

**EVALUATION OF FACTORS INFLUENCING THE VISUALLY- IMPAIRED
STUDENTS' LEARNING OF SOCIAL STUDIES: A CASE OF SELECTED
TEACHER TRAINING COLLEGES IN KENYA.**

BY

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SCHOOL OF EDUCATION

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DEDICATION

I dedicate this to my beloved family, wife Betty Chepnogeno Watitwa and daughters
Laura, Debra and Zippy Watitwa.

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I am greatly indebted to my supervisors Prof. Jackson Too and Dr. Agumba M. Ndaloh for their invaluable guidance. Special thanks also go to the lecturers of Moi University whom I cannot name individually for their input in my work. I am also grateful to the administrators, lecturers and students of Asumbi, Machakos and Mosoriot Teachers Training Colleges who participated in the research by responding to my questionnaires.

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ABSTRACT

This study sought to determine the factors influencing the learning of visually impaired students in social studies in selected teacher training colleges in Kenya. It is expected the findings of this study will be useful to lecturers of social studies, the principals and education planners in unraveling the inadequacies in the inclusive education and more specifically on issues touching the curriculum planning and teaching of social studies to VIS in teacher training colleges. The study sought to achieve the following specific research objectives: To identify the influence of instructional resources on the learning, lecturer-related factors, learner-related factors and physical facilities. The study adopted the descriptive survey research design and was guided by Von Betalanffy's systems theory. The study targeted all lectures of social studies subject, the visually impaired and sighted students. Data was collected using questionnaires, interviews schedule, observation schedule and document analysis. In this study all the 24 lectures of social studies and all the three transcribers participated in the study. The study also included all the 30 visually impaired students who are taking social studies in the three colleges. Simple random sampling was used to select 30% of the sighted students taking social studies in the integrated classes. This made a sample size of 276 respondents. The collected data was analyzed using descriptive statistical techniques such as percentages, cross tabulation. This is in addition to the fact that the findings will constitute part of the new knowledge pool from which future research can borrow. The findings of the study revealed that instructional resources for teaching VIS in social studies subject were insufficient, it was further discovered that teacher and learner characteristics such as experience attitude, age, and mastery of content and socioeconomic background to influence the learning of VIS in social studies while the gender of both the lecturer and student does not. Lack of physical facilities and scarcity of accessibility to all areas by visually challenged students are likely to affect the learning of VIS in social studies.

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LIST OF ABBREVIATIONS / ACRONYMS

ECD:	Early Childhood Development
EFA:	Education for All
GHC:	Geography History and Civics
G.o.K:	Government of Kenya
ILO:	International Labour Organization
L.R.E:	Least Restrictive Environment
KESSP:	Kenya Education Sector Support Program
KISE:	Kenya Institute of Special Education
KIE:	Kenya Institute of Education
KNEC:	Kenya National Examinations Council
KUB:	Kenya Union for the Blind
MDGs:	Millennium Development Goals
MOE:	Ministry of Education
PTE:	Primary Teacher Examination
SNE:	Special Needs Education
TTC:	Teacher Training College
VIS:	Visually Impaired Student
WHO:	World Health Organization.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 INTRODUCTION

This section presents the background information to the problem, the statement to the research problem, the purpose of the study, the objectives, research questions, justification of the study, its significance, scope and limitations of the study, operational definition of terms and the theoretical framework.

1.1 Background to the study

The Government of Kenya signed article 26 of the Universal Declaration of Human rights (1948), consequently recognizing and committing itself to access of education by every child. Other international policy framework certified and signed by the Government include the 1989 United Nations Conventions on the rights of the child (CRC), the 1990 African charter on the rights and welfare of the child (Salamanca statement 1994), the Millennium Development Goals (MDGs) and Education for All (EFA) by 2015.

In vision 2030 there are goals which include integration of all special needs Education into learning and training institutions, achieving an 80% adult literacy rate, increasing the enrolment rate to 90%, increasing the transition rates to technical institutions and universities from 3% to 8%. One of the specific strategies will involve modernizing teacher training and strengthening partnerships with the private sector. Kenya will also develop key programmes for learners with special needs. The present study underscores some of these key programmes.

According to United Nations Education Scientific and Cultural Organization (UNESCO), Paris (1979) experts meeting on special Education, it was recommended that Education Resources for handicapped learners to be comparable to those available for other learners and must be appropriate for their special and often neglected needs.

In 2006 the United Nations convention on the Rights of persons with disability (UNCRPWD) stipulated the right to education in an inclusive setting for all children. The focus here is to enable children with special needs to enroll in schools of their choice within their localities. Therefore, there is need to remove barriers within the education system that bars them from inclusiveness and equity. In view of this the Government of Kenya recognizes the importance of special needs education (SNE) as a crucial subsector for accelerating attainment of Education for All by 2015, The Millennium Development Goals (MDGs) and also vision 2030. There are several factors that have had severe impacts on education and which still pose major challenges to achieving Education for All (EFA) by 2015.

The success of any education enterprise is determined by the teachers (Kivuva, 1996). Therefore teachers at the primary school stage ought to be well prepared and equipped to bring up the learners for a worthwhile future. The case of primary school is that if properly handled and the recommended learning approaches applied and resources provided, It can provide a carefully planned environment in which all children irrespective of the circumstances of their homes, can be encouraged to extend their sensory-motor, conceptual, social and communicative abilities to the full. Teachers play critical role in children's lives and development. The ability of the teachers to teach the learners in primary schools starts from the Teacher Training Colleges.

The Kenya Government realized the need to empower the visually impaired persons through education and training. The KIE which is vested with the responsibility of developing curriculum for all public schools, colleges and special needs education developed a curriculum for training teachers in special needs education in 1986 and the VIS training was integrated in Mosoriot Teacher College in 2005 after Highridge Teachers College was converted to Kenya education staff institute. On the inception of training of VIS students in the teacher training colleges there was no coordination system to facilitate their inclusion in P1 training programme. There should have been coordination to provide suitable text books and other learning materials for these VIS and training staff to improve their competencies in handling the VIS and sensitization of the college community and other stake holders on how to support their VIS. In the year 2005 the ministry of Education took affirmative action to recruit VIS at lower minimum entry requirement for primary teacher training college to C-. The first batches of applicants totaling 55 were selected to the three colleges that is Mosoriot, Machakos and Asumbi TTCs. The initial support came from both the ministry of Education and the Kenya Society for the Blind.

Integration of learners with visual impairment has been a practice in many countries including Kenya since the 20th century. It refers to placing the persons who have no sight or limited vision to learn together with their peers who have normal sight. Reynolds (1962) conceptualizes a framework for special education in which he outlines a broad range of services within or close to the regular classroom. In February 1967, a landmark conference sponsored by the US office of Education was held at the University of Maryland where education psychologists, sociologists, and representatives from a number of related professions met to discuss variables and categories of learners with education needs.

Most of the global population lives in the developing countries of Asia, Africa, the Caribbean, Latin America, and the Middle East (Eleweke & Rodda, 2002; Mutua & Dimitrov, 2001 b). An estimated 80% of all people with disabilities reside in isolated areas in developing countries (Oriedo, 2003) with 150 million of them children (Eleweke & Rodda, 2002). Disability-related issues affect approximately 50% of the population in these countries (Oriedo, 2003). The problem is further compounded by the fact that most of the people with disabilities are extremely poor and live in areas where medical and educational services are nonexistent (Eleweke & Rodda, 2003).

Only 2% of individuals with disabilities in developing countries receive any form of special services (Eleweke & Rodda, 2002). In Kenya, however, individuals with disabilities are a crucial sector of the marginalized population (Mulama; Mutua & Dimitrov, 2001; Oriedo, 2003). An exact number of individuals with disabilities is not available (Ndurumo, 2001); however, according to Ndurumo, the United Nations estimated the number to be at least 10% of the population but noted the possibility of prevalence being as high as 25% because of poverty, inaccessible health care and educational services, the HIV/AIDS epidemic, and poor transportation. In 1998, 46% of the 251,000 people with disabilities were children (Ngaruiya, 2002). The Ministry of Education, Science, and Technology (MOEST, 2004) provided an estimated prevalence rate of 10% and noted the fact that there are approximately 750,000 students with disabilities at the elementary level. Of the 750,000 children, 90,000 have been identified and assessed, but only 26,000 are enrolled in school. The government has provided minimal funding despite the overwhelming needs. Since the mid 1970s, services to learners with visual impairment have improved dramatically. In U.S.A, there were marked improved education services (Reynolds, 1962).

Not only do schools provide both resource rooms and general education classrooms through collaboration of special education and regular classroom teachers.

Many different developments including parental advocacy, legislation and litigation have brought change. Services for persons with visual impairment have evolved in three distinct phases: relative isolation, integration (or mainstreaming) and inclusion (Reynolds, 1962).

In the relative isolation phase, learners were either denied access to public schools or permitted to attend in isolated settings. In the integration phase, which began in the twentieth century, learners with visual impairment were mainstreamed or integrated, into general education programmes when that is deemed appropriate. Finally, the inclusion phase which started in the mid-1980s emphasized that learners with visual impairment were to be fully included in school programs and activities.

Both integration and inclusion resulted in persons with visual impairment being in general class settings. Inclusion phase assumed that those learners belonged in general classrooms. While in the integration phase they were considered to be special education students who were simply placed in the general classroom most of the time. The empowerment and self-determination for learners with visual impairment had been a focus of inclusion efforts.

In U.S.A, the public Law 94-142 of 1975 mandated that learners with special education needs were to be provided with a free, appropriate, public education. This was policy developed in U.S.A that advocated for the type of education that was recommended for those with special needs. It referred to education in the least restrictive environment. Those in special schools and were suspected to be inappropriately placed, were to undergo another assessment (Ndurumo, 1993).

It was specifically stated that the alternative educational provision which was preferred was placement in a regular school with provision of related services (Lebanks and Speras in Ndurumo, 1993).

Cope and Anderson (1977) stated that the 1970s were to be remembered, as a critical decade in the development of special education of learners with special education needs in Britain.

The report of the committee of Enquiry into Special Education (The Warnock Committee) was tabled in 1978. It had set up the Department of Education and Science in 1973 to review the educational provision in England, Scotland and Wales for those with special Education needs (SENS). Cope and Anderson (1977:17) argued that: *Among the many strands, which contributed to this current interest in integration, a major one is the gradual change in societies attitude towards the handicapped. There is increasing recognition that no hard and fast line separates those who are and are not handicapped.*

Integration of learners with visual impairment in regular schools to learn with peers was significant. The least restrictive environment was one in which the students with special education needs could be met and at the same time closely paralleled a regular school programme (heward and Olansky, 1984).

Kenya had its own policies on integration too. Ndirangu (1996) quoting the Government of Kenya Report (1976) said the least Restrictive Environment (R.L.E) was achieved by placing the students with special education needs with their peers in regular classrooms. However, very minimal has been realized as per as the implementation of integration of the visually impaired learners is concerned, particularly at the higher institutions.

The Ominde report (1964) noted that there was a need for training teachers in special Education, and also the need for offering students in regular teacher training colleges short-term courses on how to handle children with mild impairments in regular schools.

In 1976, Gachathi Report delved into the intricacies of the special education made significant recommendations that have in one way or another had profound impact on special education. For instance it led to the establishment of Kenya Institute of Special Education which now offers both certificate and Diploma courses at residential and distance learning. Ndurumo (2004) cited in the Educator, (2006) Volume 1, and No. 1. The Mackay Working Party (1981), on its part, recommended the teachers should be trained in special education programme to be established at Kenyatta University. In 1981, the Ministry of Basic Education, in a draft policy document on special education, stated that special education should not be viewed as an insignificant sector of the education but one with the potential of emerging as a dynamic enterprise, with repercussions on the general education.

Further, the Government of Kenya (G.O.K) reports (1988 and 1999) made significant inputs on issues touching on the management of special education and the integration of the visually impaired in universities and colleges. Some of the relevant recommendations stated in these reports include: Expanding existing amenities and establishing additional services to enable handicapped learners to be integrated into normal institutions, the regular teachers trained in teaching methodologies and guidance and counseling to enable them effectively handle learners with special needs at all levels of education, persons with various types of disabilities catered for in regular, vocational and technical institutions and necessary facilities and equipment provided for learners with special needs in integrated programmes.

The above policies on education of learners with special education needs both in Kenya and in other countries marks the initiation of integration of persons with visual impairment in regular integrated public institutions in Kenya.

Similarly, various commissions have for a long period highlighted the importance of special education being met in regular settings (Ominde report 1964 and Gachathi report 1976). However, little seems to have been accomplished. Lack of adapted curriculum, instructions on specialized skill areas like Braille, typing, orientation and mobility as well as presence of architectural and construction are barriers to learning by the students. Currently, seminars are held in various regions of country to sell the idea of inclusive education while again, little has been achieved as far as integrated education is concerned particularly that of the visually impaired in TTCs. It is for this reason that Education stakeholders have made concerted efforts to address challenges facing Students with Special Needs.

