently implemented. Could it be that parents and the professionals have no problem with the “opportunity to be equal”, but have difficulty with “the right to be different” in our Kenyan context?

It has not been an easy transition for professional in education for the visually impaired learners to accept the concept that the visually impaired students have educational needs that are in addition to curriculum required for the sighted students (Ross, 1988; Ndurumo, 1993). Many factors have made this transition difficult. Some professionals are loath to give up the belief that there is any different between the educational needs of sighted students and visually impaired students. Others have difficulty in accepting the idea that an expanded curriculum is the responsibility of educators. Still others find it impossible to add to their teaching responsibilities because of time and /or size of caseload.

2.9 The concept of integration

The literature reviewed indicates that towards the end of the 1960s, organization for the disabled in many countries started to formulate new concepts of disability. This concept indicated that there was closed connection between the limitation experienced by the disabled and the attitudes the general public has towards the disabled. These come to be known as social theory of disability. This theory sees problems the disabled face as a rising from the barriers which the society has failed to remove rather then from the medical conditions the disabled have. Integrating them is one way of tackling the problems rather then relying on curing and making them to be full-fledged members of society. Integration was based on concept of full participation, equality, a just society and education for all.

The concept of integration/mainstreaming is also based upon the assumption that children should not be withdrawn from their regular educational setting and from their peers more than is required by their needs for individual attention. It has provided a means for handling many children with educational disabilities in regular classroom with the support of teachers' elders, team teachers and lay volunteers all of whom increases the resources of regular classrooms. The availability of programmed materials and individual study carrels also helps.

The degree at which integration can be successful is related directly to the ability of the school to respond to all children in all circular areas (Apler, 1982, Lewis& Doorlag 1983). Integration means enlarging the scope of regular education to accommodate a wide variety of children. It means providing an appropriate education for each child in the least restrictive setting by educators to develop an educational prescription for each child. It also means training regular teachers in special education techniques and training special educators for collaboration with classroom teachers.

Mainstreaming classroom are not optimal environments for some children although diversity in peer relationship help children understand the greater diversity encountered in adult life, Westman (1990:627).He further urged that, it is important they have access to compatible peers. Being in the mainstream does not ensure acceptance by others and experience that build self-confidence, in fact it often produce the opposite.

A child with learning problems in schools, need constructive experience on emotional, social motivational and attitudinal levels as well as in the more basic academic areas.

They usually require a consistent and supportive educational environment in which specific behavioural expectations are set for them. Unstructured educational approaches have not been successful for them as they are for easy-to teach children, Hammill & Bartel, 1978, quoted by Westman (1990:627).

Classroom teachers must be able to handle children with special needs and their management of the entire class depends upon their control of the situation therefore, in-servicing opportunities for teachers such as workshops on public law and various facets of mainstreaming are important. There has been number of formal and informal efforts to modify teachers training curricula in line with the mainstreaming philosophy.

The following attitudes and skills needed for mainstreaming were compiled by teachers in one school (Apter, 1982).

1. Knowing how to talk to children about disabilities and handicaps
2. teaching impulsive children self-discipline
3. Learning how to support parents of children with special
4. learning how to work with parents who deny their children's limitations

In addition adequate instructional supplies and materials are needed in order to improve teachers' abilities to accommodate the individual differences in children. Special attention to physical and social environment is important, Adelman &Taylor, (1983). Physical environment variables include architectural design, furnishings and equipment

as well as proximity, privacy, distractions, access, traffic pattern visibility, types and range of work space, material cleanliness and esthetic feature.

Social-environment variables that can be rear-ranged include sex, age, and social class, ethnic status, noise levels, behavioral groupings of children also can learn from each other in peer-assisted instruction, (Allen, 1976; Haring &Schiefelbusch, 1976).The range increased when alternatives to traditional instructional approaches tailored staffing patterns, and in-service training are used, Adelman &Taylor (1983)An example is the Adaptive learning environments model which includes prescriptive teaching for children in the mainstream of early grades (Wang &Birch,1984;Westman,1990).

In supplementing the mainstreaming program, a resource teacher is required to provide academic skill building for a child as formulated in an individual education plan (IEP). The resources teacher is a full time teacher who specialists in educational diagnosis and programming for children who present problems in academic learning and behavior. Children with unusual learning requirements need individual instruction for mainstreaming. Such a child without individual instruction only perpetuates the problem.

Remedial work should be scheduled during period of the day that will not deprive a child of enjoyable activities in the regular classroom, so the children can avoid daily confirmation of their inadequacies and missing other subject. Microcomputer-based education offers the advantages of a one-to-one learning environment free of exposure

of errors to others the individualization and immediate feedback can stimulate the initiative of a child through the child's control of a program (Boettcher.1983).

A resource teacher ideally incorporates several models consultation is based upon the premise that classroom teacher would be more willing to deal with children with behavioral and learning problems if they knew how to do so. The resource teacher can consult with teachers in adjusting to children's individual needs through prescriptive techniques. For instance, Crisis intervention is a role that utilizes the principle of life-space intervening as a tool in the school setting (Rel, 1966).The major goals of crisis intervention are to provide a child with conceptual training and to teach coping. A crisis can involve fighting, aggression, or withdrawal. Once a crisis is targeted, a teacher can use an episode to promote insight by talking issues through and helping the youngster to understand one's own behavior.

It also provides emotional first aid on the spot. The technique involves empathetically establishing communication with a child in any way possible and permitting venting of emotions with the continued presence of an adult. An adult helps the child to put the events into perspective by recognizing the factors both external to and within the child that precipitated the crisis. By analysis of reality and self-evaluation, life events can be used to learn adaptive ways of coping with frustrations. Since a class teacher lacks time for such, so a resources teacher usually steps in to assist. A resource teacher can play a key role in bridging the school and the family by working with the parents and supporting their efforts to help their children (Micaellis, 1980, Marion, 1981).

A class should not have a greater number than that which a teacher can instruct individually. How large a class can be handled may not only depends on the skills, experienced, and energy of the teacher but also on the nature of the children's problem. Because a child requires an individual program, most resource teachers do not have energy for more than six to eight children. Hence, the so easy to teach children may be left to regular class teacher to handle, Rosner (1979).

Another important consideration is that placing underachievers together in one class tends to reinforce negative behavior and block the progress of the group. Perkins, (1974) stated that, if they are place together without recognizing their educational needs requirement, their needs will not be met hence better off being in a regular classroom.

2.10 Perception on integration

In some other instance however, it has be found out that mainstreaming may not be the least restrictive environment for children who need the consistent individualized attention possible in smaller groups, Accardo (1980). Some youngsters are served most effectively in self-contained settings when regular classes with appropriate supplemental assistance are not sufficient to meet their needs. Nonetheless, these children should have the opportunity to interact with peers at recess, mealtimes and after school as well as in regular classrooms when appropriate subjects are being taught.

There are four educational handicapped children who need full time special educational program namely;

1. Those who need help in learning to care for themselves

2. Those who need help in preparing for vocational lives
3. Those who need help in learning social and working skills
4. Those who need to learn basic academic skills.

Classification should be based on educational objectives so that specialized service can be directed to the nature of educational handicap. Messick (1976); quoted by Westman, (1990) stated that, in the past, educational response to individual child has been primarily administrative rather than pedagogical. The earliest method of dealing with individual difference was to fail the student until educational requirement was mastered. While Westman, (1990) noted that the range of individual differences, mainstream classrooms can accommodate varies considerably. The personalized classroom programs based upon the following principles are promising approaches to minimizing learning problems:

1. The importance of how the child perceives what is being done is acknowledged in relation to the environment and program.
2. Each child takes an active role in making choices related to major intervention decisions as a way to increase commitment to and personal responsibility for achievement through contractual agreements.
3. A continuum of structure is provide to ensure communication support, direction and limits including periods during which children work either independently or in small groups without adult supervision.
4. Informal and formal conferences are held regularly for communication about enhancing a child's perceptions of options, decisions and commitments.

2.11 Challenges facing the visually impaired students in regular schools.

Ndinda (2005) in her elaborate study, quoted the works of Saad Nagi (1965) in her Disablement theory and that of International Classifications of Impairment, Disabilities and Handicaps, WHO (1980).Their concept shared the view that the overall disablement represents series of related concepts that describes the consequences or impact of a health condition on a person's body, activities and on the wider participation of that person in the society. Nagi specifically viewed the concept of disability as representing the gap between a person's capabilities and the demands created by the social and physical environments. It therefore means, the person is limited in performing tasks and roles expected of individual within a society. Some of the challenges the students do face are as follows;

2.11.1 Compensatory or functional academic skills, including communication modes

From the expanded core curriculum for visually impaired students, distinction must be made between compensatory skills and functional skills, Moser (2000). Compensatory skills are those needed by the visually impaired students in order to access all areas of the core curriculum. Mastery of compensatory skills will usually mean that the visually impaired students have access to learning in a manner equal to that of the sighted peers. Functional skills refer to skills that students with multiple disabilities learn that provide them with the opportunity to work, play, socialize, and take care of personal needs to the highest level possible (Lowenfeld, 1975:97).

Compensatory and functional skills included learning as concept development, spatial understanding, study and organizational skills, speaking and listening and adaptations necessary for accessing all areas of the existing core curriculum. However, the communication needs will vary, depending on degree of functional vision, effects of additional disabilities, and the task to be done (Hatlen, 1996).

Students may use Braille, large print, with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and or recorded devices, to communicate. Regardless of all these, each student will need instruction from the teacher with professional preparation to instruct student's visual impairment in each of the compensatory and functional skills they need to master (United Nations, 1989). These compensatory and functional needs of the visually impaired child are significant and seem not addressed with sufficient specificity in the existing core curriculum. According to Moser (2000: 135), the following are the key issues that need to be considered in an integrated program for the students with visual impairment students.

2.11.2 Orientation mobility

Mobility refers to the ability to get around in the physical environment. Foulke (1971:1, quoted by Margaret, Maynard, Herbert (1989:159) defines mobility as 'the ability to travel safely, comfortably, gracefully and independently'. Effective mobility involves a complex constellation of skills and many who work in this area concur that it is not well understood.

Effective mobility depends on several factors like physical fitness and motor skills. Buel (1950), Quoted by Margaret et al, (1989:159) attributes the limited physical activity to the syndrome of parental overprotection. But Jankowski and Evans(1981) quoted by Margaret et al,(1989:159) reported that, even in a progressive school for the blind students with excellent physical facilities, most children were overweight and generally poor in their physical fitness hence a daily program of structure exercise was urgent.

More recently, Hart (1983) quoted by Margaret et al (1989) provided an optimistic view that in early months of life of visually impaired, infant resist the prone position in favour of the supine, and that attempts to encourage experience in the prone position may be successful in encouraging crawling and perhaps the subsequent stages of locomotion at earlier age. Margaret et al (1989:160) argued that, if children do not have image of their own bodies or if they can not maintain a suitable posture, then they will be disadvantage in their attempt to control their bodies within the external environment and will have poor mobility.

Siegel and Murphy (1970), quoted by Margaret et al, (1989:160) provided detailed analysis of the role that posture plays in orientation and mobility. In their study, they found out that there is a positive correlation between improvement in posture as a result of the training program and improvement in mobility. In addition to this, Margaret et al noted that, the body image, posture and motor maturity and control are important factors in mobility. Linking these issues and the preceding ones is the question of

relationship among conceptualization of space, motor and locomotors, control the body image and the posture. Any subset of this without the others will not lead to effective mobility performance.

As a part of the expanded core curriculum, orientation and mobility is a vital area of learning. Teachers who have been specifically prepared to teach orientation and mobility to the visually impaired learners are necessary in the delivery of service in this curriculum. Students will need to learn about themselves and the environment in which they move from basic body image to independent travel in rural areas and busy town and even in the cities.

The existing core curriculum does not include provision for this instruction. It has been said that the two primary effects of blindness to the individual are communication and locomotion. The expanded core curriculum must include emphasis on the fundamental need and basic right of visually impaired persons to travel as independently as possible, enjoying and learning from the environment.

2.11.3 Social interaction skills

Social development ranges from the development of appropriate social relationship with individual and groups to develop independent living habits. To the visually impaired, family relations is crucial. Parents may be disadvantage in fulfilling their role due to adverse emotional reaction to the impairment. Sommer (1944), quoted by Margaret et al, (1989:164) identifies several clusters of parental attitudes towards their visual impaired children. For instance; feeling of personal disgrace; feeling of guilt of

negligence, having violated some morals or social code hence viewed blindness as a punishment. He did not exploit the impact of this on the children.

The nature of the parents' own emotional adjustment is important in social development of the child. Barry and Marshall (1953), quoted by Margaret et al, (1989:165) found a strong negative relationship between the social competence of 5 to 7 year old visually impaired children and the degree of rejection of the child by the mother. Margaret et al argued that the parents own emotional makeup, both generally and specially in relation to the act of the mother.

The literature reviewed reveals that social composition of visual handicapped child development differs from the sighted ones. Several factors are involved in this, for example vision is a source of information. Less partial often shows less severe social development lags than totally blind. Bauman (1973), quoted by Margaret et al, (1989:165) using Overbrook social competency scale found that, children with some useful vision developed skills significantly earlier than that totally blind hence partial vision is important in developing social skills.

Social environment factor in which the child is expose is important. McGuiness (1970) used Vineland scale to compare the social maturity of visually impaired in various educational situations; itinerant teaching, integration and special education. All the three shows scores lower than sighted ones. Children in itinerant and integration show higher social maturity than special.

Schindele (1974), quoted by Margaret et al (1989:165) used self-concept adjustment score to compare the social adjustment of 5th and 6th visually impaired with sighted. He come up with conclusion that, while the social adjustment of the visual impaired student in regular integrated schools has developed in a realistic surrounding, the social development of the visual impaired in residential school is mainly the result of being brought up in a sheltered and unrealistic environment .In this case the good social adjustment of these children might be seriously affected as they grow older and especially when they have to leave the residential school.

He also found out that, further for the integrated school group, there was a strong positive correlation between social adjustments and intelligent. Schindele suggested that the brighter children are more able to adapt to the greater demands placed on them in the integrated school setting. Margaret *et al* (1989:165) urged that, whatever the education settings, special attention to the development of appropriate social skills is important.

Scott (1969) analyzed social development in terms of social role, suggesting that a child self concept is acquired in large part through interaction with others people and depends on the expectation that others have for the child. If they expect the child to behave with limitation that they believe to be characteristic of the visually impaired, then this limitation come to be part of the child self concept and will tend to be expressed in the social behavior. While Imamura (1965) Petrucci; (1953) Wilson; (1967), quoted by

Margaret et al, (1989:165) using personality measures stated that, visually impaired adolescent tend to be more dependent and less assertive than their sighted countered part.

In summary, social development of visually impaired children are different in several ways from that of the sighted ones and the factors that produce the difference are complex. Of particular note is that, social setting it self is heavily involved and that the characteristic of the social setting are heavily influenced by the reactions of the significant other people have who interact with the visually handicapped child. This applies to teachers as well as the family, Margaret et al, (1989:166).

Visually impaired individuals do not learn social interactions casually and incidentally as they are by sighted persons. Social skills must be carefully, consciously and sequentially taught to the visually impaired students, The World Declaration for All, (1990). The existing core curriculum does not address this critical need in a satisfactory manner.

2.11.4 Independent living skills

This area of the expanded core curriculum is often referred to as “daily living skills”. It consists of all the tasks and functions persons perform in accordance with their abilities, in order to lead lives as independently as possible (Hatlen, 1996). The curricular needs are varied, as they include skills in personal hygiene, food preparation, money management, time monitoring, organization, etc. Some independent living skills are

addressed in the existing core curriculum, but they are often introduced as splinter skills, appearing in learning material, disappearing and then re-appearing.

This approach will not adequately prepare the visually impaired students for adult life. Traditional classes in home economics and family life are not enough, since they assume a basic level of knowledge, acquire incidentally through vision. The skills and knowledge that sighted students acquire by casually and incidentally observing and interacting with their environment are often difficult, if not impossible, for the visually impaired students to learn without direct, sequential instruction by knowledgeable persons.

2.11.5 Recreation and leisure skills

Westman (1990: 615) stated that, the limited interpretation of public law 94-142 has led to the belief that educational disabilities and handicapped can be resolved through educational alone. As a result of the neglect of the spectrum of functional disabilities, many children grow up into adulthood academically remediate but remain friendless, lonely and unproductive. The experience of special education tracking also may instill a negative self concept of disability that later foster dependency. These social disabilities can be more handicapping than academic skill disability (Kronick, 1981).Many adults with educational disability and handicapped also experience difficulties in their personal, social and emotional adjustment and are unable to work productivity.

Another problem is lack of appreciation of the persistence of education disabilities, their heterogeneity and their changing manifestations throughout the life span of an

individual. It is good to prepare young people with handicapped for transition to postsecondary program or vocational training from the elementary level on. At this time; little has been done on educational disability in business, industry, union, government agencies including army forces.

Most important profession needs education and training in the nature and management of education disability and handicapped. Throughout their lives some individuals with educational disabilities have been exposed to teachers, parents, peers and others mentors who were not prepared or willing to understand their needs or to help cope with their problems.

Skills in recreation and leisure are seldom offered as a part of the existing core curriculum. Rather, physical education in the form of team games and athletics are the usual ways in which fitness needs are met for sighted students. Many of the activities in physical education are excellent and appropriate for visually impaired student .In addition, however these students needs to develop activities in recreation and leisure that they can enjoy throughout their adult lives, Moser (2000).

Most often sighted persons select their recreation and leisure activity repertoire by visually observing activities and choosing those in which they wish to participate. The teaching of the recreation and leisure and skills to the visually impaired students must be planned and deliberately taught and should focus on the development of the one life-long skills.

2.11.6 Career education

The role of the child in the society cannot be underestimated and the system that influence the development of a child is the very crucial that is the society, organization, classroom peers and families. Society values childhood as a preparation for adult responsibility and production in work hence attention is devoted to public education. If childhood is ignored, education suffers and hence risk with inadequate preparation to cope with the responsibility of democratic society. It is in the school where children acquire skills and knowledge. School cannot be understood outside their community and society.

There is a need for general vocational education, as offered in the traditional core curriculum for the visually impaired as well as the need for career education offer, especially for the visually impaired students. Many of the skills and knowledge offered to all students through vocational education can be of value to the visually impaired students, The World Declaration on Education for All (1990). They will not be sufficient, however to prepare students for adult life, since such instruction assumes a basic knowledge of the world of work based on prior visual experiences.

Career education in an expanded core curriculum will provide the visually impaired learner of all ages with the opportunity to learn first-hand the work done by the bank teller, the gardener, the social worker, the artist's and others. It will provide the student with the opportunity to explore strength and interest in a systematic, well-planned

manner. Once more, the major problem facing the visually impaired learners is lack of information about and jobs that the sighted students acquire by observation ,The World Declaration on Education for all, (1990:218).

2.11.7 Technology

Technology is a tool to unlock learning and expand the horizons of students (Hatlen, 1996). It is not, in reality, a curriculum area. However, it is added to the expanded core curriculum because technology occupies a special place in the education of the visually impaired learners. Technology can be a great equalizer (Ross, 1988). For the Braille user, it allows the students to provide feedback to teacher by first producing material in Braille for personal use, and then in print for the teachers, classmates and for the parents.

It gives the visually impaired learner the capacity of storing and retrieving information. It brings the gift of a library under the fingertips of the visually impaired person. Technology enhances communication and learning, as well as expanded the world of the visually impaired person in many significant ways. Thus, technology is a tool to master and is essential as a part of the expanded core curriculum.

Westman (1990:630), state that Microcomputer-based education offers an advantage of a one- to- one learning environment free of expose of errors to others. The individualization and immediate feedback can stimulate the initiative of a child through

the children's' control of a program (Boeltcher, 1983).Therefore, the role of computer in special education is promising for many children (Watkins & Webb 1981).

There is need for the Government to supply talking computer to schools with integrated educational program for the visually impaired students as part of resources for teaching and learning.

2.11.8 Teacher preparation

The visual acuity of children diagnosed as being visually impaired students varies greatly.. Through the use of thorough, systematic training, most students with remaining functional vision can be taught to better and more efficiently utilize their remaining vision, Ndurumo (1993). The responsibility for performing a functional vision assessment, planning appropriate learning activities for effective visual utilization and instructing students in using their functional vision in effective and efficient ways is clearly an area of the expanded core curriculum (Moser, 2000). Educational responsibility for teaching visual efficiency skills falls to the professionally prepared teacher of visually impaired learners.

Bring together all of these skills learned in the expanded core curriculum produces a concept of the visually impaired person in the community. It is difficult to imagine that a congenitally visually impaired person could be entirely at ease and at home within the social, recreational and vocational structure of the general community without mastering the elements of the expanded core curriculum.

What is known about congenitally visually impaired person is that, unless skills such as orientation and mobility, social interaction and independent living are learned, these students are at high risk for lonely, isolate, unproductive lives, Lorimer (2000). The expanded core curriculum is the heart of the responsibility of educators serving visually impaired students. These areas are not adequately addressed by regular classroom teachers, nor should they be, for this is the core curriculum that is essential only to visually impaired students, and it epitomizes their "right to be different."

2.12 Literacy for students who are visually impaired

The significance of blindness for a child's development depends on many variable factors. A blind child who does not suffer from additional disabilities, who is well cared for by the parents and is help to compensate for his sensory loss is able to develop very much as others do. Guilford (1971:163) states that blindness does not present such severe obstacles to progress as compared to deafness.

However, lack of vision narrows the child's experience to that which can be explored by touch, hearing, movement, taste and smell. Many things such as, colour, distant or objects which cannot be experience by touch will never be comprehended normally. Very small or delicate object may be difficult to comprehend and large objects like cars must be apprehend by integrating successive experiences by touch. Other important ideas such as numbers, shape and size have to depend on tactile experiences. A variety of sensory clues which are normally subordinated to vision assume much greater importance and value for making sense for instance, perception of movement,

temperature, texture, sound, smell and moving around in the environment. An important task therefore, is ensuring that the blind child is help to experience and learn through hearing.

Lack of vision has consequences which are probably even more fundamental for the child's intellectual and personality development and influencing the way the child learns to respond to his environment. The sighted students are continually open to visual stimulation which prompts him to active enquiry and exploration. Touch does not provide this continual stimulation and though the hearing may alert the child to certain aspect s of the environment, the meaning of sound is less easily learnt when listening is not supported by looking, so the young blind child needs to been encouraged and helped to explore his environment with out this help, he may be inactive.

The importance of literacy in the lives of people today is obviously very different than it was in 1829, when Louis Braille first published the description of his embossed code. While the ability to read and write was a skill primarily associated with the aristocracy of the time, today, literacy is believed to be a prerequisite to independence and active participation in society. To provide a framework for the discussion of literacy for individuals who are visually impaired, Koenig (1992) suggested the writing skills that provided the foundation for continued learning and expanded literacy skills. It is demonstrated when an individual achieves an eight-grade reading level on an objective test that is presented in the preferred reading medium, with commensurate writing skills in the same medium.

2.13 Attitude towards Impairments

According to Eagly and Chaiken (1993:1), attitude refers to 'a psychological tendency that is expressed by evaluating a particular entity with some favour or disfavors'. This definition shows the link between attitude and one's evaluation of a given object or state of being. In the case of visually impaired students, they have the internal self-construct, which makes them have a certain psychological tendency of what other people's attitude is towards their state of being visually impaired. This has always influenced the way visually impaired students behave towards the sighted students and vice versa.

Traditionally, the general attitude for the visually impaired people in many societies had negative connotations. There was a social stigma, an attribute which impedes their social and economic welfare (Ndinda, 2005). However, the landmark in changing the philosophy and practices towards such people in the society is engulfed in the Salamanca Declaration of 1994.

In the Salamanca Statement and Framework for Action on Special Needs Education, "every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning…those with special needs must have access to regular schools, which should accommodate them within child centered pedagogy capable of meeting these needs" (UNESCO, 1994: iii). The Kenya Integrated Education Program picks-up from this declaration, to shift the paradigm from, the traditional attitude towards visually impaired people as incapacitated beings, to viewing them as people with similar potential as their sighted counterparts.

With the recognition of the potential and capabilities of handicapped children, what is needed is to change the existing attitude or the formation of new attitudes, Zimbardo, et al., (1977). This is important because attitude has been one of the greatest impediments towards the integration program. Those visually impaired students feel ostracized by their sighted counterparts, as manifested in the overt and covert actions of the sighted students. Attitude change should also be holistic, from fellow students to teachers to parents and the society at large towards the visually impaired students.

2.14 Academic performance for handicapped students

It is impossible to discuss cognitive development without reference to perception. Margaret et al, (1989; 161) defined *cognition* as a term used to refer to 'thought processes which may occur without immediate perceptual experience'. Aspect of irregular cognitive progress in school-age children may well have their roots in infancy.

In the early stages of sensor motor development in which infants' actions are largely directed toward themselves rather than outward to objects and events in the world, the scanty evidence suggests that there is little difference between blind and sighted infants. However, in the piagetian sub stage of secondary circular reactions roughly from 4 to 8 months of age, the infant activities begin to be directed outward and intentionality of action with respect to the world emerges. It is at this stage that emergent differences between blind and the sighted infants would be expected, since it is in large part the perception. Freiberg (1968) quoted by Margaret et al, (1989:161) noted that the

achievement of the object concept is delayed in blind children until 3 to5 years in contrast to the typical estimate of two years for the sighted child.

Cognitive development can be considered as gradual progression from overt actions to internalized representation of actions and their consequences to fully representational thought that does not depend on immediate perception or action. Thus internalization is the key process in development. Although cognitive skills have implication for virtually every area of human behavour, the relationship of cognitive abilities to the educational experience is equally important. Cognitive serve as the basis for the assimilation of information and concepts that are taught and in turn, the individual's cognitive abilities are influenced by the nature of the education that he or she receives.

Vision is ordinarily a very important source of information about the world, the 'stuff' on which cognition comes to operate. The visually impaired person must build concepts on the basis of others than visual information. Foulke (1962), quoted by Margaret et al (1989:162) noted that the nature of the concepts of the visually impaired child is in some ways more restricted than those of the sighted child.

MacCuspie (2002) has shown that, in situations where physically challenged students are grouped together with those without handicaps, and within an appropriate environment, the handicapped students tend to averagely perform better than the other group of students. In a study by Ross (1988: 34) in Eastern and Southern Africa, visually impaired students performed dismally in an integrated program compared to when in their special-school environment. However, when the same groups of students

were retained in an integrated program with facilities and conducive learning environment, they on average performed better than the sighted students. This implies that all students, visually impaired and the sighted ones have the same potential. The differences in terms of what each can do, results from social, cultural, and physical environmental factors.