1.2 The Statement of the Problem.

In the past 3 decades, Kenya has exerted tremendous efforts to address the challenges confronting students with individual needs, but a great deal remains to be accomplished. The goal of special education programs is to provide services for exceptional children in the least restrictive environment possible (Mukuria & Obiakor, 2004). In Kenya, less than 32% of these are continuing with their post-secondary Education and are in need of special education (Ndichu, 2004). Integration measures have not been fully put in place to cater for visually impaired students at the higher learning institutions especially TTCs. Further, the Kochung report (2003) recommended that regular colleges and universities be made barrier-free for ease of access by learners with special needs.

Currently, the regulations covering general education in Kenya apply to children, young people with special needs (UNESCO, 2006). Thus, there are no separate policies to provide a firm foundation for the development of integration education.

Choices are limited because demand is higher than existing facilities can meet (UNESCO, 2006). This further negates the idea of integrating learners with visual impairment in public universities and colleges. When the integrated education program was implemented in Kenya, it was presumed that all services were in place. However, there is evidence that not all requirements were met. KESSP (2005-2010 July, 2005) acknowledges that special education has not been integrated in all sub-sectors and programmes due to inappropriate infrastructure, inadequate facilities and lack of equipment in addition to inadequate capacity among tutors, expensive teaching materials and low enrolment among others. The Koech Report (1999) further asserts that quality of services for the disabled learners in higher institutions is adversely affected by acute shortage of specialized aids., shortage of equipment, inappropriate curriculum, inadequate staff support and specialist personnel among others. This has led to low performance in examinations by candidates who are visually impaired at all levels. The performance of visually impaired candidates in PTE social studies in Teacher Training Colleges for the last three years attests to this fact.

Table 1.10 Mean grades for PTE social studies for VIS in the last three years.

	2009	2010	2011
ASUMBI	6.77	6.42	6.98
MACHAKOS	6.03	6.55	6.94
MOSORIOT	6.71	6.02	6.09

From the table it is evident that the performance of VIS in social studies in the last three years has been below average.

It is on this basis that researcher sought to establish the influence of instructional resources of VIS in social studies in selected public teacher training colleges in Kenya.

1.3 Purpose of the Study

This study sought to determine the factors influencing learning of visually impaired students on the learning of social studies in selected teacher training colleges in Kenya.

1.4 Objectives of the Study

The study sought to achieve the following specific objectives:

- i. To examine the influence of instructional resources on the learning of visually impaired students in social studies in selected teacher training colleges in Kenya
- ii. To establish the lecturer-related factors influencing learning of visually impaired students in social studies in selected teacher training colleges in Kenya.
- iii. To determine learner-related factors influencing learning of visually impaired students in social studies in selected teacher training colleges in Kenya.
- iv. To identify the influence of physical facilities on learning of visually impaired students in social studies in selected teacher training colleges.

1.5 Research Questions

- i. What is the influence of instructional resources on the learning of visually impaired students in social studies in selected teacher training colleges in Kenya?

- ii. What are the lecturer- related factors that influence the learning of visually impaired students in social studies in selected teacher training colleges in Kenya?
- iii. What are the learner-related factors influencing learning of visually impaired students in social studies in selected teacher training colleges in Kenya?
- iv. What is the influence of physical facilities on learning of visually impaired students in social studies in selected teacher training colleges in Kenya?

1.6 Justification of the Study

For inclusive learning to be successful it requires identifying and reducing or removing barriers within and around the school that may hinder learning. It is not surprising therefore, the persons with disabilities and their specific needs have low priority (Rosse, 1988). Each and every attempt to provide services to visually impaired students at the higher level of education, outside the special schools, has its respective shortcoming which demand the ultimate importance and need for early intervention (Ndurumo, 1993).

Currently, the regulations covering general education in Kenya, apply to children and young people with special needs (UNESCO, 2006). The Koech report 1999 further asserts that the quality of service for disabled learners in higher institutions is adversely affected by acute shortage of specialized aids, shortage of equipment, inappropriate curriculum, inadequate staff support and specialized personnel among others. The report made some positive recommendations to KNEC on examinations done by VIS that they should be adapted and also develop learning materials for learners with special needs needed to be developed by KIE. That is why it is necessary to carry out additional research in order to address these issues and make the education of VIS in TTCs a success.

1.7 Significance of the Study

This study is important as it addresses the plight of the visually impaired students in the regular colleges under the Kenya Integrated Education program. Such a study is crucial because of substantial increase in the number of students with visual impairment in these institutions.

The recommendation made will ease the work of policy makers in formulating a special education needs policy. This policy shall form the basis for making laws that will help address the management of learners with special needs. The study will also be useful to the government in coming up with practical strategies to solicit funding for improving infrastructure to make it friendly to persons with disabilities. The recommendations shall form a basis for the Ministry of Education, TSC, KNEC, KISE and KIE to identify appropriate facilities and information that will assist VIS to perform better in social studies in colleges.

1.8 Assumptions to the Study

In this study the researcher made the following assumptions: That visually impaired student were aware of the importance of acquiring education in an integrated setting, that learners with visual impairment can compete well with their peers in integrated institutions if their special education needs met, that both the visually impaired and sighted students were given equal chances to access education and that all the respondents would be cooperative and provide reliable and relevant information.

1.9 Scope of the Study

The study focused on the factors influencing learning of VIS in social studies in selected public teacher training colleges in Kenya. The study was conducted in selected primary teacher training colleges in Kenya. The respondents were the visually challenged students, Head of Department in charge of Social Studies, and teachers in the selected teacher training colleges in Kenya. This study was carried out between August and September, 2011.

1.10 Limitations of the Study

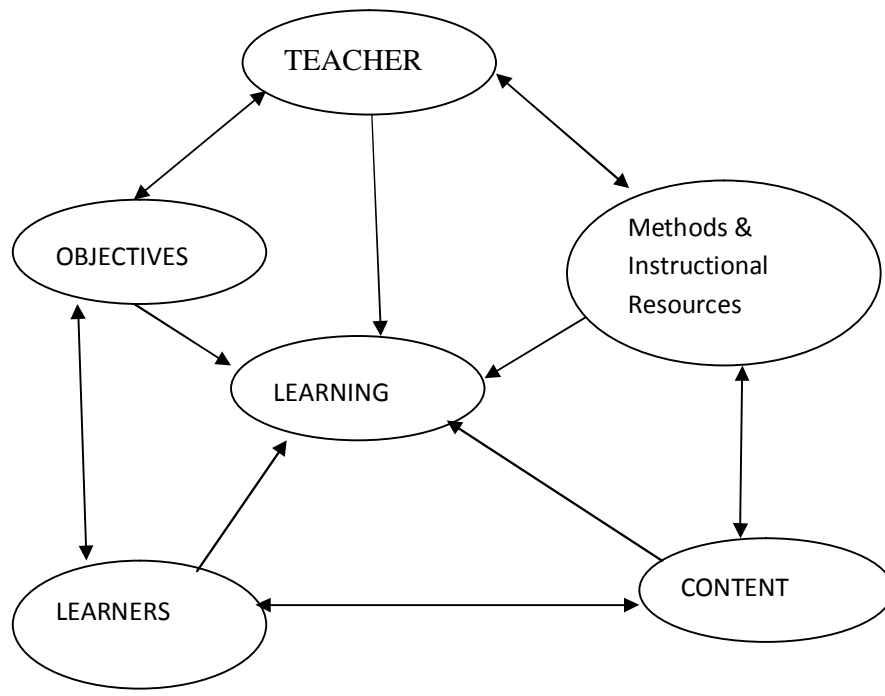
The study was only limited to the three public teacher training colleges P1 teachers. It may not have been representative of other colleges. This includes private P1 colleges and Diploma colleges. However where possible the findings can be used to enriched what obtains in other teacher training colleges. Another channel was recording of responses from respondents. This is because while using assistants, they may not fully trusted to record the correct responses. However the researcher talked to them to appreciate the value of this kind of undertaking for them to be honest. Time constraints, accessibility or travelling problems and expenses were restraints given that selected colleges were far apart. However the researcher overcame them as he had planned for it in advance.

1.11 Theoretical Framework

This study was guided by systems theory by Von Bertalanfy. Systems Approach is a method of looking at wholes and attempting to establish the relationships among the parts. It's the interdisciplinary study of system in science and society. It offers frameworks to describe and analyze groups of objects to produce results.

In applying the system theory to teaching and learning of social studies of the visually impaired students the lesson is made of such components as the instructional resources, objectives, instructional methods and materials suitable, learner and lecturer characteristics. The final component in the lesson as a system is the teacher. The teacher identifies the topic of the lesson, the instructional objectives, methods and materials and evaluates the learners- the visually impaired students in this case. Thus the teacher needs to have a mastery of the teaching competencies. In this case the teacher needs to know how to direct the lessons to the visually impaired students in a manner that will make them relate with the content being explored. This ensures that all the other components interact in a way that leads to the success of a lesson. Ochura (1985) noted that successful teaching involved wise selection and effective use of instructional methods.

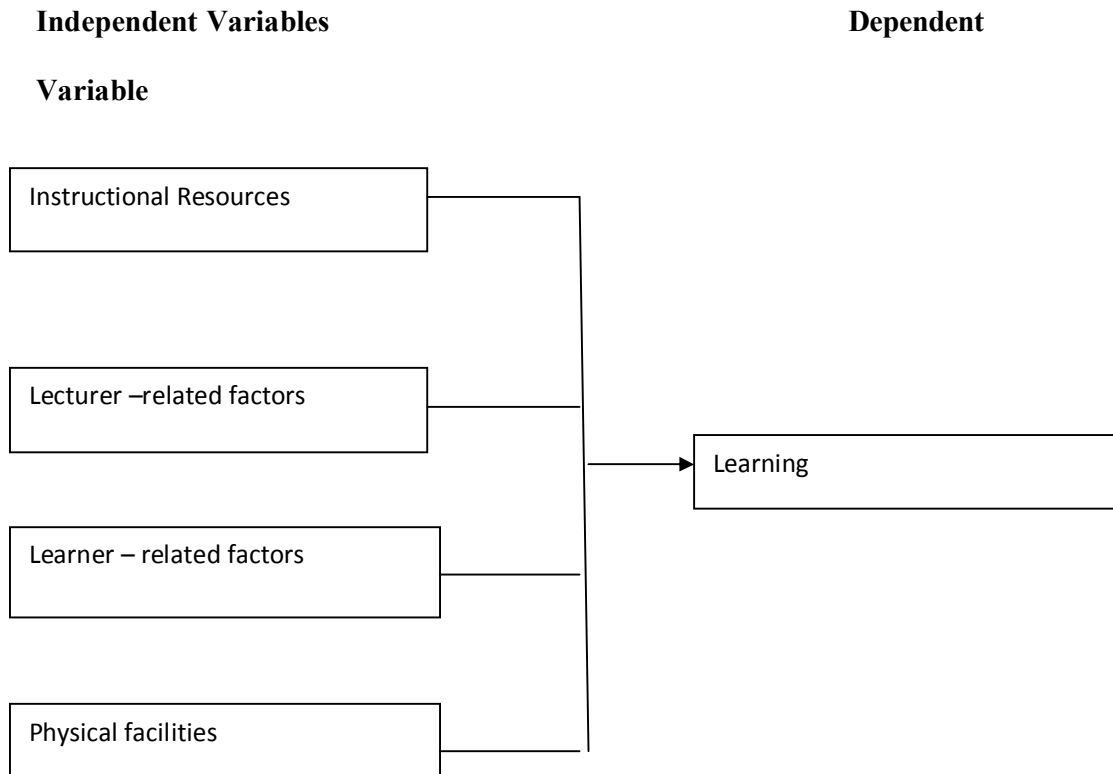
The visually impaired students can be disadvantaged for instance if they are taught map work without employing use of tactile materials. Components of successful lesson and subsequent good performance are related to each other through attributes as shown in a diagrammatic representation of the systems approach by Simiyu in his book, *The System Approach to teaching. A Handbook for teacher and students.*



Source: Simiyu A.M (2001) *The Systems Approach to teaching. A Handbook for Teachers and Students*. Eldoret. Western Education Publishers.

Fig 1.1 Conceptual Frame Work

The present study was based on a conceptual frame work which encompassed both independent and dependent variables as illustrated below



The mentioned independent variable has a great effect on the independent variable which is learning. The learning of social studies cannot be fully achieved by the visually impaired students if for instance map work is taught plainly without the use of the tactile maps among other appropriate materials as discussed elsewhere in this study.

1.11 Definition of Operational terms

Assistive Devices: These are gadgets which assist V.I learners / persons in carrying out operations and movements e.g. Braille, maps and audio-taped notes.