While studying performance among physically handicapped children in Western Kenya Ndichu (2004: 6) showed that, when given the right facilities and guidance, physically handicapped students performed better than their non-handicapped counterparts. For instance, he points out the in 2003, schools with physically handicapped students performed better than those with non-handicapped students in academic performance. At the same time, students that had physical impairment performed better on average, as individuals, compared to those without physical impaired ness.

The above literature has one important implication: that the learning environment is important for any student, whether impaired or not. Therefore, the visually impaired students within an integrated program should have little or no performance problems if the Ministry of Education provides for the necessary facilities in those schools.

2.15 Guidance and counseling program for visual impairment

Guidance can be looked at as a program or a service to individual based upon the need to understand their environment, influence of environmental factors on them and unique features of each individual and how individual can adjust their environment and set realistic goals, Mutie and Ndambuki (1999).

Counseling has be viewed as a special kind of helping relationship, or as a set of activities and methods, or as an area in which services are provided, Nelson Jones (1982).Counseling as a helping relationship involves stipulating some core qualities offered by counselors in their interviewing relationship with the clients which include empathetic understanding, respect for the clients' potential to lead his or her own life and congruence. These activities are viewed as representing counselors' skills such as reflection of feeling and content, his or her attitude to clients and capacity for altruistic care and concern, Rogers (1975).

The guidance and counseling program for individuals with visual impairment is committed to providing services to individuals who are blind and visually impaired to help them achieve independence in their homes, schools communities and work environment to assist in the adjustment to vision loss. Counselors use their understanding of human relationships and communication to enhance, modify or restore the social and emotional functioning of blind and visual impaired individuals, their families and their support networks

Rehabilitation teaching is offered to the individuals who are visually impaired by professional. The individual acquire practical skills and outlook needed to minimize the effects of visual impairment. Use of this skill can then lead to increased independence, social competence and restoration of self-image, all of which contribute to carrying out

the activities of daily living. Rehabilitating professional provide skills training in the following areas;

1. Communication skills; handwriting, use of writing guides and aids such as tape recording and writing Braille, keyboard and computer skills.
2. Personal management; techniques for maintaining personal hygiene, grooming, social etiquette and general organization skills in areas such as keeping track of appointment and work projects.
3. Home management; skills that will promote independence in the care and upkeep of one's living environment, including cleaning techniques, food preparation, kitchen safety, money identification, telephone dialing and general home environment mastery.
4. Leisure and reaction; the individual with visual disability is trained in skills that improve manual dexterity, recreation and socialization.

The visually impaired people do not have more acute sense of hearing, touch and smell so they must develop the use of these senses to compensate for the loss of sight. Being able to travel independently with safety and confidence is paramount to the rehabilitation and education of visually impaired people. The long cane system is the basis of orientation and mobility training.

Most people whose visual impairment is severe (blind) still have some useful residual vision which may be enhanced through a vision rehabilitation program. The vision rehabilitation workers can: assess functional vision; help a visually impaired person understand the nature of his or her eye condition, assist individuals with selection,

adaptation, and training in the use of low vision devices such as magnifiers and proper lighting adaptive and technical aids. Technical aids help with daily personal or occupational tasks, which may be affected by loss of vision.

The objective of the counselor about technical aids service is to provide individuals with visual impairment with information and guidance to make informal decisions about the availability, selection, use and purchase of technical aids and devices. The professional provide consultation on and demonstration of a variety of high and low-tech devices, ranging from simple needle thread to computers with voice synthesizers and /or large print magnification. Some devices include the following; magnifiers, talking calculators, watches, white canes, writing paper, large print playing cards and many others daily living aids.

In the case where a child has been taken to a regular school, the teachers have to be counsel on how to handle them. But where the child cannot fit in to the school system, teachers are advice no to hesitate in recommending for the transfer of the child to special school. The teacher being human, should evaluate their motivation for teaching (money, love, convinces); one's attitude towards different students (hostile adolescent), one's acceptance of disability, and one's feelings and reactions to perceive failure (frustration, anger, apathy).

2.16 Conclusion

Although in many countries, people with visual impairment are seen as constituting a small number of the overall population, they require special attention of their overall

development to reach maximum potential. The World Blind Union president, Kick Nordstrom, stated that;

> Policies are a list of range of various measures for augmenting educational services for person with visual impairment, however it does not matter how comprehensive policy may be, what matters is success which depends on whether its strategy are adopted and translated into action, The Educator (2004:10).

It has been noted that, it is not the blindness itself that is a problem; the main problem is the attitude of the public towards blindness that is the hardest burden to bear. It no wonder that the ICEVI in conjunction with other united nation continues to create awareness on issues facing persons with disabilities and trying to translate policies into action.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter is made of the study area, the scope population of study, and methods of sampling, research design, research instrument, reliability and validity instrument, research variables, research procedures and the methods of data collection that were used. The process of data analysis was also outlined.

3.2 Geographical location of the study

This **s**tudy was conducted in Ainaimoi division, of Kericho district in Rift valley province of Kenya. Kericho is located in the highlands of the Rift Valley, Northwest of Nairobi. It has a population of 468,493 and an area of 2,111km square (Republic of Kenya, 1999 Census). Its rich volcanic soil, moderate year-round temperature and abundant rainfall provide some bountiful lands in Kenya. The town is named after a Maasai chief ole kericho who was killed there in a tribal war in the 18th century.

Kipsigis are the overwhelmingly predominance ethnic group in the district. Agriculture, livestock keeping; forestry and commerce constitute the main economic activities. There are 88 secondary schools, two of which are under integrated education program for students with visual impairment. There is one teacher training college situated 3km East of the lower part of the district headquarter along the Kericho-Nakuru road. Early this year, 2007, Moi University expanded and establish it subsidiary campus within

Kericho Teachers College and another one at Kabianga, situated off Kericho-Kisii road at about 20km from the town.

3.3 Research design

A case study design was employed in this research. Kothari (2003:142) stated that, the case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be it a person or an institution. It is a method of in-depth study rather breadth. It is a means to well understanding of the past of a social unit because of its emphasis of historical analysis. Besides, it is a technique to suggest measures for improvement in the context of the present environment of the concerned social unit.

The instruments that were employed included questionnaires, documentary, scheduled group discussions and document analysis to collect detailed information. These methods were important in giving detailed illustrations and emphasis on certain issues of concern to the study. It determines factors and relationships among the factors that have resulted in the behavior under study and makes a detailed examination of it, Mugenda & Mugenda, (2003:173).

3.4 Population of the study

The main populations for this research were students and teachers in kericho Tea Boys and Kipsigis Girls secondary schools. The students were further classified into two categories: the sighted and the students with visual impairment. Students have been

selected because they are subjects of the integrated program. Hence, they are the ones that are either directly benefiting or losing from the integrated education program.

Therefore, they are best suited in providing information on the proposed study, as they seem to be most knowledgeable to discuss issues on the topics of study. However, the researcher also got views and information from the education officers and the member of Kenya Society for the Blind as a representative from Non-Governmental Organizations that deal with support services for the students with visual impairment.

3.5 Sample size

The researcher relied on a sample size of 200 respondents. The researcher interviewed all the students with visual impairment in the two schools basing on their total population. Note that there are fewer students with visual impairment in comparison with the sighted one in an integrated school environment but according to the constitution of Kenya Society for the Blind, one student with visual impairment is equated to a class of 40 sighted students. This was done so that the educational needs of one student with visual impairment may not be under estimated as shown in table below;

Group	Respondents		
	No	Actual Respondents	%
Head teachers	2	2	100

Teachers	60	30	50
Sighted students	280	160	57.1
Paraprofessional	4	4	100
Supervisors	3	3	100
Total	349	199	57

Table 3.5.1Numbers of respondents

The sighted students were stratified into various forms then, simple random sampling technique was employed to select on the respondents. The 160 respondents was representative enough given the fact that students in each of the two schools shared common experiences. There were 30 teachers' respondents who were purposively sampled including the 2 principals hosting the program, and 2 members from the District Education Office, 1 quality assurance officer in the District and 3 paraprofessionals.

Picking on a few in each group is representative enough to provide a representative sample.

3.6 Sampling techniques

According to Gay, quoted by Mugenda (1999; 43), he suggested that for descriptive studies, ten percent of the accessible population is enough. In Kipsigis girls' there were 1200 students while in Kericho Tea were 800 students giving a total of 2000 students.10% of these were 200 students. This number was then divided in two so that each school could get 100 respondents. Then concerning the visually impaired students, there was 1 girl from Kipsigis and the remaining 7 were boys from kericho Tea giving a total of 8 visually impaired students.

Given that each visually impaired student represents a full class of 40 sighted students, but if 40 students were considered in each form then, the figure would be large so the researcher opted to get half of the class of 40 hence 20 students were randomly selected from each form giving a total of 80 students representing the impaired group. The remaining 120 were sighted student randomly selected from each form. So the sample population of students in total were 200 but those who responded were 160.Fishel *et al* recommended that, if there is no estimate available of the proportion in the target population assumed to have the characteristic of interest, then 50% should be used, Mugenda & Mugenda (1999:43)

By the fact that the researcher focuses only on secondary schools with the integrated program, the researcher purposively choose all the secondary schools in the District that

hosted the program. Purposive sampling was used to select all the visually impaired students from the schools and their teachers. Purposive sampling allowed the researcher to selectively choose respondents on the basis of the sightedness and level of knowledge on issues of interest to the study. Purposive samplings enable the researcher to satisfy her specific needs in the project, Robson (1993:141).

For those classified as sighted students, the researcher further used stratified and simple random sampling techniques to select a few from each form. The selected sighted students were then used to fill the questionnaires as administered by the researcher. The two sampling techniques are generally advantages in a way that they are simple to apply and time saving.

3.7 Data collection instruments

Diverse methods of data collection were employed at various stages of the study as long as they were within the confines of appropriate sampling techniques. Kothari,(2003;143) gave one of the merits of a case study design as that, the researcher can use one or more of the several researches methods depending upon the prevalent of circumstance.

Data was collected through the use of the three types of questionnaires. The first type was designed for students both the sighted and the visually impaired. In a Likert scale the respondent were asked to respond to each of the statements in terms of the degrees; that were, strongly agreed, agreed, undecided, disagree and strongly disagreed. Each point on the scale carried a score .The response indicating the least favoured carried (1) degree

and the most favoured were given the highest score (5). The participants were asked to rate position by ticking the appropriate responding scale.

The second type of questionnaire was designed for the head teachers hosting the program in their schools. The items in the questionnaires were to find out whether there were adequate teaching and learning resources in the schools. It was aimed at establishing challenges encountered by school administration in implementation of the program.

The third type of questionnaires was designed for the teachers in schools hosting the integrated program. The items used were mainly to find out whether they had adequate teaching and learning materials. They were also used to identify teachers' attitudes towards the integration program and to establish any challenges encountered in dealing with student with visual impairment while learning is taking place in a classroom.

Each questionnaire was divided into two parts. The first part consisted of statement aimed at obtaining background information about the respondent, such as gender, class and age. The information was collected to assist the investigator in describing the respondent background. Items in the subsequent section of the questionnaires were constructed in harmony with the research questions in chapter one. Questionnaires were preferred because it is free from bias and answers are the respondents own words, Kothari (2003:124).Also the fact that respondent have adequate time to give a well thought out answer. However, one of the demerits in using a questionnaire is that, it is used when the respondents are literate and cooperating.

3.7.1 Questionnaires

Being a case study, the main method of data collection, involved the use of open-ended, semi-structured and structured. Documentation acted as backup for the data collected. The self-administered questionnaires were given to the sighted students. The questionnaires elicited relevant qualitative data for the study. Information on the opinions of the sighted students on various issues touching performance, attitude and challenges facing the students with visual impairment were gathered. The researcher administered the questionnaires to students with visual impairment to gather and record information on the challenges they face, their perception on the integration, their views on their academic performance and other issues of concern to the study.

3.7.2 Focused group interviews

This method involves situations where by chance or through training, there are persons who can provide the most knowledgeable information possible on any topic of study. The key informants for this study were teachers teaching integrated classes, head teachers and their deputies, the divisional education officer and the representatives of KSB. These informants have been chosen to provide an in-depth understanding on specific issues under study because of their direct involvement in matters of concern to the study.

The key informant technique took the form of a face -to- face interview between the researcher and the informants, using open-ended interview questions. The method was advantages in the sense that, the key informants provided and even expound precisely on most of the issues in details, being informed about the topic of the study. Kothari, (2003;

121) state that chief merit of the interview methods is, it can be made to yield an almost perfect sample of the general population. Jack & Norman (2000:511) urged that logical gaps in data can be anticipated and closed.

3.7.3 Document analysis

This is critically analysing the documentary material such as school enrolment, examination records and other materials available in books without altering the contents. Kothari (2003:137) state that, document analysis is a qualitative analysis concerning the general message of the existing document. It is suitable to the researcher who is dealing with attitude in his field of research. Documents analysis enables the researcher to obtain the information in its total originality. That is to say in words and language of the informant .It also enables the researcher to obtain obtrusive information and obtain data at his or her convenient time. The data obtained by this method are thoughtful because the informant or author of the document has done it thoughtfully and has given special attention to compile the documents. This method is ideal for any researcher.

3.8 Reliability of the instrument

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trial. It is the most crucial criterion that indicates the degree to which an instrument measures what it is supposed to measure. Kothari (2003; 91).

In order to ensure reliability of the research instrument, the researcher used the split-half technique. In this approach, an instrument was designed in such a way that there were

two parts. Subject scores from one part were correlated with the scores from the second parts, Mugenda & Mugenda (2003:98).

The pilot study was carried out at Olbutyo secondary school in Bomet district and the population was made up of, one head teacher, four teachers, two students with visual impairment and a class of 40 sighted students. The approach eliminates chance error due to differing test conditions and this is how it was done; the items were sampled from the domain of indicators that measured the variables, then it was administered to appropriate groups.

At random, the scored items were divided into two groups whereby the odd-numbered items were put together and all the even-numbered items put together. From the two parts, Pearson products moment formula for test retest was used to compute the correlation coefficient in order to establish the extent to which items were consistent in eliciting the same response each time the instrument is used.

From the two set, computation of correlation coefficient was calculated using the Pearson product moment correlation coefficient has shown below

$$rxy = \frac{N\Sigma XY - (\Sigma X)(\Sigma y)}{\sqrt{[N X^2 - (\Sigma X)^2][N Y^2 - (\Sigma Y)^2]}}$$

Where r = Pearson r

Σx = The sum of raw X scores

Σy = The sum of raw Y scores

Σxy = The sum of the product of each X times each Y

ΣX^2 = The sum of the square of each X- score

ΣY^2 = The sum of the squares of each Y – score.

This yielded a correlation of coefficient of 0.83 which was considered high enough to judge the instrument reliability in gathering the required data.

3.9 Validity of the instrument

Validity is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study hence it has to do with how accurate the data obtained in the study represents the variables of the study, Mugenda & Mugenda, (2003:100).The researcher did a number of consultations with supervisors who did critical examination of the questionnaires and interview scheduled. Revision and clarification was done through their expertise.

3.10 Research variables.

Fraenkel and Wallen (2003; 43) classify variable by grouping them as dependent and independent variables. They define independent variable as "those that the researcher chooses to study in order to assess their possible effects on one or more other variable" These are characters that the researcher chooses to manipulate to see the effects on the dependent variable. For example, gender does not influence students' perception on the integration program. In this, gender is independent variable because the researcher chooses to study it to see its effects on the perception of student on the effectiveness of the program. In this study, the independent variable was integrated education program.

Fraenkel and Wallen (2003) define dependent variable as those factors that the independent variable is presumed to affect in common sense terms, the dependent variable 'depends on' what the independent variable does to it, how it affect it'. These are variable that the researcher observes or measures in relation to independent variable .the dependent variable in this study was, gender, perception, academic performance, rehabilitation and barriers encountered by students with visual impairment in secondary schools.

The independent variable of the study was Integrated Education Program, while the dependent variables include its influence on the academic performance, educating and rehabilitation of the visually impaired, challenges and the attitude towards integration of the students with visual impairment in secondary schools in kericho district.

3.11 Research procedures

The researcher reported to District commissioners' office and District Education Office with the research permit from the Ministry of Education to prove that she had the permission to conduct a research in their schools. The researcher visited the respective schools, which were Kipsigis Girl's Secondary School and Kericho Tea Secondary School. While in the school, she introduced herself to the school administration and stated the purpose of her visit.

The researcher briefed the students with visual impairment on the purpose of the study. The sighted students and teachers were asked to respond to each of the items of the selected Likert's method of summated ratings scale. Questionnaires were designed to find

out their attitudes towards students with visual impairment in an integrated high school and factors influencing the integrated education program for students with visual impairment.

The questionnaire were responded to and collected by the researcher personally. Out of 350 questionnaires distributed 199 were responded to appropriately and returned. This gave a respond rate of 56.9% which was considered satisfactory. The completed questionnaires were then sorted out in terms of the degree of evaluation of the respondents

3.12 Data analysis

The data from the questionnaires were presented in tables. Frequencies and percentages were used to compare different variable as indicated in chapter four. Data was subjected to inferential statistics in which the analysis of variance, T-test and chi-square was used to test the hypotheses. This was done using the statistical package of social sciences (SPSS) which is a computer package used in analysis of research in social studies. Data from interviews were analyzed using descriptive methods which form the basis for interpretation, conclusion, recommendations and generalization.

3.13 Conclusion

The research study was carried out at integrated secondary schools of kericho district among the staff members and students in regular schools and those who are being integrated into the program. Three separate questionnaires one for students, teachers and for the head teachers hosting the program were used to collect data.

In addition, interview schedules for the teachers, students, paraprofessionals, supervisors and an NGO member from the Kenya society for the blind was done with the guidance of the same questionnaires. Document analysis was also used. The instrument was developed using the parameters of an effective education program. Reliability, validity and practicability were ensured before administering of the instruments. Questionnaires were coded and analyzed using the T- test and chi-square while interview schedules were analyzed using the descriptive methods.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter describes the socio-demographic characteristic of the respondents. The socio-demographic information serves to explain background information of the respondent. It also gives frequencies and percentages of the subjects' responses towards the end of the chapter; a summary of the hypotheses tested is presented together with responses to research questions.

4.2 Demographic description of the study population

Socio-demographic characteristic of the respondent serve to explains the background information of the respondents. Thus, useful in understanding how dynamic in such variables as gender, age and class, influence their responds on issues to do with integrated education programmed in respective school

Table 4.2.1 Numbers and percentage of participants grouped according to responsibility, role and gender

Group	Female			Male			Totals	
	No	Actual Respondents	%	No	Actual respondents	%	No	%
Head teachers	2	1	50		1	50	2	1.0
Teachers	60	22	36.7		8	13.3	30	15.1
Sighted students	280	63	22.5		97	34.6	160	80.4
Paraprofessional	4	2	50		2	50	4	2.0
Supervisors	3	2	33.3		1	66.7	3	1.5
Total	349	90			109		199	

From Table 4.2.1 above the total number of respondents who participated were 199.Out of the 199 participants, 30(15.1%) were teachers who directly come in conduct with the student, 4 (2.0%) paraprofessional,3(1.5%) supervisors,2(1.0%)head teachers and 160(80.4%) students. Out of 32 teachers 9(28.1. %) were male and 23 (71.9 %) inclusive of the head teachers. Paraprofessional female comprise of (7.5%) and 7.5% male. There was one female school inspector and two supervisors (1.5%).

Table 4.2.2 Age of the participant students

Age	Total	%
14-17	114	71
18-21	41	25.6
Above 21	5	3.1
total	160	

From the table 4.2.2, it is clear that most of the students interviewed were male. This was explained by the fact that in both schools that participated in the study, there were more boys with visual impairment that had gone to school than girls. From a focused group discussion with some teachers, the discussants pointed out that the presence of more male than female is reflection of most of the communities in the area, which always favors boys in education than girls, hence it is culturally entrenched.

Despite the fact that there were more male than female students in the study population on average the majority (71%) of the respondents falls within age brackets. of 14-17. (25.6%) is age 18-21 while the remaining (3.1%) are those above 21 years old. This is also consistent with the fact that the majority (25.6%) of the students interviewed were between form one, two and three, which justifies the mean age – range.

Table 4.2.3 Visual status of the students

Although both schools that participated in the study had few students with visual impairment 8 (5%), the majority of the respondents152 (95%) had students with visual impairment as their schoolmate. This is indicated in the table 4.2.3 below.

Visual status	Kipsigis girls	Kericho tea	Total	%
Low vision	-	4	4	2.5
Blind	1	3	4	2.5
Sighted	76	76	152	95
Total	76	76	160	100

In the overall, therefore, socio-demographic information of the students that participated in the study reflects a population that had all the necessary and sufficient requirements to speak on the crucial issues of concern to the study because they had practically experiences them.

4.3 Data analysis

Data analyzed here attempt to explain the following research questions

1. To what extend has integrated education program succeeded in enabling the students with visual impairment improve their academic performance?
2. Has integrated education program attained its main objectives of educating and rehabilitating to improve their social and survival?
3. What is the attitude of students and teachers towards integration
4. Does gender influence students and teachers perception on integration?
5. What hinders the successful integration of the visually impaired students?
6. What policy strategy should the government adopt to make the integrated education program for students with visual impairment a success?

Data was collected through researcher designed questionnaires, interviews and document analysis. The question steered this research work in search away of seeking answers to the following variables:

4.3.1 Influence of Integrated Programme on Academic Performance of Students with Visual Impairment as perceived by students

One of the main objectives of the study was to investigate the influence of the integrated program on the academic performance of students with visual impairment. The researcher provided respondents with various question items on performance of students with visual impairment in an integrated system. Being Likert type of questions, the respondents were to score "Strongly Agree", "Agree", "Undecided", "Disagree", and "Strongly Disagree".

In this regard, the researcher's interest was on how each question item was scored affirmatively as "Agree" by the respondents. To that effect, the following table shows a summary of the responses to the various question items asked by the researcher and the corresponding frequencies and percentages at which they were scored as "Agree".

Table 4.3.1.1 Influence of Integrated Program on Academic Performance.

Statement on performance	**Frequency N=160**	**%**
The visually impaired (blind) students can perform better than the sighted ones	30	19%
Performance of the visually impaired students would be		

better if they were within a specially designed environment (in terms of school or classes) that caters for their handicaps.	95	59.3%
Performance has nothing to do with whether one is Sighted or blind.	70	44%
Teachers tend to favour the visually impaired (blind) students when marking examinations.	25	16%
It is unfair to evaluate sight and the visually impaired (blind) students, when it comes to examinations, using the same marking scheme and/or curriculum.	80	50%

The research undertaken shows that 30(19%) agreed that the visually impaired students can perform better than the sighted ones. This student cited an example of one of the visually impaired students who managed to score good grade in KCSE and qualified to join a college. However, majority 130 (81.3 %) of the students did not agree with the statements citing an example that, the two schools did not have enough teaching and learning materials and services to accommodate the needs of the visually impaired students. On further discussion with the students with visual impairment and the blind, they quoted an instance where one of them had to leave school because he felt he was wasting time. No one was giving him assistance he needed in his class work.

Most students who have vision problem admitted that they are very slow in completing the assignment and similar problem is experienced during examination. In mathematic

lesions they often fall asleep as the teachers illustrate and calculate the sum on the black board. It is was off during examination where they pointed out that, sometimes they are dealing with topics on measurement and construction in addition to the fact that they are unable to use the calculators. They complained that they were not allowed to take home Braille's and they did not have tape recorders to take notes All these factors contribute to poor academic performance and at the end of the day result in negative self-concept.

Although 95(59.3%) of the students agreed that performance of the visually impaired students would be better if they were within a special designed environment (in terms of schools and classes) that gathers for their handicaps. They felt that in such a school, the program will be in accordance with the individual needs of each student. when the researcher sort the views of the blind and the visually impaired students, half of the felt that they preferred being in special school because they will have many things in common with their peers and so no one will make them feel they are not part of the group.

Those who did not agree with the statement were 65(41%). This group supported their view by stating that, the visually impaired students are normal only that they need extra time because they are slow in handling the assignments. They felt that the school should provide the needed services for the visually impaired in order to be integrated in a regular school.

When the students were asked whether performance has nothing to do with being sighted or not 70(44%) agreed. This is because some of visually impaired students perform better in class assessment than the sighted ones. This was verified by the research when he checked on their progress records from their class teachers. The 90(56%) disagreed because visually handicaps denies the students to see and deduce information from what they have observed and it affect their ability to conceptualized as compared to the sighted peers. From the class records not all students were positively progressing, in fact there were those who have stagnated in particular subjects like mathematic and geography.

When students were asked whether teachers tend to favour visually impaired students while marking examination, 25(16%) agreed citing cases whereby, the teachers might sympathize with the visually impaired student and the blind, thereby marking their scripts with leniency compared to the rest of the students. The majority 135(84.4%) did not agreed. The researcher asked the students if it was unfair to evaluate the sighted students with the visually impaired when it comes to examination using the same curriculum. 80 (50%) agreed. This is due to the fact that the visually impaired students and the blind do not have the ability to see hence they require special attention to make them understand what is being taught. This applies also to type of examination and time allocated for each subject tests.

The students with visual impairment and the blind express the fact that reading passages and writing summary in English and Kiswahili has prove very challenging. The reason is

that, many a times teachers requires them to do a lot of reading yet the students text books are in small print. The text books in the library are also in small print so they have difficulties in reading them. The absence of text books particularly set books has greatly contributed to their poor performance in languages and humanities. Sudden changes in curriculum and subsequent syllabus not only causes delays in printing teaching and learning materials for students with visual impairment but also causes delays in the syllabus coverage. This is because once the schools received books with small print for sighted students; teachers will use them in their lessons leaving the students with visual impairment unattended hence contributing to their poor academic performance.

When the researcher sort to find out whether it was unfair to evaluate sighted students and the students with visual impairment, 80(50 %) agreed with the statement. The respondents had a number of reasons for instance, the continues poor performance amount to waste of time since at the end of the course, they will have acquire little knowledge which will hardly enabled them either to pursued further studies nor join a institution that would finally make them earn a living out of employment and hence self reliant.

Those who disagreed were 50% and argued that an integrated environment is more challenging and so fruitful than the specially designed one. Therefore if all the necessary facilities are made available, students with visual impairment would perform better in an integrated program. It was also observed that the student with visual impairment have

nevertheless shown some progressive in their class work even thought their entry marks in form one were low.