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.

Impairment: Lacking part or having defective limbs, organ or abnormality of psychology, physiological or anatomical structure or function. In this study the term referred to having little or no sight.

Inclusive Education: This is an approach in which learners with disabilities and Special needs, regardless of age and disability are provided with appropriate education with regular schools.

Integrated Institution: The term refers to institutions where both handicapped and ordinary students are educated. In this study, it meant both the visually impaired and the sighted students sharing the same curriculum in the same learning environment.

Integration: In this study integration in education was taken to mean placing the persons who have no sight or who have limited vision to learn and socialize together with their peers who have normal sight in the same learning environment.

Regular Institution: The term refers to a school where ordinary learners (those without disabilities) are educated. In this study, this term referred to ordinary (public) colleges and Universities.

Special Education: This is education which provides appropriate modification or the learning environment in order to cater for individual differences in learning. In or the learning environment in order to cater for individual differences in learning. In this study this term referred to the kind of education provided to visually challenged student to suit the unique learning needs.

Tactile: These are formats reading through the use of touch as Braille, embossed maps and tough signs for the deaf blind and the blind.

Learning: acquiring knowledge or skills through experience or study or being taught.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature in the area of study is reviewed in this section to provide some insight from which integration is based. The review begins with academic performance in developing countries, importance of resources, availability of instructional resources, legislation and policies on special education, options in the education Program of the Visual Impaired and the concept of integration. The chapter ends by providing a summary of the literature reviewed.

2.2 The Importance of Social Studies Education

Social studies education helps explain the world in which we live. Much like science teaches children to observe the physical aspects of life, social studies encourages children to open their minds to the many places humans live on this planet. Not only does the social studies curriculum teach physical geography, but as students learn about different places, they also become aware of the many cultural differences of the world's populations through the study of sociology and anthropology. As they learn more about cultural differences, students begin to find that there are a large number of cultural similarities as well.

Studying social studies helps students figure out their role in society as well as their place in history. By studying the past, students learn how institutions, traditions and ideals change as society modernizes. They also learn how cause and effect influence relationships between individuals, groups and nations.

As students mature, the study of history gives students the chance to develop their research skills and the ability to think critically. A sense of history gives students good background knowledge as they study other subjects, such as literature.

Social studies students learn they are part of a larger societal organization that must have structure in order to operate for the good of all the people in the group. This basic sense of citizenship starts in the primary grades as students work to monitor classroom rules and expands as students study the electoral process, the branches of government and how citizens interact within the laws of a society in more advanced classes. The social studies curriculum also compares other types of government institutions found outside the United States. Civic education allows students to analyze foreign governments while at the same time developing an appreciation for the freedoms accorded citizens by the U.S. Constitution. Civic lessons cross interdisciplinary lines and are often a part of geography, history and sociology lessons.

2.3 Development of special needs education in pre-independence and post independence Kenya.

The goal of education is to provide equal opportunities for all children including those with special needs. However, the rapid growth of education sector since independence has not been reflected in the special education category. For instance, at 1999, there were only 479 special education programmes, which include 385 units and 94 schools including vocational and technical institutions. As at 1999, according to the Commission of Inquiry in the Education system of Kenya, Chaired by Davy Koech, only 2,208 children with visual impaired out of 220,000 were enrolled in educational programmes.

Although special needs Education has been in Kenya since 1940, there has not been Kenyan Oriented curriculum in most areas of disabilities.

Most special needs institutions were under the management of the missionaries.

Over the years since independence various commissions of education have come up with recommendations concerning education for the special needs education some of which have been adapted as policies.

2.2.1 Pre-independence Policies

Pre Independence policies of education (as reflected in the Beecher Commission of 1949 and Binns Commission of 1952) emphasized skill oriented education for Africans and an academic curriculum for Europeans and Asians in Kenya. No prominence was given to Special Education. Most of the education for children with special needs was catered for by the missionaries. A family to have a child who had challenges was a taboo. Education prepared the European and Asian learners for white collar professions while the African was inculcated with vocational skills to provide manual work. Such policies tended to produce in the African a negative perception of vocational education and training.

2.2.2 Post independence policies

Since independence there has been various committees that were mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, industrial and technological developments, life long learning and adaptation in response to changing circumstances.

The current trends in education of learners with Visual impairments is in three categories whereby learners are in residential special schools, integrated school programmes and an elaborate policy on inclusive education is the most current.

One of the most prominent Education committee reports that came up with various recommendations after independence was that of Kamunge and Koech, that came up with the following goals of education for special needs education=

- To facilitate the development of children with special educational needs spiritually, mentally, socially and physically
- To develop in the children the potential for analytical and productive abilities so that they may excel in learning and in their future careers
- To assist children acquire a suitable basic foundation for the world of work according to economic and manpower needs
- To assist children develop positive self concept and proper attitudes towards life, based on moral and religious values
- To develop in children skills of coping and independent living aimed at habilitation, rehabilitation and adjustment to the society.
- To properly identify, assess, place children and also provide for early intervention.
- To integrate children with challenges that are mild or moderate to regular schools and institutions and with appropriate support and related services.
- To provide children with comprehensive and proper educational facilities, equipment, materials and accessible buildings including a cadre of trained teachers, professionals and support staff.\

2.3 Inclusive policy of education

Inclusive education means, that all students in a school, regardless of their strengths or weakness in any area, become part of the school community.

Over the years the learners with special needs were trained in special schools or classes and used to be integrated in the regular class. Teachers were overburdened due to diverse needs of the children.

'Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalisation. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcrowding all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all.' (UNESCO's Section for Special Needs Education (UNESCO, 2000))

2.3.2 Barriers to inclusive education

Attitudes

Societal attitudes are some of the barriers to inclusive education. There is a lot of discrimination due to negative attitudes which leads to serious barriers to learning. When a teacher gets overburdened by the large number of learners in the class who require individual attention due to their disabilities, sometimes they may show outright negative attitudes towards the learner. This applies in all areas of disability including to those with visual impairments.

Physical Barriers

Most learning centres and institutions may not be accessible to many learners with disabilities. The problem is that the initial design of such facilities was not meant for children with disabilities like visual impairments.

Many schools are not equipped to respond to special needs. Environmental barriers such as doors, passageways, stairs and recreational areas are common in inclusive school settings.

Curriculum

Curriculum is one of the major setbacks in inclusive education because of the diverse range of different disabilities in the learner. The curriculum is usually not flexible and therefore unsuitable for big range of learners. Due to lack of suitable curriculum, equal access to quality education is denied to children who are visually impaired and other disabilities.

2.4 Challenges faced in providing equality in access to education for special needs (visually impaired inclusive) in Kenya

Lack of early identification and intervention have long been seen as the highest contributing factors for lack of rehabilitating of children with special educational needs to suitable educational institutions. Sometimes proper identification, assessment, placement in suitable educational institutions has been a challenge especially to children with low vision.

Unsuitable learning materials and educational support for children with Visual impairments is seriously lacking in their educational institutions. One commission on education going round to collect views on special needs witnessed a case where students and teachers at certain school for the blind were recycling Braille papers in order to reuse them.

Lack of proper survey as to the number of children with visual impairments, hence lack efficient data bank of children with visual impairment.

Lack of adequate number of trained teachers, professionals and support staff is a challenge in education for Visually Impaired. Introduction of Free Primary Education in year 2003 encouraged many parents of children with special needs to enroll the children to schools hence overstretching of the already scarce facilities in the schools.

This has denied Learners who are visually impaired to quality access to education and unless appropriate measures are taken children may get frustrated and drop out of school and one of the key interventions is the provision of specially trained teachers in specific.

The existing education Act is out of date as it neglects crucial areas of education including development and education for those with special education needs among others. The Kenya government is set to review this Act so as to come up with an Education act that is relevant to the modern society.

Lack of adequate curriculum especially for post school education to enable learners with Visual Impairments develop their full potential for analytical and productive abilities so that they may excel in learning and in their future careers that are relevant to the economic and manpower needs in the job market.

Negative societal attitudes that discourage children with Visual Impairments to develop positive self-concept and proper attitudes towards life, based on moral and religious values have also denied children proper access to quality education hence the high drop out rate in school children after enrolment.

Some societal attitudes and practices also deny the learner ability to develop skills of coping and independent living aimed at habilitation, rehabilitation and adjustment to the society. Some members of the society encourage dependency syndrome to visually impaired persons who are sometimes seen begging in the streets even after going through education in basic and secondary level.

Lack of adequate number of positions available for learners in schools, has led to children being turned away from schools due to lack of spaces. In some cases, teachers view children with visual impairments among those with other challenges as a burden to the school.

It is very expensive to finance special education and therefore it is necessary that financial constraints of the Government do not hamper the development of special education. It is therefore implied that there is need to establish a special education funding system. The fact that most of the graduates of the Special schools do not find any employment was also said to be a source of discouragement to sending children with impairments to schools. Parents argue that they need to see role models who have gained employment through education for them to be convinced that investing in their own disabled children's education is beneficial.

Integration of disabled learners in normal schools is viewed with misgivings since such schools do not have the facilities necessary for accommodating particular disabilities. Most of these schools have no specialized teachers to handle specific disabilities. Construction of building and other physical facilities does not take into consideration the needs of learners who have disabilities—and many institutions do not have the special learning equipment needed by learners.

2.5 Academic Performance in Developing Countries

Economist and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should complete primary school. Yet developing countries' learners who complete primary school often perform poorly on academic tests (Glewwe and Kremer, 2005).

Many studies have attempted to estimate the impact of school and teacher characteristics on student performance, yet most have serious estimation problems that cast doubt on their results (Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are "retrospective," that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables. For example, of 30 studies from developing countries reviewed by Hanushek (1995), found significantly positive impacts of the teacher-pupil ratio on student learning, 8 found significantly negative impacts, and 14 found no significant impact.

In recent years researchers have turned to natural experiments and randomized trials. Natural experiment studies use "natural" variation school characteristics that is unlikely to be correlated with all other factors that determine learning. An (admitted rare) example is allocating students to different schools based on a lottery. Two recent natural experiments suggest that: Increases in school resources (measured by student-teacher ratios) raise scores on reading (but not math) tests among black South African Students; Hanushek (1995); and Vouchers that provide funds for Colombian secondary students to attend private schools raise reading test scores (Angrist, 2002). Studies in Israel suggest that reducing class size raises reading scores perhaps math scores, but providing computers has no effect (Angrist and Lavy, 1999).

Agumba (1999) in a study on constraints on effective social study instruction in Primary Teacher Training Colleges in Kenya focusing on Asumbi TTC, identified the constraints which impact negatively on the instruction of social studies as follows:-

- There was general lack of quality teaching materials for the subject
- The use of lecturer method of teaching the subject was quiet common. This did not assist very much in delivery of content.
- There was lack of inspiration on effective goals of the social studies curriculum.

That is why the present study sought to address some of those inadequacies especially focusing on the visually impaired teacher trainees.

In the study conducted by ASSEP (1993) in primary schools and college in Kenya and Uganda it was found out that most of the text books in use in schools and college were unsuitable for promotion of citizenship through reflective inquiry. The books that were available were not suitable in the promotion of teaching and learning of social studies because they were engrossed in giving factual information that gave values and attitudes little room. Onduru (1995) reports that Olupot (1991) in a study focusing on the availability of text book materials for social studies in Uganda found out that the teaching of the subjects was faced with the problem of lack of text books and other related materials. The problem of lack of resources has featured in other studies done in Africa by Dondoetal (1974) in Kenya, Zambia and Botswana. The present study examined the influence of instructional resources of the visually impaired students on the learning of social studies in teacher training colleges.

In her study on the proposals of improvement of training teachers for English for Primary Schools in Kenya, Bosire (1996) found out that staffing of teachers colleges

was done has part secondary schools staffing and that this practice made the college to have tutors who lack expertise in primary methods for it assumed that all teachers for the post primary school level could teach in either secondary or primary teacher colleges.

This study has sought to address the issue of teachers who lack skills to handle visually impaired teacher trainees in social studies subjects.

In an early study done by Kafu (1996) focusing on the elementary school teacher rational concerning their use of various instructional media in elementary school teaching in Bungoma and Eldoret Municipality, it was established that the lack of training in the use of modern media contributed to the negative attitude towards the media. The study also found out that in cases where there were no instructional resources the teachers lack creativity in improvising them. The present study discovered that the social studies lecturers did not know how to deal with the visually impaired students in social studies lessons.

Malakwen K.B (2000) in his study of teacher trainers and trainees attitudes towards the implementation of social studies curriculum in Kenya's teachers colleges found out that some lecturers and students had a negative attitude towards social studies as a subject. This was informed by the nature of content arrangement. The present study sort to gauge the attitudes of lecturers towards the teaching of the visually impaired students in the subject. This has an effect on the learning and subsequent performance in the subject.