4.3.2 To determine whether, integration programme has succeeded in rehabilitating the students with visual impairment.

The researcher provided respondents with various question items on performance of students with visual impairment in an integrated system. Being Likert type of questions, the respondents were to score “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly Disagree”.

In this regard, the researcher’s interest was on how each question item was scored affirmatively as “Agree” by the respondents. To that effect, the following table shows a summary of the responses to the various question items asked by the researcher and the corresponding frequencies and percentages at which they were scored as “Agree”.

The researcher administered the questionnaires to find out if integrated education program for the visually impaired students have succeeded in attaining their main aim of educating and rehabilitating the students with visual impairment towards improving their social and survival skills.

Table 4.3.2.1 Determine whether integration has attained its main objectives of Educating and rehabilitating students with visual impairment.

Respondents	**Students**		**Teachers**	
Statement on education and rehabilitation	Frequencies N=160	**%**	N=32	
Yes	90	81**%**	10	31.3**%**
No	70	43.75**%**	22	68.8**%**

The table 4.3.2.1 above indicates that 90(81%) of the students agreed while 70(44%) did not agreed. When further asked to give reasons why they did not agreed, they cited a few cases where the visually impaired students have been forced to go away due to the problems they encountered in the regular school environment. First and foremost is the fact that the school administration does not induct them on their first year in school. Induction would make the others peer students be aware of their presence and hence would offer support services whenever need arises. Likewise to the teachers, they are not made to be aware of their presence in class hence leaving a new teacher to assume them only to discover in the course of marking their class assignments. This is detrimental not only to their academic performance but it also leads to their isolation hence beats the concept of integration.

When asked if visually impaired students have guidance and counseling teachers to meet their personal needs 6.3% agreed, while 93.7% disagreed giving the reasons that whenever they have problems they are not being attended to. This is due the fact that the

schools have not inducted teachers on the needs of special education for the visually impaired students. The students with visually impairment explain that a party from their inability to see, there were those have addition problem like epileptic or asthmatic. These types of students require regular medical attention therefore it is not enough just to try to attend to their problems purely on visual issues alone.

On further discussion with blind students and those of visual impairment, the researcher found out that a 2/3 comes from background where parents are unable to meet their needs, for instance they hardly pay fees therefore force to be out of class due to lack fees. In many cases they have associated their parents' inability with the handicaps; an issue that makes them feels rejected. This really affects their psychology and often fined a way of expressing their feeling whenever one event provokes them, for instance they are known to be temperamental once provoke by their peers.

When asked whether students with visual impairment have been given special attention during the entertainment session in their school program like, while their peers are watching movies over the Television on weekends, they are also given radios to listen to, 96.9% disagreed. Although majority disagreed, they do not blame school administration for the inadequacies of the resources in the school. The visually impaired and the blind form minority group which make it easily sidelined. They do not have proper channels of forwarding their grievances to those in- charge of the program and the school.

On finding out about their views on students participation in school clubs and societies 36(22%) agreed while124 (78%) disagreed. Although a small percentage agreed majority of the students felt that they are being segregated and discriminated when it comes to active participation in games, clubs and school outing. For instance, they are struck out of the list joining the others for inter-schools discussions. They are often made to stay behind in the school and also during the election of officials of those clubs. The students with visual impairment felt that they can also hold official posts of those clubs and whenever they are not given chance they tend to feel left out in crucial decision making process of those clubs.

The school program has not included the needs of the students with visual impairment in their curriculum and extra curriculum activities. Active participations of students with visual impairment in extra co-curriculum activities would have been the most appropriate means of socializing them with their peers and also would enable them focus their mind into constructive events rather then just living them in isolation and regret on the situation they have found themselves in. Inclusive curriculum and co-curriculum activities would enable the students with visual impairment and the blind to acquire knowledge and social skills that would enable them exploit their talents hence making them to be self reliant.

4.3.3. The perception of students towards the integration programme

The researcher provided respondents with various question items on perception of students with visual impairment on an integrated system. Being Likert type of questions,

the respondents were to score “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly Disagree”.

In this regard, the researcher’s interest was on how each question item was scored affirmatively as “Agree” by the respondents. To that effect, the following table shows a summary of the responses to the various question items asked by the researcher and the corresponding frequencies and percentages at which they were scored as “Agree”.

From Table 4.3.3.1 below, it is true that most 111 (69.3%) of the respondents did agreed with the statement. Various reasons were given; first, the degree of vision varies from one student to the other. While others have low vision, there are those who cannot see completely (the blind).The researchers found out that there are students whose sight are deteriorating with time, and would want to associate with the blind so they are always on denial. Then there is another group of student who become blind at matured age and so, such students have a clear picture of her/his environment than those who were blind from the time of birth. Each of this group differs in their needs and that their cognitive ability also differs due degree of vision and the blindness. The assumption that all of them need same umbrella and subjecting them to similar learning environment has made them suffer psychologically and mentally. A student with low vision complained that he found strong light during preps irritating and so he often covered his face to avoid brightness. The researcher found out that those who are loosing sight with time do not even want to wear

spectacles for fear of being associated with the handicaps and so he ends up being the looser.

Table 4.3.3.1 Perception of students towards integration

Statement	**Frequencies N=160**	**Percentage**
The students with visual impairment and the blind have been made to suffer more by being brought in a regular program	111	69.4
There is little commitment from the government through the ministry of education to boost the students with visual impairment.	90	56.3
Visually impaired student are treated like abnormal students in this school	78	48.8
Mixing the students with visual impairment has generally improved the public opinion about the handicaps people in the society.	82	51.3

In a situation where there were not induction of the sighted student so as to make be aware of the needs and assistance for the blind students, it has left a situation where the fellow peers instead of helping them make them suffer the more. One blind students, explain to the researcher that, whenever they sit next to their friends in class, they

complained that the Braille machine makes a lot of noise, therefore they is that tendency of their peers not wanting to sit next to them while in class. The visually impaired students have equally difficult to share books, since the need to place a text closer to their eyes while straining to read the small print.

When the researcher presented the statement on the government support, 90(56.3) agreed that there is little commitment from the government thought the ministry of education to support the program. The students with visual impairment and the blind pay fees like the other students and yet when they run short of Braille papers, the school administration relies on the non governmental organization to supply them. The school administration does not handle them as part of the school; instead they rely on the Kenya society for the blind to coordinate the program. The researcher observed that the schools hosting the program do not even have the guidelines policy on the implementation of the program. Among the staffs, a few teachers were once taken for in-service course on special education yet the rest have never been trained at all.

When asked whether the visually impaired and the blind are treated like abnormal students in the school, 78 (48.8 %) agreed because basic needs are not being addressed. While the 82(51.2%) did not agree. When further asked to explain why, the majority of the respondents said they were just like other (sighted) students and so could still compete effectively so long as all the necessary support is provided.

When asked whether mixing student with visual impairment and the blind has improve the public attitude towards the disabled in the society, 78(48.8) agreed. Although majority 82(51.3%) were undecided. The researcher observed that, given the right learning environment, the visually impaired and the blind student would attain social and survival skills in regular school environment. This, in itself would serve as evidence that the disabled can be mainstream in to the society

In overall, it is evident from the above findings that the integrated education program has an influence on the performance of students with visual impairment. However, the findings also imply that if all the necessary measures are taken into consideration to minimize some of the challenges facing such students, then the influence of an integrated education program on performance of students with visual impairment would be positive. This is because they are likely to perform even better in such a challenging environment than in a specially designed learning-environment.

4.3.4 Teachers' Perception on the Integrated Education Programme for Students with Visual Impairment.

Teachers and students are the ones that form the immediate company for students with visual impairment in school environment. Therefore, the teachers' perception towards the integrated program, whether positive or negative, was of crucial concern for the researcher. Accordingly, the researcher came up with various question items on teachers' perception on the integrated system. Being Likert type of questions, the respondents were to score "Strongly Agree", "Agree", "Undecided", "Disagree", and "Strongly Disagree".

In this regard, the researcher's interest was on how each question item was scored affirmatively as "Agree" by the respondents. To that effect, the following table shows a summary of the responses to the various question items asked by the researcher and the corresponding frequencies and percentages at which they were scored as "Agree".

Table 4.3.4.1 Perception of teachers towards integration

Statement	**Frequencies N=32**	**Percentage**
The students with visual impairment and the blind have been made to suffer more by being brought in a regular program	25	78.1
There is little commitment from the government through the ministry of education to boost the students with visual impairment- no trained teaching staff, no special fund, teaching and learning facilities	18	56.25
Visually impaired student are treated like normal students in this school	18	56.3
Mixing the students with visual impairment has generally improved the public opinion about the handicaps people in the society.	24	75

From the findings in table 4.3.4.1 above, most 25(78.1%) of the respondents said that the students with visual impairment have been made to suffer by being brought into regular school program for the reasons that, the other sighted students feel the Braille machine

used by the blind student are a nuisance in class. This students with visual impairment and the blind lack story books, poetry books therefore they can never be at bar with their peers in terms of reading and learning.

On further discussion with the researcher on teacher gave an example of a student who due to sickness, she was given drugs that rendered her lost her sight. First the student is on denial of her status despite being totally blind. She is slow in Braille writing and has developed hatred for others due to their active participation of asking questions while she cannot. The students do not see illustration on the board and charts therefore making them miss to grasp some concepts. Since most teachers do not have experience, students then are left to bear with the little they can afford to do and the rest is just left to pass by .This conditions have made teachers feel it is really unfair to mix the students with visual impairment and the sighted one for it makes them to suffer more.

The teachers who did not agree with the statement were7 (21.8%).As already indicated in table 4.3.4.1, they said that the students are the same and there is no problem in mixing them particularly for the purpose of socialization but when it comes to academic, teachers felt that it was not fair. The reason is that, the rate of conceptualization differs knowing that some mathematic concepts are quite technically even for those sighted.

When the researcher asked them about the role of the government, in supporting the program, 18(56.2%) agreed that there is little being done to support the program. This is from the point that, even the school administrators said the purchasing of teaching and

learning materials for them is expensive and the government does not chip in any financial support for the program. This make the students go without attending class lessons as they wait for the materials to be bought and sometimes it take more over a month before it is received. Teachers like student were not inducting on their entry to school and noted that much of the students' time is wasted, because the teachers are not available for them during the time for extra coaching.

When asked if the visually impaired students and the blind are treated as normal students, 22(68.8%) agreed. The fact majority agreed to this, work for the disadvantaged of the visually impaired students and the blind. This is because their personal needs would not be attended in the pre-assumption that they are just like others. The researcher observes that most of the visually impaired students and the blind have got some reservation amongst themselves due to their visual status. Others do have additional disability stemming from their background including the rejection by parents who still believe that handicap child is assign of bad omen in a home. All this influence their being in school and can affect their social and academic performance in such an environment. Therefore this students need care and attention more than the sighted one. Where there is no good care, then it works against the policy of integration.

However, they also alluded to the fact that children with disabilities, not just the visually impaired ones, have been discriminated for long in the society as being abnormal, and it is high time that efforts to discourage such mentalities through program like the integrated education program are facilitated. This could explain why the minority

(37.5%) of the respondents said that students with visual impairment have not been made to suffer more by being brought in regular program. Therefore, the reason as to why 31.3% of them said that students with visual impairment are not being treated like abnormal students in their school.

In a focused group discussion, most of the discussants said that their initial perception about students with visual impairment and the program was negative and full of prejudices that described such students as having inabilities. However, for the time they have interacted with students with visual impairment through the integrated education program, most of the sighted students and their teachers find students with visual impairment to be like any other students. One of the discussants shared, “in fact some of the blind students defeat us in class”. Meaning that, they are as brilliant as the sighted students. In overall, 75% of the teachers interviewed said that mixing students with visual impairment with the sighted ones has improved the public image about visually impaired children in the society.

From the on going discussion, it is clear that both the students and teachers seem to have a positive perception towards the integrated education program and students with visual impairment. It is important to note that both the teachers and students are showing a shift of perception from what they hear people say about students with visual impairment and the blind to their own experiences with such students. This has culminated into their redefinition of the situation that has consequently seen them recognize that visually impaired students are similar to any other student at school.

In many cases, perception and therefore, attitude can be influenced by a variety of factors. In this study, the researcher wanted to find out if gender dynamics have any influence on the teachers' and student's perception towards the integrated education program. Consequently, the researcher came up with cross tabulations between gender and whether it is unfair to mix visually impaired students with the sighted ones in the same class.

Using the SPSS computer program, a Chi square value of 0.000 was obtained, indicating a relationship between the two variables. However, it was noticeable that the majority (54%) of the male respondents disagreed with the statement while only 48% were female respondents who disagreed. When interrogated further in separate focused group discussions, the female respondents had no concrete reason for their responses except being sympathetic to the students with visual impairment over the hassles they undergo in an integrated program. They said, it is not fair because the competition is high and being an issue of survival for the fittest, such students by the virtue of their lack of sight, have an obvious disadvantage.

However, the male students were liberal in the whole issue. They said, it is high time students with visual impairment, just like other students with disability, are given a fair playground to explore their potential. They said that such students stand a better chance in life under such circumstances rather than in a specially designed environment where their potentials are limited to comparison with fellow visually impaired students.

4.3.5 Challenges Experienced by Students in Integrated Secondary Schools

With over 77 districts in Kenya, the integrated education program started in only 34(file:///:/MOEST) districts for pilot and first phase implementation. However, not all seem to have been well, especially given the fact that the program is dealing with students with special needs in the process of their academic pursuit. Accordingly, the researcher wanted to find out some of the major challenges affecting students and teachers in regard to the integrated education program in Kericho District.

Table 4.3.5.1. Challenges experienced by students in integrated secondary in schools

Statement	**Frequency (N=160)**	**percentage**
The school does not have physical facilities for visually impaired students	97	60.6 %
The school does not have specially trained teachers to handle students with visual impairment	103	64.4 %
Students with visual impairment have problems in moving from place to place within the school	90	55.3 %
Students with visual impairment have problems with making friends	89	55.6 %
Teachers usually neglect the needs of students with visually impairment in class	111	69.4 %
Students with visual impairment usually feel lonely and less recognized by others	106	66.3 %
Students with visual impairment are always caught up with time while doing the assignment in class	95	59.3
Some students have drop out of school due to frustration from difficulties they encountered	91	56.8

Respondents were further provided with Likert scale type of questions that the researcher, based on her experience and observation as a teacher in Kericho District, formulated on

issues she thought were challenging to the program. Here, the respondents were to score "Strongly Agree", "Agree", "Undecided", "Disagree", and "Strongly Disagree" for each question item. In this regard, the researcher's interest was on how each question item was scored as "Disagree" by the respondents. To that effect, the following table shows a summary of the responses to the various question items asked by the researcher and the corresponding frequencies and percentages at which they were scored as "Disagree

It is clear from table 4.3.5.1 above that, the majority 97 (60.6%) of the respondents agreed with the statement that their school does not have facilities for visually impaired students. When further asked to explain their responses, the respondents said that their respective schools have the necessary facilities like classrooms, playgrounds, books, laboratory and the library, among other facilities. However, greatest issue according to them is these facilities do not have resources needed by the students with visual impairment and the blind students. For instance, reading books in the library are in small print which the students with visual problems can not make use of.

Like any other student in an institution of formal learning, the visually impaired students are being both educated and socialized into the society's ways of life. Therefore, the researcher wanted to find out if such students face any challenges in their social life, outside the academic domain. Table 4.3.5.1 shows that the majority 90 (55.3%) said that students with visual impairment have problems in moving from one place to another within the school, while the other minority 70 (43.8%) said that students with visual impairment did not have problems in moving from one place to the other. Reason given is

that the school time table does not bear the time allocated for orientation and mobility lessons for blind students.

When asked whether students with visual impairment have problem in making friend with their peers 89 (55.6%) agreed. One student explains that the others laugh at him whenever he wears his spectacles and mocking him that he is wearing 'windscreen'. Such sentiments make the visually impaired and the blind to feel isolated whenever they are free or out of classroom. The girl complain that others students do not like sitting next to her in class because her Braille makes a lot of noise to them. She is left alone to sit in the middle of the classroom. However 71(44.4%) do not agreed, and this is because there are some charitable students who would want to be closer to and willing to offer them help whenever they require and enabling them to make friends among other fellow students. This therefore, implies that students with visual impairment to have problems of integrating with fellow students in regard to socialization.

In the classroom, students face many challenges. However, being visually impaired may even make the situation more difficult. Table 4.3.5.1 shows that 111 (69.4%) of the respondents said that teachers do neglect the special needs of students with visual impairment and the blind. Further, 106 (66.3%) of the respondents said that students with visual impairment do feel lonely or less recognized by the sighted students in class.

However, 95 (59.3%) of sighted respondents said that students with visual impairment are always caught up with time and so need more time than sighted students in

accomplishing class work. This was explained by the fact that, they have to write using Braille, which takes time as compared to sighted students that write directly using bens in their books. In a visit to one of the classes with students with visual impairment, the researcher noticed that students with visual impairment would take almost 30 minutes longer when doing an assignment in class.

When the respondent were asked to respondent to question on whether the school has specialized teachers who handle the visually impaired cases, 103(64.4%) agreed. To the visually impaired students, teachers do not have skills in handling subjects like mathematics and geography hence making the students not attains any concept taught during the lessons.

During the discussion, all the teachers except one said that they were not trained to teach students with disabilities like visual impairment. However, they said that when the program was incepted in their respective schools, it was the governments' plan to give each school a trained teacher to handle such students but up to the time of the study, this had not been done. Therefore, they were forced to teach the students as just like the normal class without giving them extra coaching after the class lessons.

According to Ndurumo (1993), educational responsibility for teaching visual efficiency skills falls to the professionally prepared teacher for visually impaired learners. This means that students with visual impairment in integrated secondary schools in Kericho District are likely to be lacking visual efficiency skills, which is an essential component of their education process. Therefore, the findings provide a clear evidence of lack of

teachers with special training to handle students with visual impairment within the integrated secondary schools in Kericho District.

4.3.6 Challenges experience by teachers and head teachers in the integrated schools. Table 4.3.6.1

Statement on challenges	**Frequency N =32**	**Percent**
This school does not have teaching and learning facilities for visually impaired students	26	81.3
This school do not have specially trained teachers to handle students with visual impairment	18	53.3
Students with visual impairment have additional problems that influence their performance.	23	71.9
Teachers usually neglect/ignore the needs of visually impaired students in class	20	62.5
Students with visual impairment are always caught up with time and so need more time than sighted students in class	19	59.4
The schools do not have fund to purchase the teaching and learning material for the program.	21	65.7

The study of Table 4.3.6.1 above reveals that out of the 32 teachers' respondents 26 (81.3%) agreed that the school does not have teaching and learning material to aid the teaching and learning of students with visual impairment. When asked why they said so,

they pointed out that, the resources available so far are not effective. They gave an example that the printer for the Braille paper work once broke down and it has prove very expensive for the school to repair. The other 6 (18.8%) do not agreed because teaching subject like history and Christian religious education does not really require tangible resources accept text books in large print.

When teachers were asked if the school do have specialized trained teachers to handle students with visual impairment, 14 (43.8%), disagreed but 18 (56.3%) disagreed. Those who disagreed gave reason are those teachers who teachers' geography, mathematics and languages have attended in service courses on skills acquisition. Those who agreed urged that, the in-service course undertaken during the holidays requires regular updating due to changes in curriculum. Secondly, students with visual impairment need extra time for couching in the subject that they find it difficult to understand and. teachers need not only to be train in skills acquisition but also to be motivated to go an extra mile in assisting the needy students.

When teachers were asked to response whether they have student with visual impairment have additional problem that influence their performance, 23 (71.9%) agreed. Teachers noted that students with visual impairment do have additional problem which they cannot solved even thought it influence their class performance. Some of the problem stem from the students background, like some parents have brought the student to school without paying fee, some students are aware that their parents have taken them to school in order

to keep them away from being a nuisance to them at home. An example is of a student who had completed school but the parents did not want him at home.

When asked if teachers usually ignore or neglect the students with visual impairment and the blind 20 (65.5%) with reasons that whenever there is a new teacher, the school administration fails to induct teachers on the issues concerning the program. Teachers stated that, it is only in the course of teaching that they across student with visual impairment, an issue that prompt them to inquire more about them. Also, having no skills on the handily the needy cases leave teachers with no option but to continued teaching others with little attention to these students with visual impairment.

The researcher found out that teachers agreed with their head teachers on the issues concern school financing the program. Out of 32, 21 (65.7%) agreed that the schools are not in a position to spend lots of money on purchasing the expensive gadgets that would serve hardy a third of the population of the students body. These views emanates from the point that innovation in education often fails not because of the lack of resources but that educational objectives are not well outlined. If the head teachers were sensitized on the objective of integrated educational program, they would not utter such words; rather they would have become creative in exploring possible sources of aiding the program rather than criticizing it.

According to all the 32 teachers that were interviewed during the study, students with visual impairment have problems in class especially during instruction time. Much of the

problems they said arise from communication problems especially noting the fact that the teachers are not specially trained to handle such cases in class. They said that it is common, for instance, to see dissatisfaction in the face of students with visual impairment, but one cannot help in some of the situations when it is difficult to offer to the expected level of performance. Teachers also urged that the government does not motivate them by giving allowances on extra coughing.

The respondents also disagreed with majority (56.7%) stating that some of the students with visual impairment had dropped out of school due to frustrations from difficulties they encounter. This implies that although students with visual impairment face challenges in an integrated education program, much of their challenges are academic in nature. They can be integrated well in the system. This is why 51% of the respondents disagreed with the statement that students with visual impairment have suffered more by being brought in an integrated system.

4.4 Hypotheses Testing and Analysis

The study adopted a non-parametric test of hypothesis testing techniques which is amicable to Likert scale data, which was used in the study. To test the hypothesis, chi-square (χ^2) was used because it is suitable to test nominal or categorical data.

4.4.1 The Hypothesis Testing Strategy

The procedures followed were:

(i) The alternative hypothesis was determined before data collection.

(ii) The desired level of significance was chosen. In this study, the level of significance was 0.05.

(iii) The degree of freedom was defined by defining the critical regions for acceptance and rejection. The degree of freedom for this study was 4, (n-1) = (5-1) = 4.

To reject or accept the hypothesis depended on the following criteria:

(i) If the computed value of chi-square ($\chi^{2)}$ was equal to or exceeded the critical value of chi-square ($\chi^{2)}$ then the null hypothesis was rejected.

(ii) Alternatively if the computed value of chi-square ($\chi^{2)}$ was less than the critical value of chi-square ($\chi^{2)}$ the null hypothesis was accepted.

(iii) The reverse in (i) and (ii) is true for the alternative hypothesis testing.

4.4.2 Testing and Analysis of Hypothesis 1

HO_1. The student with visual impairment and the blind would perform better in special residential schools for the blind than when under the Integrated education program.

In order to test hypothesis one of the study which stated that, the visually impaired students would perform better in special residential schools for the blind than when under the Kenya Integrated Education Program, the researcher computed Chi Square values, using SPSS computer program, for a relationship between the sight status of the respondents (independent variable) and their response to the statement that students with visual impairment have suffered more by being brought in an integrated system

(dependent variable). A Chi value of 0.950 was obtained, indicating no relationship between the two variables.

When a two tailed Spearman correlation coefficient test was computed on the same variables, an r value of -0.024 was obtained. Showing a strong negative relationship between the independent and dependent variables. The two tests were therefore, consistent. These mean that although many of the respondents support the presence of visually impaired students in the integration education program, their sight status had no influence of their response.

When the researcher computed the sight status of the students (independent variable), with their response to the statement that the integrated education program is viable, a Chi value of 0.067 was obtained. When a two tailed Spearman correlation coefficient test was computed on the same variables, an r value of -0.180 was obtained showing a strong negative relationship between the two variables.

These further show that although 75% of the respondents said that the program is viable, their response was not influenced by their sight status. This finding rejects hypothesis 1 of the study, which states that "the visually impaired students would perform better in special residential schools for the blind than when under the Kenya Integrated Education Program." An overall impression from the foregoing discussion is that the integrated education program seems to be doing well and much can be achieved if the few challenges cited herein are dealt with accordingly.

4.4.3 Testing and Analysis of Hypothesis 2

HO_2. The practicality of the integrated education program is restricted to specific conditions including the degree of visual impaired ness of the student, availability of facilities and specialized teachers in the integrated regular secondary schools.

In order to test this hypothesis, the researcher computed for the relationship between the sight status of the respondents (independent variable) and their response to the statement that "the Kenya integrated education program is viable"(dependent variable). The researcher obtained a Chi value of 0.067, indicating no relationship between the two variables. Combined with a two-tailed Spearman correlation coefficient test value of r=-0.180, these tests mean that the sight status of the respondents has no influence on their support for viability of the project. In other words, whether visually impaired or not, the majority of the respondents said that the programmed is viable.

The findings support hypothesis 2 of the study, which state that, the practicality of the Kenya Integrated Education Program for the visually impaired students in secondary schools is not restricted to specific conditions including the degree of visual impaired ness of the student, availability of facilities and specialized teachers in the integrated regular secondary schools.

Despite many challenges encountered in the implementation of the program, for instance the lack of specially trained teachers and despite the degree of impairment for the visually

impaired students that were interviewed during the study, the findings shows that the program has been going on well with a lot of success recorded in academic performance of students with visual impairment. However, the findings also imply that the program would be more successful if the conditions stated in the hypothesis were effectively addressed by the relevant government agencies.

4.4.4 Test and analysis of hypothesis 3

HO_3; There is no significant difference of students' perception on the policy of integration and academic performance of students with visual impairment in the integrated school .

Table 4.4.4.1 Group Statistics

	Gender of the respondent	N	Mean	Std. Deviation	Std. Error Mean
Perception of students performance	Male	107	14.2523	2.4956	.2413
	Female	53	14.6604	2.7938	.3838

Table 4.4.4.2 Independent Samples T-test

	Levene's Test for Equality of Variances			T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of students performance	Equal variances assumed	.989	.321	-.935	158	.351	-.4080	.4363	-1.2698	.4537
	Equal variances not assumed			-.900	94.022	.370	-.4080	.4533	-1.3081	.4920

To determine the relationship between the perception of students on performance of students with visual impairment on the basis of gender, the respondent views were

subjected to group test and the result are shown in table 4.10 above. Group statistic indicate that the mean of male was 14.25 while that of female was 14.66.The researcher further used the independent T-test to verified the difference. A test value of 0.351 was obtained. It is less than the test value hence there is no significant differences in the students' perception on performance of students with visual impairment in the integrated secondary school on the basis of gender. This could be because some visually impaired students perform better then their sighted peer in class work regardless of their gender. As a result many students (boys & girls) are inclined to perceive performance of the visually impaired students as in the same level.