Mbugua & Githua,(1998) investigated the cause of differences in performance of English between public day schools and boarding schools at KCPE in Kirinyaga District. The purpose of the study was to investigate the causes of differences in

performance of English a public day and high performance boarding schools in KCPE in Kirinyaga District. A case study was used in which pupils in upper and lower primary classes from Gitwe Primary School and High Visioned School were sampled. The findings revealed that there was poor performance of English at Gitwe primary school and high performance of English at High Visioned Primary School. Factors that led to high performance include; high motivation, light subject load for teachers, more learning hours for learners and high socio-economic background, while factors that led to poor performance include low teacher motivation, heavy subject load for teacher, limited learning hours, inadequate learning resources and low socio-economic background. The research recommended teachers should be motivated. The government should seek ways of remunerating teachers in such a manner that they feel motivated to work. A policy should be established by the Ministry of Education to promote teachers on merit. Also, resources should be provided in public schools.

The preceding paragraphs vividly indicate that academic performance in developing countries is still dismal. Education in these countries is characterized by low completion and transition rates, high pupil-teacher ratio and limited resource base to support the education sector. Several factors can be attributed to this scenario. These include socio-economic factors and negative learner attitude towards academic endeavor among others. The current study seeks to unravel the factors influencing the academic learning performance of visually impaired students in social studies in teacher training colleges in Kenya.

2.6 African Social Studies Programme

Studies undertaken by African Social Studies Programme (ASSP), 1992 in Kenya and Uganda found out that Kenya teacher had positive attitudes towards the integration of GHC course. College tutors in Kenya however did not agree to integration unlike their counter parts in Uganda.

Hawes (1979) pointed out that attitudes affect pupils for various curricula and that unless a student has a favourable attitude towards a set of instructional objectives and set sets them out as desirable goals for himself, the educational process will be relatively ineffective positive attitudes produce good achievements while negative attitudes produce low achievement.

Kabau (1983) opined that the combined social studies programme was introduced into the primary schools before the teachers were prepared to teach it. Consequently teachers developed negative attitudes towards the programme.

Research by Ondimu (1995:156) has demonstrated that relationship exists between teacher attitudes towards curriculum and its ultimate effectiveness for similar reasons attitudes of others such as trainees are important and ought to be considered for effective implementation of a curriculum programme. The aims of teaching social studies at the teachers colleges are spelt out in teachers colleges syllabus M.O.E (1985:-11).

2.7 Special Education in Kenya

Kenya is committed to achieving education for all of its citizens (MOEST, 2004; Ndurumo, 2001; Oriedo, 2003). The Kenyan constitution states that children with disabilities have a right to benefit from a full and decent life in conditions that ensure dignity, enhance self-reliance, and facilitate active participation in society (Constitution of Kenya 2009). However, the rights of children with disabilities to have a special care and assistance, particularly in relation to access to educational opportunities, are nonexistent. According to Oriedo, Kenya's policy on special education promises to;

- (a) Provide skills and attitudes with the goal of rehabilitation and adjustment of people with disabilities to the environment;
- (b) Provide adequate teachers, who are skilled in theory and in the practice of teaching students with special needs;
- (c) Increase the inclusion of exceptional children in regular schools, related services, and community-based programs increase parental participation;
- (d) Identify gifted and talented children early and provide them with special programs that will increase the development of their special gifts and talents.

Despite these provisions, the government has failed to provide both formal and informal educational opportunities to people with disabilities (Kiarie, 2004; Oriedo, 2003), due partly to lack of an explicit special education policy (Muuya, 2002). For minimal financial investment, Kenya has endeavored to provide special education to those in need. The total budgetary allocation for special education in the past 10 years was equivalent to US\$580 million (Gichura, 1999).

Inequity toward individuals with disabilities arises from the family, community, and society at large (United Disabled Persons of Kenya [UDPK], 2003). People with disabilities have been denied justice through the lack of (a) interpreters in courts of law, (b) access to social amenities (e.g., wheelchairs, specially designed bathrooms, hearing aids), and (c) accessibility to buildings and transportation. Further, they have been discriminated against in education and educational opportunities (UDPK). According to Oriedo (2003), they have little or no access to education, health, employment, and rehabilitation. In addition, people with disabilities have been marginalized during the distribution of resources because they have been perceived as more of a liability than a group of contributors (UDPK).

There are some institutions and programs in Kenya aimed at enhancing the education of children with disabilities (Oriedo, 2003). In 1977, a special education curriculum was developed at the Kenya Institute of Education. In 1984, the Ministry of Education, with the support of the Danish International Development Association, initiated the educational assessment of individuals with disabilities, which was aimed at the early identification of children with disabilities and the provision of professional help to parents and guardians for the children's rehabilitation and integration and the provision of educational assessment and related services across the country. In 1986, the Kenya Institute of Special Education was founded with an aim of training special education teachers. Integration programs that assist children with visual, mental, physical, and auditory impairments have been established. Although limited, vocational training centres and special recreational programs that train youths with disabilities in such courses as carpentry and tailoring are now in existence.

2.8 Importance of Resources in Instruction

Many scholars in the field of educational technology emphasize the need for use of instructional resources in teaching and learning. Comenius, one of the earliest educationalists stated that the foundation of all learning consist in representing clearly to the senses, sensible objects so that they can be appreciated easily (Kochhar, 1989). Comenius (1658) in Unwin (1978) also underscored the importance of instructional resources. These resources are important because they facilitate teaching and learning. Kafu (1976), while stating the value of instructional technology said that it had a very long history as it could be traced to the time of the tribal priests who systematized knowledge and early cultures to record, preserve, transmit and reproduce information.

Among the scholars who have done a lot in this field include Witch and Schuller (1953), Dale (1954) Wendt (1975) kafu (1976) Mukwa (1979), Hills (1980), Watkins (1982), Tucker (1986), Romiszowski (1988), and Miller (1990). These scholars have generally concurred that the following results can be realized if instructional materials are carefully selected and used:

- i. Learning becomes more interesting, effective and meaningful.
- ii. Learning is retained longer than that acquired by purely verbal teaching.
- iii. Learners acquire various skills like reading& sentence construction among others.
- iv. Greater benefits can be obtained from use of multimedia approach when all the senses are involved in learning.

Kochar (1991) carried out a study on the use of instructional resources in teaching History. The study established that some useful instructional resources were chalkboard, excursions, field trips, drama, models, graphs, charts, maps, pictures,

diagrams slides, films, filmstrips, radio, and television. This observation is valuable in the present study because some of the instructional resources used are relevant in teaching social studies.

Komen (1991) and Harrison (1992), maintain that the occurrence of the designed learning can best be achieved through mobilization of instructional materials such as verbal presentations, use of media and printed communication. Instructional resources are an essential requirement for successful teaching. At college and university student-teachers are required to learn how to make and simple and sophisticated teaching aids (Bennars and Njoroge, 1994). These authors have recorded that instructional resources are essential ingredients in teaching and learning. Successful schools should make efforts of availing and using them for teaching. Tucker (1986) while commenting on the value of instructional resources in education said that despite all the differences, we still meet and appear to agree on the importance of media in relation to whatever curriculum that is being followed.

One of the most valuable contributions of instructional resources to teachers' activities as instructors is the stimulation they give to teachers' creative abilities. Your initiative, your resourcefulness and your enthusiasm have direct and visible results (Brown et al 1985). According to Rao and Revin (1992), learning resources are important in learning because they are based on Psychological principles of learning and can produce significant results provided they are properly used. They enable students to take active involvement in learning activity and offer a greater variety of dissemination of ideas and knowledge. Further, they offer concrete conceptual thinking and thereby reducing the meaningless word responses of students (Ibid). Thus the applications of instructional resources pave way for creative pupil participation and fill the classroom with evidence of student accomplishments.

Nabwire (1998) carried out a study on the use of visual materials and suggested that visual aids introduce variety in the lesson and thus stimulate learning. She further suggested that, use of instructional media results in greater acquisition of knowledge of facts and ensures longer retention of information gained. Her study focused on non-projected media and that is why the researcher wants to focus on a combination of resources, which non-projected media is part of. It was also conducted in secondary schools and even some similarities may have been noticeable, the geographical extends made the study appropriate.

2.9 Availability of Instructional Resources

Misoi (1987) surveyed the availability of instructional media for teaching Geography. The findings revealed that instructional materials such as models and specimens were not available in most schools in his study yet they could be improvised or collected respectively. The reasons may be that teachers do not see the value of the use of these resources in teaching practice while in training. His study focused on the availability of media but did not state how this media can be used in classroom situation in order to facilitate the teaching / learning process.

A study done by K.I.E (1989) revealed that commercially made instructional resources are not available in many schools because they are expensive, and local resources are used by few teachers although they are cheap and readily available. Otieno (1980) carried out a survey on the acquisition and use of teaching aids in Home science in Nairobi schools. She noted that teachers did not use as many teaching and learning resources as she expected. This was because many teaching and learning resources were missing in most schools.

She recommended regular in-service training for teachers so that new knowledge in preparation and use of the resources could be availed to the teachers. She however did not say why the teaching resources were missing from the schools where study was conducted.

Gathu (1989) conducted a study on visual communication and observed that visual materials should be used in every topic that a teacher teaches in all school subjects. His report noted that most teachers were familiar with possible sources from where visual material could be obtained. He stated that teachers should also consider improvising and using locally available resources should be used and how they should be used for classroom instruction.

Digolo (1989), carried out a survey on the utilization of community resources by primary schools in Kenya to provide relevant education. The survey revealed that for those teachers who utilized community resources in their instruction, students performed better than those whose teachers did not use them. He recommended the use of community resources as a means of providing students with direct experiences not only at primary level but also at secondary level. His study was done at primary level and was not subject specific. A teacher can only use an instructional resource when they are made available and carefully selected to help the teacher realize his / her instructional objectives. The use instructional resources are an essential aspect in instruction. Some resources can be readily available yet they not used. Curriculum cannot be effectively implemented without adequate instructional resources. If instruction has to be effective and meaningful, there is need for adequate relevant instructional resources to be made available. The teachers and learners could use such instructional materials when needed. These materials include textbooks, models, charts, pictures films and other relevant instructional resources.

According to Kochar (1991), a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and productive.

Apart from the government and private sector taking an active role, teachers and pupils must be innovative in designing and developing resources (Abagi, 1993). The researcher is in agreement with these observations as regards the teaching of social studies in teacher training colleges. Relevant instructional materials should be made available for effective teaching and learning. Gilliespie in Tucker (1986) noted the importance of making appropriate instructional material available in teaching and stated that appropriate materials should be made available more promptly and with minimum time consuming and logistical problems.

Similarly, Tucker (1986) pointed out that wrong choice of instructional resources can lead to misconception of ideas and has the greatest possible chance of altering the teaching process and modifying the message that the teacher supposes is being sent. Therefore careful selection of media among available resources is required if effective teaching and learning is to be realized. Isutsa (1996) conducted a study a availability and use of instructional resources for teaching Social Education and Ethics (SEE) in Kakamega District secondary schools. The study revealed that recommended text books do not provide teachers with all the relevant information required. Teachers have to look for other sources to supplement the recommended textbooks.

Some of the instructional resources like textbooks recommended by Ministry of Education are not available for use by teachers in secondary schools as observed by Too (1996). Too (1996) carried out a research on the availability and use of media resources in mathematics instruction in Nandi District Secondary Schools.

The survey established that books recommended by the Kenya Institute of Education (KIE) were not available and where they were available, they were not effectively used by teachers because of their shallow coverage of content. Teachers instead, resorted to textbooks they found to be more relevant and detailed. Although Too (1996) conducted his study in mathematics, instruction in secondary schools; his findings never the less have great bearing in the present study.

Teachers who would like their learners to perform well in their subjects produce and organize instructional resources for teaching and learning. Brown et al (1985) encourages teachers to produce and avail instructional resources for teaching to achieve good results in their instruction. Teachers and students should therefore take an active role towards making instructional resources available. Teachers and students can ensure this through improvisation using locally available materials.

However, it has been argued that the availability of relevant instructional resources lead to higher academic achievement. The findings of a research conducted in the Philippines by Psacharopolous and wood hall (1985) showed that textbooks are an effective means of improving academic achievement. They further state that when relevant resources are available, teachers and learners have materials to work with. Hence books are an unavailable source of reference and should be made available.

Kochar (1991) adds that apart from text books, instruction in History is guided by and made more interesting by use of other teaching and learning resources, like historical artifacts, field trips, maps, pictures and other audio visual aids. If instructional resources relevant for teaching of social studies are made available, they can make abstract concepts clear and real. This supports the fact that instructional resources are available to both the teachers and the learner.

It is therefore necessary that they are made available so as to be used when needed. The provision of Quality and relevant education and training are dependent on among other things supply of adequate equipment and teaching materials (Maranga 1993:113). When instructional resources are available, the teachers' work is made easier for he/she can select what he/she requires from the available materials. This provides the teachers to create an acceptable context in the classroom; instructional resources should be made available. Therefore this study sort to underscore the importance of debrailed books which are vital for the visually impaired students.

Kafu (1976) observes that, some expensive items are available in some schools but they remain locked up in stores or cupboards. Hence some existing instructional resources are underutilized. There is need for increased use of the available instructional resources for teaching / learning process. This can be achieved if teachers are well prepared in the use of both the existing and new instructional resources that they are likely to come across in their everyday teaching.

This can be done through in-service courses, workshops and seminars to keep teachers abreast with new instructional technology. If this is done it will go a long way in improving the teaching and learning of social studies. Many studies conducted in Kenya have revealed that many schools are experiencing an acute shortage of necessary instructional resources (Isuta, 1996: Too 1996); KIE 1989. There is therefore need to improvise resources which are not available. At the same time efforts should be made to ensure that most of the instructional materials are available. This will help the teacher acquire knowledge and skills require. In this context therefore there is need for innovators to come up with ideals which could enable teachers to improvise teaching and learning materials for the visually impaired students in social studies.

This is because the number of the VIS in teacher training colleges keeps on increasing and the cost of their teaching and materials is prohibitive.

2.10 Teacher Education and Use of Instructional Resources

Studies on teacher education and use of instructional materials have been carried out and reported by several investigators including those of Lynne (1982) Agun and Okunrotifa (1997), Agun (1986), Akanbi and Imojie (1988), Adeyanju (1986,1988 and 1999. Agun (1986) pointed out the need for development of skills by teachers undergoing their training so that they could be able to use a wide variety of instructional materials sufficiently well. Akinola (1988) carried out a study on use of Modern Teaching and learning resources to aid teaching. The various researchers found that teachers, who are trained and untrained, use some form of materials to teach their lessons. However, relevance of the choice of instructional materials types that were used and the quality of the instructional materials types that teachers use have not been investigated. This what the present survey investigated.

Some investigators claim that whatever they taught with some of the teaching and learning resources their students got more stimulated because the learning aids help them (students) to become more attentive. In addition, students positive attitude generate more interest for the lesson they teach. As a result, students participate better in class activity (Akanbi and Imogie, 1988).

2.11 Legislation and Policies on Special Education

According to reports of delegates to the ILO Technical consultation, Addis Ababa, in 2002 the Government of Kenya has improved access to rehabilitation, education, training and employment for disabled persons through establishment of policies to that girls and boys with disabilities have access to relevant education in integrated setting at all levels (Gok, 2002).

The efforts are in line with international declarations. The UN convention on the rights of the child (1990) Article 23, states that children with disabilities should enjoy a full and decent life and be educated to their maximum potential (Booth et.al 2000).the efforts are further propelled by the World conference on special Needs Education in 1994. The conference called upon all governments to:

- i. Adopt as a matter of law or policy the principle of inclusive, enrolling all the children in regular schools.
- ii. Establish a centralized and participatory mechanism for planning, monitoring and evaluating educational provision for children and adults with special educational needs.
- iii. Ensure that in the context of systematic change, teacher educational programmes, both pre-service and in-service, address, the provision of special needs education in regular schools.

All these declarations and policy mechanisms form a foundation for providing education for students with special educational needs in a regular learning setting but fail to give implications on challenges faced by these students.

Topless (1992) report that British Government in 1976 passed the Education Act which required education authorities to accommodate the students with disability in ordinary schools except in cases where it would be impractical. Dean (1996) further adds that the code of practice helped in the identification and assessment of special education needs. It sets how schools and local Education Authorities should implement the Act, the code of Practice on identification and Assessment of Special Needs with parents (Garry, 1995). It suggests that this partnership has crucial bearing on child's educational progress and the effectiveness of any school-based action. The legislation, however does not address challenges that can be experienced in special education and the present study will attempt to examine implication of such policies and legislature on challenges faced by visually impaired students at colleges. Wolfolk (1995) observe that law was passed in 1975 in the US that brought revolutionary changes in the education of children with disabilities. The research reports that education for All Handicapped children Act was passed and required states to provide a free appropriate public education for every child between age three and twenty one regardless of serious they may be handicapped. He adds that there major points of interest to teachers as far the requirement of these laws is concerned. These were the least restrictive placement, the individualized educational programme and the protection of the rights of the disabled students and their parents.

The Salamanca statement and Framework for Action on Special Needs Education states that those children with special educational needs must have access to regular schools (UNESCO, 1994).

In 1964, the government of Kenya addressed the issue of education through the Ominde commission (Ominde Report, 1964). The commission recommended that there was need for special education in order for training of exceptional children with mild impairments as well as severe and profound impairments. The children with mild impairments could receive instructions in regular schools, provided special education was given by the teachers. Sessional paper No. 1 (2005) states that the government is implementing measures to improve the participation of children with special needs by providing additional grants to learners who are physically challenged in special education institutions and the unit attached to regular primary schools. Despite these measures, the paper indicates that the access to special education for those with special needs remains limited. The current study therefore seeks to examine the challenges faced by the visually impaired students in integrated instructions of higher learning in Kenya. Special education existed in Kenya long before independence in 1963. Special schools for the blind such as Thika primary were established in 1946 by the Salvation Army as a rehabilitation centre but there were no policies put in place to give guideline to special education issues. The current study sought to examine the influence of instructional resources on the learning of visually impaired students in social studies in integrated teacher training colleges in Kenya.

2.12 Options in the Education for the Visually Impaired

Kennedy (1990) observes that professionals and administrators prefer to place visually impaired children in residential schools, because this approach ensures that partial sight and other children with low vision attend partially or fully integrated classes. However, this preference is rarely observed in most developing countries.

For instance, Ross (1988) found out that in Eastern and Southern Africa, children with mild visual handicaps were enrolled in special school because they had failed to progress adequately in integrated program. The researcher further states there was a feeling they would best be served by special schools, which were believed to be designed to meet their emotional needs. In other cases, the visually students are educated in self contained (special unit) classes in regular schools. One of the reasons for this 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). However, Ross (1988) is not of this opinion when he says self-contained classes are not practical because of the distance from the child's home to the regular school. Various educational strategies have been undertaken worldwide in provision of education to children who are physically challenged. One of the most common is residential schools. Traditionally the visually impaired students have been in schools for the visually impaired irrespective of the severity of 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 schools for the blind rather than in the regular classroom. (Ndurumo 1993).

It is therefore clear from the above literature that each and every attempts to provide services to the visually impaired students outside the special schools for the visually impaired has its respective shortcomings and that is why the current study attempted to investigate on the factors influencing learning of visually impaired students in selected teacher training colleges in Kenya.

2.13 Integration

Hegarty (1993) defines integration in special education as placing children with handicaps or special needs in ordinary schools where they can learn with other children. Lynes (1986) is critical in his definition when he states:

Integration does not mean treating everybody exactly as they would treat everyone else. It should go without saying that to compensate for their disadvantage in order that their lives may closely approach normality, the disabled must have deliberately favoured treatment in every aspect, thus discrimination in fact must be positive.

Moreover, Norman and Heller (1994) observe that the concept of integration is derived from the principle of "normalization" which states that the children with special needs should be treated as normally as possible within the limits of their capabilities. Woolfensberger (1972) indicates that persons with disabilities should have opportunities to live as much as non-handicapped persons as possible and that this goal can be met by exposing them to the living conditions common to their culture. By integrating, it is hoped that social interactions and demands of the community environment will result in adaptive behavior. Essentially, the goal is to expand the boundaries and reduce the barriers that have segregated such children from main stream of society (Norman and Heller, 1994). From this literature, the extent to which integration is obtained is not restricted to academic matters alone but specifically, the present study seeks to examine challenges faced by visually impaired students in integrated teacher training colleges in Kenya.

Location integration relates to the physical location of special education provision. It exists where special unit classes are set up in ordinary schools (Hegarty and Pocklington, 1984). They further assert that such integration needs proper planning and organization in order to be attained and that is why the present study examines the challenges of the visually impaired in such institution.

Warnock Report (1978) states that social integration is a situation where children with special needs mix with children in regular schools only during out-of-class activities such as assembly, break time, lunch and games. It indicates that this kind of integration will have different significance at different ages and that young children are generally able to accept individual differences more readily and more naturally than older children that is why it is better to initiate such integration at the nursery school level. This differs with the current study which will examine the effects of instructional resources used on the visually impaired students' performance in social studies at primary school teacher training colleges in Kenya.

Functional integration is fullest form of integration where children with special needs join, part-time or full-time, the regular classes of the school and make full contribution to activities of the school (Hegarly, 1993). He further states that the integration makes the greatest demand upon the school since it requires the most careful planning of class and individual teaching programmes to ensure that all children benefit whether or not they require special needs and that children with special needs will need provision of special equipment as well as individual teaching if such integration is to succeed. In Kenya the Ministry of Education has adopted an integration policy which provides that children with physical and mental disabilities be placed in normal schools.

The government runs 103 integrated units in regular primary schools, three high schools for persons with physical disabilities, two high schools for persons with hearing disabilities and one high school for persons with visual disabilities.

2.14 Challenges facing handicapped students in integrated programmes

Literature reviewed in this section covers the physical, academic and social challenges facing the visually impaired students in public teacher training colleges.

(i) Physical challenges

Dean (1996) observes that schools which take children who are physically handicapped and not mobile should have some modification of buildings to make integration possible. He adds that there will need too for special toilet facilities and space for therapies of valuables, kinds of specialist visits. According to Koech report (1991) the quality of services for children with special needs in Kenya is adversely affected by acute shortage of specialized aid and equipment, specialized personnel, inappropriate curriculum and absence of clear policy guidelines. Specifically, Smith (1998) pointed out that students with visual impairment are in need of more opportunities for inclusive schools experience in that degradation can be attributed to the need for specialized training in Braille.

KESSP (2005-2010) indicates that mainstreaming of special education in education programmes is affected by inappropriate infrastructure, inadequate facilities and lack of equipment. The literature provided gives physical challenges faced by handicapped students in integrated programmes but there is need to address social and academic challenges which are in person's development.

(ii) Academic challenges

Evidence suggests that students with disabilities and learning problems most frequently do best in structured programmes where effective direct teaching methods are employed. In particular students with behavior problems or with some degree of

emotional disturbances, require an environment which is well organized and predictable and a programme which is presented clearly and with abundant opportunities for success (Lloyds 1975 & Westwood 1997) further pointed out that inclusive practice require significant changes to be made to the main stream programme in terms of organization, content and delivery in order to accommodate as much wider range of ability and disability than ever before which is referred to as total school restructuring. Ndichu (2004) while studying performance among physically handicapped children in Western Kenya revealed that when given the right facilities and guidance they perform better than those who were not handicapped. At the same time students that had physical impairment performed better on average as individuals, compared to those without physical impairment.

In addition, inadequate capacity among many teachers to handle children with special needs, lack of coordination among service providers, inappropriate placement of children with disabilities, inadequate and expensive teaching and learning cited by Kenya Education sector support programme (2005-2010) among many factors.

A study by Maina (2009) establishes that visually challenged persons have a problem accessing books in the library. All books are in print and a blind person cannot be able to read. The mode of communication is Braille which is read through the raised dots by touch. Literacy means more than just being able to communicate on different levels. They cannot be actual without having access to Braille books in the library.

The books in the library are in print and visually challenge persons feel frustrated when they don't get books in the form they want like their peers. Most of the assistance comes from their colleagues which is actually limited. They do not have much time to attend to their peers because they are busy reading for their

examination. The visually challenged persons are left with no alternative but to seek assistance from Braille transcribers and other persons who would like to volunteer to read for them during free hours.

Library is the factory of knowledge and as such, everybody is supposed to have access to it. It is sad for the same factory to have section of human beings benefiting from it and others are not. The entrance to the library is always an obstacle to the visually and physically challenged persons. It does not have a ramp or lift to enable persons with disabilities access the library using wheelchairs. There is little that can be done in adapting the current system as it is inherently incompatible with assistive technology. For visually impaired users in the meantime the goal is to work with the library to have basic access specification.

The institution should ensure that where possible, learners with challenges are able to access academic texts necessary to their studies and thereby avoid serious prejudice. The institutions should ensure that all new construction work carried out in respect of built environment is physically accessible to all. The present study investigated the availability and suitability of facilities which enhance the accessibility to the social studies materials in the library.

(iii) Social challenges

Paulston (1980) observed that the rejection of disabled children in school or in public is entrenched in prejudice tradition that separates them from being known, understood and helped. At the same time Howont (1987) observed that a variety of cultural background gives different emphasis on childø expectations. KESSP (2005-2010) concurs with view by stating how involvement in special education is influenced by taboos and beliefs associated with disability.