4.4.5 Test and analysis of hypothesis 4

$H0_4$: There is no significant difference in students' perception on integration of students with visual impairment on the basis of gender.

Table 4.4.5.1 Group Statistics

	Gender of the respondent	N	Mean	Std. Deviation	Std. Error Mean
Perception of Students	Male	107	16.1869	3.9885	.3856
	Female	53	14.0755	3.3389	.4586

Table 4.4.5.2 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of Students	Equal variances assumed	5.062	.026	3.319	158	.001	2.1114	.6361	.8551	3.3678
	Equal variances not assumed			3.524	121.670	.001	2.1114	.5992	.9253	3.2976

Group statistics indicate that the mean of the boys' perception was 16.19 while for girls was a mean of 14.08.The study went further to establish whether the differences were

significant. An independent sample T-test was conducted to this extent. A test value of 0.001 was obtained. This means that the null hypothesis was rejected and accepts the alternate hypothesis. It was concluded that there is a significant difference in the students' perception on integration of students with visual impairment. The difference could be attributed to the fact that for a long time the society has had a negative attitude towards the disabled person. This has had an influence on parental attitudes towards their children whereby parents prefer educating the boy child and not the girl child. To an extend, this background has influence the perception of students on integration.

4.4.6 Test and analysis hypothesis 5

$H0_5$: There is no significant difference in teachers' perception on integration of students with visual impairment on the basis of gender.

Table 4.4.6.1 Group Statistics

	Gender of the respondent	N	Mean	Std. Deviation	Std. Error Mean
Perception of teacher on integration	Male	8	12.2523	2.4956	.2413
	Female	22	12.6604	2.7938	.3838

Table 4.4.6.2 Independent Samples T-test

	Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of teachers on integration	Equal variances assumed	.989	.001	-.935	158	.065	-.4080	.4363	-1.2698	.4537
	Equal variances not assumed			-.900	94.022	.098	-.4080	.4533	-1.3081	.4920

An overview of the group analysis indicates that, there is no much difference between teachers perception towards the integration program on the basis of gender. Statistically, an independent sample t-test with a t-value of 0.65 confirms that the difference is not significant. The researcher interprets this to mean almost similar awareness, education and general exposure that both the male and female teachers have experienced.

4.4.7 Test and analysis of Hypothesis 6

$H0_6$: There is no significant difference in students and teachers perception towards the integration.

Table 4.4.7.1 Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Perception of students and teachers	Teachers	30	11.2523	2.4956	.2413
	Students	160	13.6604	2.7938	.3838

Table 4.4.7.2 Independent Samples T-test

	Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of teachers and students	Equal variances assumed	.989	.321	-.935	158	.001	-.4080	.4363	-1.2698	.4537
	Equal variances not assumed			-.900	94.022	.002	-.4080	.4533	-1.3081	.4920

The analysis from the study indicates that teachers perception means is 11.25 compared to 13.66 for students. Further, an independent sample t-test was done with a t-test value of 0.001. This implies that there is a significant difference between teachers and students perception regarding integration of students with visual impairment and sighted students. This could be pegged on the fact that students and teachers level of awareness are different from that of students. For example, sighted students see the students with visual impairment just as capable as themselves while on the other hand teachers feel that the inadequate preparation for the implementation of the program may result in adding the disability rather than reducing it.

4.5 Responses to research questions

The first research question sort to find out, to what extend has integration influence the academic performance of student with visual impairment as perceived by students themselves. According to the results obtained, the academic performance has improved since the learners are made aware that they are capable of competing with their sighted peers. The researcher observes that apart from the many challenges encountered in the integrated schools, those students with visual sight have not given up in their pursued to explore their potentials.

The second research question was concern with finding out if integrated education program has attained it main objective of educating and imparting the social and survival skills to students with visual impairment and the blind. It was found out that; the program has encountered numerous obstacles that have hindered it from being fully implemented. The researcher observe that the integration of the disabled people into society should not

be left solely to school community rather should be the join effort from all works of life. It is recommended that, with proper sensitization, the public would be made aware hence make their generous contribution towards the integration of the disabled people in to the society.

The third research question sort to establish the attitude of teachers and students towards integration. Nzuve, (1999:21) has define an attitude as the 'persistent tendency to feel and behavour in a particular way towards some objects. He further stated that 'in the absence of forces of change, the individual's attitude towards certain objects will remain the same'. Therefore, the fact that schools lack facilities that would be used in facilitating the education of the students with visual impairment and the blind is a clear indication that the traditional attitude persist among the parents, teacher and the peers groups. The is need for more change to be done in the curriculum to accommodate orientation and mobility lesson as well as basic skills to enable them do basic things for themselves. There is still a lot to be done for the change desired to be attained. Without concerted efforts from public, government even the non-governmental organizations, then not much will be attained as far as integrating the disabled in to the society will be realized.

The fourth objective was out to establish if gender influence the perception of teachers and students on integration. Nzuve, (1999:13) defines perception as 'a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment'. He noted that people perceive things differently and behave according to the perception. The teachers and students for along time viewed the students with visual impairment as unable to compete with sighted peers in same school

environment. It was establish that there was no significant difference on the perception of the program and academic performance of students with visual impairment basing on gender. Although many student are incline to perceive that performance are of the same level a few still hold on to the view that designated/special schools can do them good than in integrated program.

From the study, the researcher have observed that, the perception of students and teachers on integrated program, through their experience, have learnt about the potential of the disabled people hence their perception too have change. Once the support services are provided, the student can explore their potential hence making them self reliant. This study also established that there was no significant relationship between the perception of teacher and students on integration and their gender.

The fifth objectives were out to outline the challenges that hindered the successful implementation of the integrated program. The study establishes that even thought there are numerous obstacles on the process of the policy implementation, majority of the respondents agreed that program is viable. There is need for government to channel the resources both financial and personnel to enable the program be implemented fully.

The sixth objective was about the strategy that government would adopt for the implementation of the program. The researcher observes that in order to implement any educational policy, the masses need to be sensitized on the main objectives of the program. Secondly, roles need to be clearly defined particularly for those who coordinate

the actual process and lastly but not least, proper planning and resources need to be in place before the whole process commences.

4.6 Conclusions

From the moment the parents are first made aware that their child has a permanent disability, the long-term future and its uncertainties do seldom out of their thoughts. Predictions about development and potential are difficult to make about a young child. A parent requires time and sensitivity in preparing for the future. Adequate support and recognition of individual of each child with progressive learning support by professionals can lead to a positive outcome.

Planning for transition to adulthood life will be easier if parents have already received accurate information about their child. Functional disability is multi-factorial: it will be compounded not only by the extent of any intrinsic biological impairment but also by environment in which the child grows up. Frederic and Philippa (1988) stated that many children with disability will learn more slowly than other children but nonetheless they will still progress and develop. Many skills will be acquired often after the normal age for acquiring a particular skill. Hence creating a climate of option and a network of service that will enable maximum integration in to the community must depend not only on the ability of the individual, his or her family and the professional services to maximize abilities and overcome disabilities, but also upon adaptations to services and changes in attitudes that will make such integration possible.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The Integrated education program was a government strategy through the Ministry of Education to reduce the stigma that the society has always had on children with disability in Kenya and the rest of the world. This study was mainly to evaluate the effectiveness of integrated education program for students with visual impairment. The need to evaluate this program arose from the implementation of FPE which saw a large number of pupils enrolled in primary schools. The physically challenged groups were not left out. These large enrolments will be in need of secondary education services, as there is a growing concern about the rights of the disabled and awareness of their capabilities which is possible only when they are given appropriate educational and rehabilitation services.

However, the revelation of this research has shown that for the program of integration to succeed, there is need for concerted effort from all works of life. Financial resource as well as physical, teaching and learning materials should be plan for particularly to gather for the sudden changes in school curriculum. The underlying reason for stating so stems from the fact that, an individual needs for students in the program have not been gathered for both the low vision and the blind.

The students with visual impairment need professional councellor who would guide them in day to day matters. It is through this councellor whom they will run to in times of

personal help in their school set up. A councellor will help the counselee to place him/herself in a realistic situation rather just living in regret with a lot of self pity. This will enable them have positive self concept which is one of the motivator to exploitations of the individual potentials

The literature that was reviewed in chapter 2 indicates that students of low vision can be rehabilitated much easier than those that are blind. For instance, low vision students can move around in the school compound without difficulty. Unlike the blind that need orientation on mobility. However this has not been gathered for in the current school program. The needs for students with multi-disability were not included yet there was a case of epileptic student. The researcher learnt that, every time he fall-off the others run away from him simple because they believe that he is possessed with the evil spirits.

It was also found out that there is need for other rehabilitation services such as guidance and counseling for these particular students. The researcher observed that some students did not want to associate with disability group due to stigma associated with it. Teachers also noted that students whose visual sights were deteriorating were on denial though the problem hampers their academic performance.

Teachers and students need to be reminding to watch out on their comments. For instance, a teachers told other students, if the blind can get the answers correct, who are you to fail. This particular teacher was reprimanding the sighted students at the expenses of the blind. Such a comment is open to many negative interpretations which demoralizes

the visually impaired person. It a notion, that the blind are incapable simple because they are blind.

The fact that there are few students attending to the program could be attributed to several factors including lack of sensitization of the public to several challenges facing its implementation thus making the students to make other option. It is from such background that this study seeks to evaluate the program. This chapter however appreciates the extent to which the objectives and hypotheses of the study have been accomplished.

5.2 Summary of Findings and Discussions

One of the objectives of the study was to investigate how the integrated education program influences the academic performance of students with visual impairment. It was found that an integrated education program provides a more challenging environment than the specially designed school for the visually impaired students, and hence, the program has recorded better performance for students with visual impairment than in the specially designed schools for the visually impaired students as perceived by students. On average, it was observed that students with visual impairment perform better than their sighted counterparts.

The second objective was to determine whether integrated education program has attained its main objective of habilitating and rehabilitating the students with visual impairment in to the regular schools. The teachers who took part in the study had different views with their students who participated in the study. The teachers did agree

that students in the integrated program have been made to suffer since they (teachers) have not been trained to handle the students with special needs.

The mathematic teachers express that the in-service courses can not address fully the needs of the students since more time is requires after every lesson for the follow-up program so as to enable students grasp the concepts. Whenever, shortfalls occurs like lack of writing materials the students does not learn hence pile-up assignment for the students therefore making them lack behind as others are much a head in syllabus coverage. The teacher feels that the students should be in the special school were full attention will be on every individual students done by those who specialized in handling students with special needs. Students who are not attended to may not be rehabilitating since their academic needs are not meant hence affecting their self-concept.

When students were asked whether integration has attained its objectives in habilitating and rehabilitating the students with visual impairment, their views differ remarkable with those of their teachers. Students who participated in the student felt that, the visually impaired students are just like them (sighted) this stem from the fact that some blind students are noted of performing in class work as compared with the sighted ones. The students with visual impairment also feel that it is fair to be schools with the others. However, they express the feeling that there still a lot to be done to enable them to be rehabilitated both in the school curriculum program and social life.

The third objective of the study was to determine the perception of teachers and students on the integrated education program. It was found that students who participated in the study said that it was fair to mix students with visual impairment with those that are sighted in the same class. They also said that students with visual impairment are not treated like abnormal students in their respective schools. It was also found that mixing students with visual impairment with the sighted ones in an integrated education program has improved the public image about the visually impaired students in the society.

The teachers did not perceive the program from a positive view. This could be attributed to the fact that most of them had not been trained. One head teacher came to learn about the program on his transfer to the school before then, he was not aware about the existence of such program. Many teachers are got unaware by the presence of the students with visual impairment in their classes and often left with no option but to assume them.

The fourth objective of the study was to determine the challenges experienced by teachers and students in an integrated education program. It was found that most of the schools that participated in the study did not have specially trained teachers to handle students with visual impairment. It was also found that students with visual impairment did not have problems in terms of integrating and making friends with the sighted counterparts. However, it was observed that students with visual impairment were caught-up with time in class: needed more time for instruction and doing assignments

compared to their sighted counterparts. Overall, it was found that students with visual impairment have benefited more by joining an integrated education program.

5.3 Conclusion

Based on objective 1 and the subsequent findings, the study wishes to generalize that the integrated education program provides an ideal context that enable students with visual impairment to compete effectively with their sighted counterparts, and realize their full academic potential in terms of performance.

The study therefore, wishes to conclude that the integrated education program provides better environment and life-chances for growth and development of students with visual impairment than the specially designed environment for such students. The findings reject the first hypothesis of the study that stated; the visually impaired students would perform better in special residential schools for the blind than when under the Kenya Integrated Education Program.

Based on objectives 2& 3, and its findings, the study generalizes that both teachers and students have a different perception towards the integrated education program. The study therefore, concludes that both teachers and students should be sensitized and informs other the objectives of the program so as to contribute positively towards the attainment of the educational goal and support the Kenya integrated education program for the visually impaired students.

In regard to the fourth objective of the study and its findings, the study wishes to conclude that much of the challenges faced by students with visual impairment are academic in nature than social. The study concluded that despite the challenges affecting it, the integrated education program is viable. The findings support the second hypothesis of the study that stated; the practicality of the Kenya integrated education program for the visually impaired students in secondary schools is restricted to specific conditions including the degree of visual impaired ness of the student, availability of facilities and specialized teachers in the integrated regular secondary schools.