Studies have shown that social training together with peer involvement can have lasting effects or improving the children social adjustment (Westant, 1997) Dean (1996) in a study of learners with auditory challenges preferred being in mainstream. More language experience and they got better social interaction and introduction to life in a hearing world. The present study looks at the inclusive situation in Primary Teacher Colleges.

2.15 Challenges of training and educating visually impaired learners in regular education institutions

Although 1.5 million children are included in the education in the world's total of 45 million blind people, there is quite a big number who still remain out uneducated. There are several reasons for these; blind children have a lifetime of blindness ahead, which affect their opportunities for education, employment and learning potential. Early onset of blindness adversely affects psychomotor, social and emotional development. Blind children have a higher death rate than their sighted counterparts. An estimated 500,000 children become blind each year, but in developing countries up to 60% are thought to die within a year of becoming blind (World Health Organization 2000).

In Bangladesh, the following challenges have been noted in educating visually impaired children in regular schools; teachers are not adequately trained and qualified; classrooms and premises are not accessible and seating arrangement are not comfortable for low-vision learners; supply of teaching/learning materials/equipment such as Braille is insufficient (Disability Knowledge and Research 2008). In Vietnam, inclusive schools for the visually impaired experience the following shortfalls; insufficient resource allocation; inadequate trained teachers; insufficient supply of

Braille books, white cane and teaching/learning materials, physical inaccessibility; inappropriate curriculum and improper planning (Disability Knowledge and Research 2008). The immediate root cause of these shortfalls is; lack of government interest and support to implement existing policies, lack of resources, lack of technical skills, negative attitudes towards disability issues; lack of proper planning through actual situation analysis; lack of coordination and mutual cooperation among concerned departments of different ministries and professionals; lack of communication and coordination between professionals and implementers and lack of appropriate information.

2.16 Identification of Students with Exceptional Needs

There are critical steps that are followed before students are placed in special education programs. The first step is referral, which is initiated when the parent, teacher, or other related professionals completes a referral form that delineates the nature and duration of the problem (McLoughlin & Lewis, 2005). In Kenya, students with disabilities are indiscriminately integrated into special schools. The erroneous assumption for this is that they will eventually function in the society (Mukuria & Obiakor, 2004; Mutua & Dimitrov, 2001b).

The plight of individuals with behavioral and emotional problems is even worse because identification of these students is left entirely to medical professionals who place them in medical wards for individuals with mental illness or in rehabilitation centres with juvenile delinquents and HIV-positive individuals.

The definition of behavioral and emotional disorders is culturally specific and a general consensus on the definition has not been reached (Kauffman, 2005). Ethnic groups in Kenya perceive emotional and behavioral problems differently. For

instance, for communities in which boys traditionally are trained to be warriors, engaging in physical activities that can be perceived as a "fight" would be the norm. The same activity would be shunned in a different community. Although the Kenyan community is generally changing from the traditional way of life, the geographic location, level of education, socio-economic status, and religious beliefs determine how individuals or a community may perceive a given behavior.

2.17 Emerging Options

Grum and Bobinski(2005) suggest the following solutions in eliminating the barriers facing education of visually impaired learners in Slovenia: The necessity for early intervention programmes for visually impaired infants; the formal and qualitative rebuilding of the process of assistance, the development and execution of an educational compensatory programme for each visually impaired child that is strictly individual and underlines the child's motor, cognitive, social and personal development.

Codou(2008) noted that in order for African countries to get close to making inclusion a reality for visually impaired learners in the continent, concerted advocacy efforts must be combined with practical transformation of our education systems to accommodate needs of the blind learners and not make learners conform to the system.

Galadina notes the following strategies to be followed by regular teachers when dealing with visually impaired learners; be aware of the presence of visually impaired learner(s) in the class; have the visually impaired learners sit in the most convenient position in the class; use concrete examples and instructional materials; address the visually impaired concerns during lessons; seek specialized advice when planning

lessons; seek specialist or resource teachers support in difficult situations and offer appropriate equipment such as Braille and tactile material to the learner. To address manpower needs, knowledge and skills should be imparted to regular teachers through seminars and workshops. Environmental modification is needed to meet the diverse needs of the students, for example there should be wide doors, sliding windows or Louvre types, walls should be painted with bright illumination. Ramps should be constructed to ease access to various learning areas

2.18 Summary of literature review

From the literature review, it emerged that there is an obvious countries towards providing education for learners with special needs. Major challenges which inhibit integration of students with special educational needs are to be overcome by interventions of educational policies and acts which streamline the provision of such students.

In Kenya the literature available indicate that for a long time there have been strides to integrate learners with special needs in ordinary schools. A clear challenge then emerges that affect integration of students with special needs and the implication that this can have on the indented introduction of inclusive education. So far little has been done on the study the factors that affect the learning of VIS in Teacher training colleges. It was therefore appropriate to undertake the factors influencing learning of VIS in social studies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a description of the research design, study area, the target population, sample size and sampling techniques, research instruments, validity and reliability of the research of the research instruments, data collections procedures and data analysis. Each of the sub-headings mentioned above is explained separately below.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure. It thus constitutes the blueprint for the collection, measurement and analysis of data. As such, a research design includes an outline of what the researcher will do from writing the hypothesis and operational implications to the final analysis of data (Kothari, 2008). This study utilized descriptive survey research design, which according to Mugenda and Mugenda (2003) is a process of collecting data in order to taste hypothesis or to answer questions concerning the current status of the subjects in the study. Survey research is therefore a self-report study which requires the collection quantifiable information from the sample. Descriptive Survey research design was suitable in this study since the population to be studied is too large to be observed directly.

3.3 location of study

This study was conducted in three public primary teacher training colleges in Kenya. These included Mosoriot, Asumbi and Machakos. These are the public teacher training colleges that have visually impaired students. Mosoriot TTC is found in Nandi County.

Machakos TTC is found in Machakos County.. Asumbi TTC is located in Homabay County. All the three colleges selected for the study, train P1 level teachers who are expected to teach in primary schools in Kenya.

3.4 Target Population

A population is the entire groups of individuals or events or object having common observable characteristics. A target population is that population to which a researcher wants to generalize the results of a study (Mugenda and Mugenda, 1999). The study targeted all the lecturers of social studies subject transcribers, the visually impaired and sighted students who take social studies in the selected colleges. There were 24 lecturers of social studies, 30 visually impaired students, 3 transcribers and 620 sighted students taking social studies in the integrated classes in three colleges, half of whom were in first year while the other half were in second year. Therefore the target population was 680.

Target population

Principals	Lecturers	VIS	Brailers	Sighted students	Total
3	24	30	3	620	680

3.5 Sampling Procedures

The term sampling design refers to that part of the research plan that indicates how cases are to be selected for observation, while sampling is the procedure a researcher uses to gather people, places or things to study Kombo (1999). Sampling is thus a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2005). In this study all the 24 lecturers of social studies and all the three transcribers participated. The study also included all the 30 visually impaired students who were taking social studies in the three colleges. Simple random sampling was used to select thirty percent of the sighted students taking the social studies in the integrated classes. The researcher chose thirty percent of the target population because Neuman (2000) recognizes thirty percent as an adequate sample size in a survey study.

Therefore the study included 24 lecturers of social studies, 30 visually impaired students and 3 transcribers. This made a sample size of 243 respondents. The selection of the, VIS and the transcribers was done through purposive sampling. Out of 620 sighted students found in the integrated classes, 30% was worked out amounting to 186 students. This is in agreement with Kerlinger (1973) who recognizes 30% as an adequate sample in descriptive research.

The selection of VIS, and transcribers and social studies lecturers was done through purposive sampling since they would give focused information.

Table 3.1

Sampling Frame

COLLEGE	NO. OF TEACHERS	TRANSCRIBERS	SIGHTED STUDENTS	VIS
ASUMBI	9	1	67	10
MACHAKOS	7	1	51	9
MOSORIOT	8	1	68	11
TOTAL	24	3	186	30

3.6 Data Collection Instruments.

The study used questionnaires, interview schedule, observation checklist and document analysis in the data collection.

3.6.1 Questionnaires

This allowed the respondents to give their opinions where necessary. The advantage of the questionnaires is that it generates a considerable amount of data and enables the researcher to obtain a wider coverage of description data at a comparatively low cost in terms of time, money and effort. Since it is a standard research instrument, it allows for uniformity in the manner in which questions are asked and makes it possible to compare across respondents (Cohen& Manion, 2003).the questionnaire was administered to the lectures, sighted and visually impaired students. The questionnaires had both open and closed ended questions.

The questionnaires had five subsections. The first section captured the background information of the respondents whereas the subsequent sections contained items related to the objectives of the study as they appear in chapter one. The questionnaires was self-generated and administered by the researcher himself.

Some of the challenges the researcher was that he could not get direct contact with the respondents such that he could not clarify some issues regarding the questionnaires. The responses were quite low as the respondents could not complete the questionnaires as soon as possible. However the researcher was very patient and coordinated with social studies lectures in respective colleges.

Interview schedule

This is an oral administration questions which involve a face-face interaction. Kotharii (2008) observes that interview schedules are particularly suitable for intensive investigation. Some of the advantages of using interview are that the researcher obtains more information in greater depth.

Further, personal information as well as supplementary information about the respondent's personal characteristic is easy to get through an interview. Interview enables the researcher to get in depth information and required data through the use of probing questions. They also guard against confusing questions because of clarifying them. Interviews are flexible, take care of sensitive remarks and have high rate of response. They are however, disadvantageous in that they are expensive to administer, they can be abused, time consuming, and cannot be used effectively if the population target is too big. The interview schedule was administered to the transcribers with intention of collecting more realistic information concerning the factors influencing the learning of visually impaired students in social studies.

This tool was complementary to the questionnaires that were administered to the lectures and students in the selected colleges.

The researcher adopted structured interview. This is comprehensive and systematic since the questions are formulated for the interview. The reliability of the information catered is high.

3.6.3 Observation checklist

This instrument was used to make an observation of the physical facilities and teaching and learning resources in the collegesø this might influence the academic learning performance of visually impaired students in social studies. The observation was used ascertain the conditions of physical facilities within the school The tool was guided by a checklist which comprised of items to be observed. The information complimented the information gathered through questionnaires and interview schedule.

3.6.4 Document analysis

The researcher analyzed important documents in the selected colleges concerning the attendance of students, lecture establishment, progress records, studentsø mid-course examination results and the physical facilities records. Records in physical facilities indicated the number of classroom, water sources, libraries, pit latrines and furniture. The researcher also scrutinized such college records as registers and inventories. This enabled the researcher to encounter check with the information given by the respondents using other research instruments like questionnaire and interviews.

3.7 Reliability and Validity of the Research Instruments

It is important to test the reliability and validity of the research instruments before using them to collect data. This enabled the researcher to be sure of the instruments before using them in collecting valuable information for the study. This sub-section presented details on how validity and reliability of research instruments used for this study were tested. To ensure the reliability of the research tools, the researcher piloted at Mosoriot TTC where he used 10 visually impaired students and 30 students who did not participate in the research. The researcher applied the test - retest method where he gave out the questionnaire to the students at an interval of two weeks. Same questions were administered where the score was computed and correlated attaining 0.75 implying that the tool was adequate for use.

3.7.1 Validity of Research Instruments

Validity is the degree to which results obtained from analysis of data actually represents the phenomenon under study (Orodho, 2005). It is the accuracy and meaningfulness of inferences, which are based on research results. Poor validity reduces ability to characterize relationship between variables of data in a research. In this study the research instruments were availed to supervisors and lectures from department of curriculum, instruction and educational media, School of Education-Moi University, who examine the contents used in the questionnaires and interview schedule in relation to the purpose of the study. The feedback provided was utilized by the researcher to modify the items to ensure that they cover the variables to be investigated in the research.

3.7.2 Reliability of Research Instruments

Reliability of a research instrument is the ability of a research instrument to elicit similar results if administered to the same respondents if administered more than once. Reliability ensures that there is precision with which data is collected. If the same results are gained time after time, no matter how many times you conduct research, this suggests that the data collected is reliable (Mugenda & Mugenda, 2003). To ensure the reliability of the research tools, the researcher piloted the tools and did pilot at Mosoriot Teachers College.

3.8 Data Collection Procedures

This refers to collection or gathering of information to serve or prove some facts (Kombo and Tronp, 2006). It involves the real process of going to the field to get the required information from the selected population. The researcher had to get an introductory letter from Dean of School of Education to enable him to get research permit from the National Council of Science and Technology (NCST) before proceeding to the field. After acquiring the permit the researcher further sought permission from the District Commissioner and District Education Officers in the respective counties to enable him conduct research in the selected colleges. This was done through a letter stating the research area, purpose of the research and exact dates when the research was expected to take place. Further the researcher sought permission from the principals of the selected schools for the study. On the actual dates of the study, the researcher visited individual colleges to conduct the research. The research tools were personally administered by the researcher.