5.4 Recommendations

Based on these findings, the study recommends the following:

1. The Ministry of Education should widen the integrated education program for students with visual impairment to be implemented in more schools, especially in the rural areas. This is because such program is crucial in enhancing livelihood of the visually impaired students, as well as creating a positive public image towards children with disabilities.

2. The government through the Ministry of Education should ensure that it provides teachers with special education on visual impairment to all integrated schools. This will enhance the acquisition of visual efficiency skills by the students, which is an essential element in their education.

3. From the study it is clear that students with visual impaired can perform better than their sighted counterparts when the resources are made available. Therefore, the ministry of education in conjunction with other government organisations should come up with policies that ensure not only the resources are made available but also involve the local agencies to come up with informative campaigns at the community level with emphasis on the fact that disability is not inability.

4. The curriculum should address all aspects of life and not just address the academic area without proper survival and social skills that would benefit the learners both in the school and in the society there after.

5. The government should came up with strategies on how to sensitized the public on needs of the disabled persons and make the objectives of the program be known to teachers, students, school administrators and shareholders so that they can contribute to successful implementation of the program.

6. In coming up with such a program, the government should have involved the stakeholders in the making of the policy and this would have eased the implementation process.

7. The communication process between the policy makers and the implementers should be clearly defined.

8. Teaching is all known to be a noble professional but when it comes to provision of special education needs, it is more of vocational. In this regards those teachers and coordinators who have taken the chance to take up the challenge require motivation. The government there fore seeking modalities of rewarding them in order to boost their morale.

5.5 Suggestions for further research

This study suggests that the following study areas could be undertaken in future, to fill up the likely missing components:

1. A comparative study on performance of students in specially designed schools for the blind, and those that are in he integrated program.
2. A research should be conducted on the role of parents in educating and rehabilitating their children so as to be mainstreamed into the society.
3. A study should be done on the role of guidance and counseling teacher in the habilitation and rehabilitation of visually impaired students and the blind in an integrated school.
4. A study should be done on what strategy the government should use to sensitize the community on the issue that “disability is not inability".
5. A research should be conducted on the influence of poverty on disability.

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APPENDIX 1:

QUESTIONNAIRE FOR THE SIGHTED STUDENTS

Dear respondent,

I am a postgraduate student of Moi University, pursuing a Master of Philosophy Degree in Educational Management and Policy Studies. I intend to carry out a research on project titled "**An Evaluation of Integrated Educational programme on students with visual impairment. A Case Study of, Integrated Secondary Schools in Kericho District."** I therefore, request that **y**ou kindly assist in filling this questionnaire. Note that, all information will be treated confidentially and will be strictly for academic purpose only.

Yours faithfully,

Bornes C.Korir.

(Answer all questions by either ticking or circling appropriately).

PART 1. Demographic data

1. Name of the school?
   Kericho Tea Secondary ☐
   Kipsigis girls secondary ☐

2. Gender? 1. Male ☐
   2. Female ☐

3. In which class are you?
   1. Form one ☐
   2. Form two ☐
   3. Form three ☐
   4. Form four ☐

4. How old are you?
   1. 10-13 years ☐
   2. 14-17 years ☐
   3. 18-21 years ☐
   4. Above 21 years ☐

Part 11: Perception of sighted students towards the visually impaired (Blind) Students

1. Please rate the following statements depending on your own experience in your school? Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (S.D)** to rate your responses by ticking appropriately.

Statements	SA	A	U	D	SD
a. The visually impaired (blind) students have been made to suffer more by being brought in a regular programme					
b. There is little commitment from government through the ministry of education to boost the education of the visually impaired students - there are no teaching staff, special funds, and facilities for them, in this school from the government.					
c. Visually impaired (blind) students are treated like abnormal students in this school					
d. Some of the visually impaired (blind) students have dropped out of this school due to frustrations resulting from the difficulties they encounter.					
e. Mixing the visually impaired student with the sighted ones has generally improved the public opinion about the visually impaired (blind) children in the society.					

2. Kindly list some of the things you feel need to be done to improve the Kenya Integrated Education Programme for the visually impaired students in secondary schools?
   1……
   2……
   3……
   4……

Part III: Performance and attitudes issues

3. Please rate the following statements depending on your own experience in your school? Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (S.D)** to rate your responses by ticking appropriately.

Statements	**SA**	**A**	**U**	**D**	**SD**
a. The visually impaired (blind) students perform better than the sighted ones					
b. Performance of the visually impaired students would be better if they were within a specially designed environment (in terms of school or classes) that caters for their handicaps					
c. Performance has nothing to do with whether one is Sighted or not					
d. Teachers tend to favour the visually impaired (blind) students when marking examinations					
e. It is unfair to evaluate sight and the visually impaired (blind) students, when it comes to examinations, using the same marking scheme and/or curriculum.					

PART IV: Challenges facing the integrated programme

4. a. Do we have Visually Impaired students in this school? 1. Yes 2. No
   b. If Yes in 5a, are any of them your classmate? 1. Yes 2. No
   c. Are these students taught by the same teachers that teach the sighted students?
      1. Yes – the same teacher
      2. No – they have specialized teachers
      3. Both 1 and 2

5. Please rate the following statements depending on your own experience in your school. Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (S.D)** to rate your responses by ticking appropriately.

Statements	**SA**	**A**	**U**	**D**	**SD**
a. This school does not have facilities for the visually impaired students-like learning materials, Braille machines etc					
b. This school lacks a specialized teacher to handle the visually impaired (blind) students					
c. The visually impaired (blind) students have a lot of problems in moving form one place to another within the school					
d. The visually impaired (blind) students have difficulties in making friends among fellow students-they just have sympathizers.					
e. Teachers usually neglect or have less recognition of the needs of the visually impaired (blind) students in class.					
f. The visually impaired (blind) students usually feel lonely and less recognized in class by fellow students.					
g. The visually impaired students are always caught up with time and so need more time than the sighted students in class					
h. It is unfair to mix the visually impaired (blind) students with the sighted students in the same class					

Thank you for participating in the study

End.

APPENDIX 11:QUESTIONNAIRES FOR STUDENTS WITH VISUAL IMPAIRMENT

Dear respondent,

I am a postgraduate student of Moi University, pursuing a Master of Philosophy Degree in Educational Management and Policy Studies. I intend to carry out a research on project titled "**An Evaluation of Integrated Educational programme for students with visual impairment. A Case Study of Integrated Secondary Schools in Kericho District."** I therefore, request that **y**ou kindly assist in filling this questionnaire. Note that, all information will be treated confidentially and will be strictly for academic purpose only.

Yours faithfully,

Bornes C.Korir.

(Answer all questions by either ticking or circling appropriately).

PART 1. Demographic data

1. Name of the school?
   - Kericho Tea Secondary ☐
   - Kipsigis girls secondary ☐

2. Gender? 1. Male ☐
   2. Female ☐

3. In which class are you?
   - 1. Form one ☐
   - 2. Form two ☐
   - 3. Form three ☐
   - 4. Form four ☐

4. How old are you?
   - 1. 10-13 years ☐
   - 2. 14-17 years ☐
   - 3. 18-21 years ☐
   - 4. Above 21 years ☐

Part 11: Perception of the visually impaired (Blind) Students towards integration.

5. Please rate the following statements depending on your own experience in your school? Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (S.D)** to rate your responses by ticking appropriately.

Statements	SA	A	U	D	SD
a. The visually impaired (blind) students have been made to suffer more by being brought in a regular programme					
b. There is little commitment from government through the ministry of education to boost the education of the visually impaired students - there are no teaching staff, special funds, and facilities for them, in this school from the government.					
c. Visually impaired (blind) students are treated like abnormal students in this school					
d. Some of the visually impaired (blind) students have dropped out of this school due to frustrations resulting from the difficulties they encounter.					
e. Mixing the visually impaired student with the sighted ones has generally improved the public opinion about the visually impaired (blind) children in the society.					

Part III: Performance and attitudes issues

6. Please rate the following statements depending on your own experience in your school? Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (S.D)** to rate your responses by ticking appropriately.

6.

Statements	SA	A	U	D	SD
a. The visually impaired (blind) students perform better than the sighted ones					
b. Performance of the visually impaired students would be better if they were within a specially designed environment (in terms of school or classes) that caters for their handicaps					
c. Performance has nothing to do with whether one is Sighted or not					
d. Teachers tend to favour the visually impaired (blind) students when marking examinations					
e. It is unfair to evaluate sight and the visually impaired (blind) students, when it comes to examinations, using the same marking scheme and/or curriculum.					
d) It is unfair to evaluate the sighted students with the visually impaired/blind students using the same curriculum					

PART IV: Challenges facing the integrated programme

8. a. Do we have other Visually Impaired students in this school? 1. Yes 2. No

b. If Yes in 5a, are any of them your classmate? 1. Yes 2. No

c. Are these students taught by the same teachers that teach the sighted students?

4. Yes – the same teacher
5. No – they have specialized teachers
6. Both 1 and 2

9. Please rate the following statements depending on your own experience in your school. Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (S.D)** to rate your responses by ticking appropriately.

Statements	**SA**	**A**	**U**	**D**	**SD**
a. This school does not have facilities for the visually impaired students-like learning materials, Braille machines etc					
b. This school lacks a specialized teacher to handle the visually impaired (blind) students					
c. The visually impaired (blind) students have a lot of problems in moving form one place to another within the school					
d. The visually impaired (blind) students have difficulties in making friends among fellow students-they just have sympathizers.					
e. Teachers usually neglect or have less recognition of the needs of the visually impaired (blind) students in class.					
f. The visually impaired (blind) students usually feel lonely and less recognized in class by fellow students.					
g. The visually impaired students are always caught up with time and so need more time than the sighted students in class					
h. It is unfair to mix the visually impaired (blind) students with the sighted students in the same class					

10 Kindly lists some of the things you feel need to be done to improve the Kenya Integrated Education Programme for the visually impaired students in secondary schools?

1……
2……
3……
4……

Thank you for participating in the study

End.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a postgraduate student of Moi University, pursuing a Master of Philosophy Degree in Educational Management and Policy Studies. I intend to carry out a research on project titled "**An Evaluation of Integrated Educational Programme for students with visual impairment. A Case Study of Integrated Secondary Schools in Kericho District."** I therefore, request that **y**ou kindly assist in filling this questionnaire. Note that, all information will be treated confidentially and will be strictly for academic purpose only.

Yours faithfully,

Bornes C.Korir.

PART 1. Demographic data

1. Name of the school?
   Kericho Tea Secondary ☐
   Kipsigis girls secondary ☐

2. Gender? 1. Male ☐
   2. Female ☐

Part 11 Resources

Please tick in the appropriate box

1. Do you teach a blind student in any of your classes?
   Yes ☐ 2. No ☐

2. Does the visually impaired student face any problem in class?
   during instructional time? 1. Yes ☐ 2. No ☐

3. If yes, what problems do they face?

4. Out of the above stated problems which ones are within your reach to solve or address?

5. How do you handle the ones that are not within your means to solve?

6. State any other academic problem(s) experienced outside the classroom situation that you have observed?

7. State the social problem(s) experienced outside the Classroom situation that you have observed?

8. Do you think the programme is viable? 1. Yes ☐
   2. No ☐

9. Give reasons for your answer above

10. Please suggest possible ways in which the programme may be improved

Part III Perceptions

Teachers' perceptions on integration of students with visual impairment

Please rate the following statements depending on your own experience in your school. Use **Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (S.D)** to rate your responses by ticking appropriately.

statement	**S.A**	**A**	**U**	**D**	**S.D**
a)There is a difference in class performance					

between sighted blind students					
b)Its better for blind students to be taken in special schools than integrated school					
c)There are many challenges experienced in the integrated programme					
d)Mixing visually impaired with sighted has not improved the public opinion about the disabled in the society					
e) Government input has been inadequate in supporting the implementation of the programme					

Thank you for participating in the programme.

End

APPENDIX IV:
INTERVIEW SCHEDULED FOR HEAD TEACHERS.

Dear respondent,
I am a postgraduate student of Moi University, pursuing a Master of Philosophy Degree in Educational Management and Policy Studies. I intend to carry out a research on project titled "**An Evaluation of Integrated Educational Programme for students with visual impairment. A Case Study of Integrated Secondary Schools in Kericho District."** I therefore, request that **y**ou kindly assist in filling this questionnaire. Note that, all information will be treated confidentially and will be strictly for academic purpose only.

Yours faithfully,

Bornes C.Korir.

PART 1. Demographic data

1. Name of the school?
   Kericho Tea Secondary ☐
   Kipsigis girls secondary ☐

2. Gender? 1. Male ☐
   2. Female ☐

PART 11 Historical

1. When did the programme start?

2. Who initiated it?
3 How was it received?

4. What initial preparation was undertaken?

Part III Initial preparation

5. Were there any teacher's preparation?
6. Were students sensitized?
7. Did you change techno-structure of the school?
8. How did you acquire resources in aid of the programme?
9. What criteria are you using to identified and admit the blind Students.

Part 1v Current status

10. How many teachers are trained in special education in usually impaired?

11. How do you take care of additional requirement of those students?

12. How do you respond to curriculum changes like the use of calculators, computers studies, new syllabus, and news set books, as far as in structural programme is concern?

13. What structural changes have you initiated in the school to accommodate them?

14. How do you induct the new comers to the school about integrated Education Programme?

15. What are some of the challenges you experience as an administrator as far as integration programme is concern?

Thank you for participating in the programme.

End.