3.9 Ethical Issues in Data Collection.

The researcher took time to explain to the respondents the importance of the study and therefore request them to participate in the study by giving information relevant for the study. To establish good working relationship with the participants, the researcher endeavoured to develop a rapport with them. All the respondents involved in the study were assured of the confidentiality of the information they gave. The researcher assured them that the name of the college / institution and all the respondents would not be revealed anywhere. The respondents were assured of getting the feedback from the research if they need it after the study. This was aimed at securing co-operation from them.

The respondents were given the right of refuse to answer some questions or even withdraw from the study if they felt so.

3.10 Data Analysis Techniques

The data was organized, presented, analyzed and interpreted using descriptive statistics such as frequencies, percentages, tables, means and charts. The computer programme, SPSS, was useful in analyzing the data that was collected.

3.11 Summary of the Chapter.

This chapter has outlined the research design and methodology to guide the study. The study was carried in three public teacher training colleges namely; Asumbi, Mosoriot and Machakos. The study used a survey research design and targeted lecturers of social studies, sighted and visually impaired students, and transcribers . Data was collected using questionnaires, observation checklist and document analysis. The collected data was analyzed using descriptive statistical techniques. The next chapter is the presentation of data, analysis and interpretation, then conclusions and recommendations made based on the findings of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the results of the study as obtained from the collected data. The analysis was guided by the following study objectives.

- i. To identify the influence of instructional resources on the learning of visually impaired students in social studies in selected teacher training colleges in Kenya.
- ii. To establish the lecturer-related factors influencing learning of visually impaired students in social studies in selected teacher training colleges in Kenya.
- iii. To determine learner-related factors influencing learning of visually impaired students in social studies in selected teacher training colleges in Kenya.
- iv. To identify the influence of physical facilities on learning of visually impaired students in social studies in selected teacher training colleges in Kenya.

4.1 Background Information

This section provides background information of the respondents.

4.1.1 Background Information of Students

The background information of students was captured by this study so as to enable the researcher describe the respondents.

4.1.1.1 Gender

The respondents were asked to state their gender. Table 4.1 has the findings.

Table 4.1

Gender of students

Gender	Frequency	Percent
Male	113	52.31
Female	103	47.69
Total	216	100.0

It is shown from the table that 113 (52.3%) of the respondents were male whereas 103 (47.69%) were female. This implies that majority of the students in the three teacher training colleges in are male.

4.1.1.2 Age Bracket of Students

The respondents were also asked to give their ages. Table 4.2 has the findings.

Table 4.2

Age Bracket

Age Bracket	Frequency	Percent
Below 20 years	4	1.85
21-25 years	173	80.09
26-30 years	28	12.96
Above 30 years	11	5.09
Total	216	100.0

As it can be seen from the table above 4 (1.85%) of the respondents were below 20 years while majority 8173(80.09%) of them were aged 21- 25 years old. Further, 28 (12.96%) of the respondents were 26-30 years old while remaining 11 (5.09%) were above 30 years old. This means that most students in colleges are in the age 21-25 and a few join teacher training at 30 years of age.

4.1.1.3 Years of Study

It was necessary to find out the year of study of the students. Table 4.3 has the findings.

Table 4.3

Year of Study

Year of Study	Frequency	Percent
First year	108	50
Second year	108	50
Total	216	100.0

It is revealed that the half (50%) of the respondents were second years while the remaining 50% were first years. This was deliberate as the researcher randomly selected the sighted students from these groups because of the need to balance the respondents since the VIS students are found in both year groups.

4.1.1.4 Sighted Condition of Students

The respondents were required to state their sight condition. Table 4.4 has the findings.

Table 4.4**Sight Condition**

Sight Condition	Frequency	Percent
Sighted	186	86.11
Low vision	18	8.33
Total blind	12	5.55
Total	216	100.0

It is shown from the table that 186 (86.11%) of the students were sighted while 18 (8.33%) were of low vision. The remaining 12 (5.55%) of the respondents were totally blind.

4.1.2 Background Information of Lecturers

The background information of lecturers was captured by this study so as to enable the researcher describe the respondents.

4.1.2.1 Gender of Lecturers

Gender of the lecturers who participated in the study are shown in Table 4.5

Table 4.5**Gender of Lecturers**

Gender	Frequency	Percent
Male	10	40.0
Female	14	60.0
Total	24	100.0

It can be observed from the table that 10 (40.0%) of the respondents were male while 14 (60.0%) were female. This implies the majority of the teachers in teacher training colleges in Kenya are female.

4.1.2.2 Age Bracket

When the respondents were asked to state their age brackets, they gave responses as contained in Table 4.6

Table 4.6

Age Bracket

Age bracket	Frequency	Percent
Above 35 years	24	100.0
Below 35 years	0	00.0

It is revealed that all the respondents were above 35 years old. This means majority of lecturers teaching social studies in teacher training colleges have some amount of experience arising from the number of years they have taught.

4.1.2.3 Highest Professional Qualification

Highest Profession Qualification	Frequency	Percent
Diploma in Education	2	8.33
Degree in Education	12	50.00
Diploma in Special Education	4	16.67
Degree in Special Education	6	25.00
Total	24	100.0

It is revealed that only 12 (8.33%) of the respondents had a diploma in education while the majority (50.0%) had a degree in education. There were 10 lecturers with training in special needs education. This is 41.67% of the lecturers teaching social studies. The implication of this is that a good number of social studies lecturers have some training in special needs and therefore have the necessary qualification to handle the VIS students.

4.1.2.4 Teaching Experience

The respondents were also asked to state their teaching experience. Table 4.8 has their responses.

Table 4.8

Teaching Experience

Teaching Experience	Frequency	Percent
Above 10 years	19	80.0
Below 10 years	5	20.0
Total	24	100.0

It is revealed from the table that 19 (80.0%) of the respondents were above 10 years while 5 (20.0%) of them were less than 10 years of teaching experience. This is an indication that majority of lecturers teaching in teacher training colleges are experienced. This means they are able to impart better skills due to their experience.

4.2 Availability of Instructional Resources for Visually Impaired Students in Social Studies.

The study sought to find out the availability of instructional resources used in the teaching of social studies. Table 4.9 has the findings

4.2.1 Responses from Students on Availability of Instructional Resources for Visually Impaired Students.

This section provides students' responses on availability of instructional resources for visually impaired students.

Table 4.9:

Students Responses on Availability of Instructional Resources for Visually Impaired Students

Instructional Resources	Sufficient	Fairly Sufficient	Insufficient	Not sure	Total
Braille Machine	52 (24%)	78 (36%)	63 (29%)	23 (11%)	216 (100%)
Large Print Copies of S/S Text books	32 (15%)	37 (17%)	112 (52%)	35 (16%)	216 (100%)
Tactile Maps	50 (23%)	32 (15%)	95 (44%)	39 (17%)	216 (100%)
AudioTapped notes	0 (0%)	0 (0%)	211 (97.6%)	5 (2.4%)	216 (100%)

It is revealed from the table that 52 (24%) of the respondents reported that Braille machines were sufficient while 78 (36%) felt they were fairly sufficient. In addition, 63 (29%) of the respondents reported that Braille machines were insufficient while the

remaining 23 (11%) of them were not sure. Concerning large print copies of social studies text books, it is revealed that 32 (15%) of the respondents reported that textbooks were sufficient while 37 (17%) of them felt they were fairly sufficient. The table further shows that 112 (52%) of the respondents felt that textbooks were insufficient. Whereas the remaining 39 (16%) of the respondents were not sure. It is also shown that 50 (23%) of the respondents reported that tactile maps were sufficient while 32 (15%) felt that they were fairly sufficient.

The table further shown that 95 (44%) of the respondents reported that tactile maps were insufficient while the remaining 39 (17%) were not sure. Majority of the respondents (97.6%) indicated that audio taped notes for social studies were insufficient. A small minority (2.4%) were not sure.

4.2.2 Responses from Lecturers on Availability of Instructional Resources

This section provides lecturers' responses on availability of instructional resources for teaching social studies. Findings from the lecturers on availability of instructional resources for teaching social studies are shown in Table 4.10.

Table 4.10:

Lecturers Responses on Availability of Instructional Resources.

Instructional Resources	Sufficient	Fairly Sufficient	Insufficient	Total
Braille Machines	10 (40%)	5 (10%)	9 (40%)	24 (100%)
Large Print Copies of S/S Text books	2(8.33%)	1(4.17%)	21(87.5%)	24(100%)
Tactile Maps & Diagrams	4(16.67%)	5(28.83%)	15(62.5%)	24(100%)
Braille Books & Papers	8(33.33%)	9(37.5%)	7(29.16%)	24(100%)
Audio Tapped Notes	0(00.00%)	0(00.00%)	24(100%)	24(100%)

It is revealed that 10 (40.0%) of the respondents reported that Braille were sufficient while 5 (20.0%) reported that they were fairly sufficient. The remaining 9 (40.0%) of the respondents reported that the Braille machines were insufficient.

Concerning large print copies of social studies text books, it is revealed that 2 (8.33%) of the respondents reported that the text books were sufficient. While 1 (4.17%) of them felt they were fairly sufficient. The table further shows that 21 (87.5%) of the respondents felt that the text books were insufficient. Concerning tactile maps, it is revealed that 4 (16.67%) of the respondents felt that the maps were sufficient while 5 (28.83%) of them felt that tactile maps were fairly sufficient while the remaining 15 (62.5%) felt that tactile maps were insufficient.

It is instructive to note that 8 (33.33%) of the respondents reported that Braille books and papers were sufficient while 9 (37.5%) of them reported that they were fairly sufficient. The remaining 7 (29.16%) felt that Braille books and papers were insufficient. Concerning audio tapped materials, it is revealed that all the 24 lecturers agreed that audio tapped materials were insufficient.

From the above analysis, it can be implied that majority of instructional resources for visually challenged students for social studies colleges in Kenya with tactile maps being highly insufficient. This may lead to low the performance in this subject. This is an agreement with the findings of Mbugua & Githua, (1998) who investigated the cause of differences in performance of English between public day schools and boarding schools at KCPE in Kirinyaga District revealed that inadequate learning resources led to poor performance.

Ndichu (2004) while studying performance among physically handicapped children in Western Kenya revealed that when given the right facilities and guidance they perform better than those who were not handicapped.

4.3 Lecturer Characteristics

The study sought to establish lecturer-related factors that influence learning in social studies among visually impaired students.

4.3.1 Responses from Students on Lecturer Characteristics and Learning.

This section provides students' responses on influence of instructional resources on learning of students. Findings are contained in Table 4.11.

Table 4.11:

Lecturer Characteristics and Learning

Statement	A		N		D		TOTAL	
	f	%	f	%	f	%	f	%
The age of the lecturer	126	58.5	21	9.6	69	31.9	216	100.0
Teaching Methods	174	80.7	20	8.9	22	10.3	216	100.0
Learner's Attitude	187	86.7	16	7.4	13	5.9	216	100.0
Mastery of Content	190	88.1	7	3.0	19	8.9	216	100.0
The Sex of Lecturer	102	47.4	24	11.1	90	41.5	216	100.0
The Lecturer's Commitment to his /her Work.	165	76.3	21	9.6	30	14.1	216	100.0

It is revealed from table 4.11 that 126 (58.5%) of the respondents reported that the age of the lecturer has an influence on academic performance of social studies while 69

(31.9%) of the respondents disagreed. The remaining 21 (9.6%) were neutral. It was also revealed that 80.9% (174) of the respondents agreed that teaching methods influence academic performance in social studies while 22 (10.3%) of them disagreed. The remaining 20 (8.9%) of the respondents were neutral. It is instructive to note from the table that 187 (86.6%) of the respondents agreed that learners' attitude towards the lecturer influences performance in social studies while 13 (5.9%) of the respondents disagreed. The remaining 16 (7.4%) of the respondents were neutral. It can also be seen from the table that 190 (88.1%) of the respondents felt that lecturers' mastery of content influences academic performance in social studies of visually impaired students while 19 (8.9%) of the respondents disagreed. The remaining 17 (3.0%) were neutral. Further, it is revealed from the table that 102 (47.4%) of the respondents agreed that the sex of the lecturer influences academic performance in social studies while 90 (41.5%) disagreed. The remaining 24 (11.1%) were neutral.

It is shown from the table that 76.3% (165) of the respondents agreed that lecturers' commitment to their work, influence performance of visually impaired students in social studies while 30 (14.1%) of them disagreed. The remaining 21 (9.6%) were neutral.

4.3.2 Responses from Lecturers on Lecturer Characteristics

This section provides lecturers' responses on influence of lecturer characteristics on learning of students. Findings are contained in Table 4.12

Table 4.12:**Lecturers' Responses on Lecturer Characteristic and Learning of Students**

Statement	A		N		D		TOTAL	
	f	%	f	%	f	%	f	%
My teaching experience	19	80.0	5	20.0	0	0	24	100.0
The duration of my training	5	20.0	14	60.0	5	20.0	24	100.0
My age	5	20.0	10	40.0	9	40.0	24	100.0
My teaching methods	5	20.0	0	0	19	80.0	24	100.0
My attitude	24	100.0	0	0	0	0	24	100.0
My mastery of content	24	100.0	0	0	0	0	24	100.0
My sex	10	40.0	0	0	14	60.0	24	100.0
Commitment to my work	10	40.0	0	0	3	60.0	24	100.0

It is revealed from the table that majority 19 (80.0%) of the respondents agreed that lecturers' teaching experience influence students' learning in social studies while 5 (20.0%) of them were neutral. Further, the table shows that 5 (20.0%) of the respondents agreed that lecturers' duration of training affect academic performance in social studies whereas 5 (20.0%) of the respondents disagreed.

The remaining 14 (60.0%) of the respondents were neutral. It is instructive to note from the table that 5 (20.0%) of the respondents felt that age of students in social studies while 10 (40.0%) of the respondents disagreed. The rest (40.0%) of the respondents were neutral. It is also shown that 5 (20.0%) of the respondents agreed that teaching methods influence performance in social studies while 19 (80.0%) disagreed and that all the respondents agreed that the attitude of the lecturer influences academic performance of students in social studies. The table also indicates

that all the respondents agreed that lecturer's mastery of content influence learning in social studies. Concerning lecturer's sex, it is revealed that only 10(40.0%) of the respondents agreed that sex of the lecturer influence learning of students in social studies while 14 (60.0%) of them disagreed. Further, 10 (40.0%) of the respondents agreed that lecturer's commitment influence student's performance in social studies while 14 (60.0%) disagreed. The above findings show that lecturers teaching experience, attitude and their mastery of content are major determinant in lecturer related factors that influence learning of visually challenged students in social studies. Further, age and sex of the lecturers are less likely to affect performance of students in social studies. These findings concur with those of Akinola (1988) who carried out on use of Modern Teaching Aids / new technologies to aid teaching. The various researchers found that classes where teachers use some form of materials to teach their lessons, students have positive attitude generate more interest for the lesson they teach. As a result, students participate better in class activity.

4.4 Learner Characteristics

The influence of learner-related factors on learning of visually impaired students in social studies was concern of this study.

4.4.1 Responses from Students on learner-related factors and learning

This section provides students' responses on influence of lecturer Characteristics on learning of students. Responses are contained in Table 4.13.

Table 4.13:**Learner-related factors and learning**

Statement	A		N		D		TOTAL	
	F	%	f	%	f	%	f	%
My age affect my performance in social studies	38	17.8	10	4.4	168	77.8	216	100.
My sex affects my performance in social studies.	24	11.1	22	10.4	170	78.5	216	100.
Accessibility standards to all areas are very high.	38	17.0	32	14.8	146	68.1	216	100.
Mobility assistance are readily available.	106	48.9	17	8.1	94	43.0	216	100.
Consideration is given to the visually challenged students when grouping for instruction.	131	60.7	21	9.6	64	29.6	216	100.
Consideration is given to the visually challenged students in class room design	90	41.5	35	16.3	91	42.3	216	100.

It can be observed from the table that only 38 (17.8%) of the respondents agreed that age of the learner affect performance in social studies while 168 (77.8%) of them disagreed. The remaining 10 (4.4%) of the respondents were neutral. It is also revealed that 24 (11.1%) of the students felt that learner's sex affects learning in social studies while the majority 170 (78.5%) of the respondents disagreed.

The remaining 22 (10.4%) of the respondents were neutral. It can be observed from the table that 38 (17%) of the respondents agreed that accessibility standards to all areas are very high in the colleges while 146 (68.1%) of them disagreed. The remaining 32 (14.8%) of the respondents were neutral. It is also shown that 106 (48.9%) of the respondents agreed that learnerø agreed that mobility assistance to the visually impaired students were readily available while 93 (43%) of them disagreed. The remaining of them were neutral.

It was also observed from the table that 131 (60.7%) of the respondents disagreed that consideration is given to visually impaired students when grouping for instructions while 64 (29.6%) of them disagreed. The remaining 21 (9.6%) of the respondents were neutral. It was further noted from the table that 90 (41.5%) of the respondents agreed that consideration is given to the visually impaired students in classroom design, 91 (42.2%) of the respondents disagreed, while 35 (16.3%) were neutral.

4.4.2 Responses from Lecturers on Learner-related factors and Learning.

This section provides lecturersø responses on influence of lecturer Characteristic on learning of students. Their responses are contained in Table 4.14

Table 4.14:**Learner-related factors and learning**

Statement	A		N		D		TOTAL	
	f	%	f	%	f	%	f	%
The attitude of learners towards social studies affects performance in social studies.	20	80.0	5	20.0	0	0	24	100.0
The age of the learners affects performance in social studies	5	20.0	5	20.0	14	60.0	24	100.0
The sex of the learners affects performance in social studies	10	40.0	0	40.0	14	60.0	24	100.0
The socio-economic background of the learners affects performance in social studies	14	60.0	0	60.0	10	40.0	24	100.0
The entry behavior of the learner affects performance in social studies.	19	80	5	80	0	0	24	100.0

It is shown from that table that 20 (80.0%) of the respondents agreed that learner's attitude affects learning in social studies while 5 (20.0%) of them were neutral. Further, another 5 (20.0%) of the respondents agreed that the age the social studies while 14 (60.0%) of the respondents disagreed.

The remaining 5 (20.0%) of the respondents were neutral. In addition, only 10 (40.0%) of the respondents agreed that learner's sex affects performance in social studies. It is also revealed that socio-economic background of the learners affects performance in social studies agreed by 14 (60.0%) of the respondents while 10 (40.0%) of the respondents disagreed. Further, majority (80.0%) of the respondents

agreed that the entry behavior of the learners affects learning in social studies while 5 (20.0%) of them were neutral.

It can be implied from the analysis that entry behavior of students largely determines learning of visually challenged students in social studies whereas age, sex and socio-economic background of students are less likely to affect learning of learners. This concurs with Angrist (2002) who reported that vouchers that provide funds for Colombian secondary students to attend private schools raise reading test scores and that studies in Israel suggest that reducing class size raises reading scores and perhaps math scores, but providing computers has no effect.

4.5 Physical Facilities

The study also sought to identify influence of physical facilities on learning of visually impaired students in social studies.

4.5.1 Responses from Students on Physical Facilities and learning Findings from the students are contained in Table 4.15.

Table 4.15:

Physical Facilities: Physical facilities and Learning

Statement	A		N		D		TOAL	
	f	%	F	%	f	%	f	%
This institution has physical facilities like special library, assistive technology for the blind etc	52	24	4	2	160	74	216	100.0
There are no problems in moving from one place to another within the college due to friendly physical setup e.g availability of lamps	59	27.5	32	14.8	125	57.8	216	100.0
Accessibility standards to all areas are very high.	37	17.0	32	14.8	147	68.2	216	100.0
Mobility assistance is readily available.	106	48.9	17	8.1	93	43.0	216	100.0
Consideration is given to the visually challenged students when grouping for instruction	131	60.7	21	9.6	64	29.7	216	100.0
Consideration is given to the visually challenged students in classroom designs	90	41.5	35	16.3	91	42.2	216	100.0

The table reveals that 52 (24.4%) of the respondents agreed that their institutions had physical facilities such as special library, and assistive technology for the blind while

the majority 160 (74.0%) of the respondents disagreed. The remaining 4 (2%) of the respondents were neutral. A further 59 (27.4%) of the respondents agreed that the physical set up did not pose any challenge during movement whereas 125 (57.8%) of the respondents disagreed. The rest 32 (14.8%) were neutral. It is also shown from the table that 37 (17.0%) of the respondents agreed that accessibility standards to all areas was very high while 68.2% (147) of the respondents disagreed. The remaining 32 (14.8) of them were neutral.

Concerning mobility assistance, it is revealed that 106 (48.9%) of the respondents agreed that mobility assistance are readily available in their institution whereas 93 (43.0%) of them disagreed. The remaining 8.1% (17) of the respondents were neutral. The table further reveals that 131 (60.7%) of the respondents agreed that consideration is given to the visually challenged students when grouping for construction while a few 64 (29.7%) of the respondents disagreed. The remaining 21 (9.6%) were neutral.

It was also revealed that 90 (41.5%) of the respondents agreed that consideration is given to the visually challenged students in classroom designs whereas 91 (42.2%) disagreed. The remaining 35 (6.3%) were neutral.

4.5.2 Responses from lecturers on Physical facilities and learning.

Table 4.16 Presents findings from teachers on influence of physical facilities on learning of student in social studies.

Table 4.16:**Lecturers' Responses on Physical Facilities and Learning.**

Statement	A		N		D		TOTAL	
	f	%	f	%	f	%	f	%
This institution has physical facilities like library, assistive technology for the blind etc	0	0	0	0	24	100.0	24	100.0
The visually challenged students have no problems in moving from one place to another within the college due to friendly physical set-up e.g availability of ramps.	19	80.0	0	0	5	20.0	24	100.0
Accessibility standards of the visually challenged students to all areas are very high.	5	20.0	5	20.0	14	60.0	24	100.0
Mobility assistance are readily available for the visually challenged students.	14	60.0	5	20.0	5	20.0	24	100.0
Consideration is given to the visually challenged students when grouping for instruction	14	60.0	0	0	10	40.0	24	100.0

It is revealed from the table that all the institutions lacked physical facilities for the visually challenged students which include library and assistive technology for the blind.

Further, it is shown that 19 (80.0%) of the respondents agreed that visually challenged students have no problems in moving from one place to another within the college while 5 (20.0%) of the respondents disagreed. Concerning accessibility, it is revealed that 5 (20.0%) of the respondents agreed that there are high accessibility standards of the visually challenged students to all areas while 3 (60.0%) of them disagreed. The remaining 5 (20.0%) of them were neutral. The table shows that 14 (60.0%) of the respondents agreed that mobility assistants are readily available for the visually challenged students while 5 (20.5%) of them disagreed. The remaining 5 (20.0%) of the respondents were neutral.

It is further disclosed that a majority (60.0%) of the respondents agreed that consideration was given to the visually challenged students when grouping for instruction while 10 (40.0%) of the respondents disagreed. It further revealed that only 5 (20.0%) of the respondents agreed that consideration is given to visually challenged students in classroom designs while 14 (60.0%) of the respondents disagreed.

From the above findings, it can be implied that readily available mobility assistance and grouping students whereas lack of physical facilities and scarcity of accessibility to all areas by visually challenged students are likely to lower learning of these students in social studies. This is in agreement with KESSP (2005-2010 July, 2005) which acknowledges that special education has not been integrated in all sub-sectors

and programmes due to inappropriate infrastructure, inadequate facilities and lack of equipment.

4.6 Summary

In this chapter, the factors influencing learning of visually impaired student in social studies was analyzed, it was noted that all the 5 factors considered, had a high effect on the learning of VIS in social studies. It is also worth noting that these factors were analyzed under the following sub headings:

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, a summary of findings, conclusions and recommendations are made. This was guided by the research in chapter 1.

5.1. Instructional Resources on Learning.

The study sought to find out the influence of instructional resources on academic performance of visually impaired students in social studies.

It is revealed from the study that 24.4% of the students reported that large print copies of social studies textbooks were sufficient while 37.0% felt they were fairly sufficient. In addition, 30.4% of the respondents reported that the text books were insufficient while the remaining 8.1% of them were not sure. Concerning tack tile maps, it was revealed that 25.0% of the students reported that maps were sufficient while 14.1% of them felt they were fairly sufficient. The study further showed that 45.0% of the respondents felt that tack tile maps were insufficient whereas the remaining 17.0% of the respondents were not sure. It is also shown that 14.0% of the students reported that tack tile diagrams were sufficient while 18.5% felt that they were fairly sufficient. The study further showed that 55.6% of the students reported that tactile diagrams were insufficient while the remaining 11.9% (916) were not sure. A finding on Braille books and papers showed that 42.2% of the students stated that Braille books and papers were sufficient while 20.7% of them felt that they were fairly sufficient. Another 31.1% of the respondents stated that the books and papers were insufficient whereas 5.9% of them were not sure.

It is instructive to note that 28.1% of the students reported that debrailled copies of reference materials were sufficient whereas 28.1% of them felt that the materials were fairly sufficient.

It was revealed that 40.0% of the lecturers reported that large print copies of social studies textbooks were sufficient while 20.0% reported that they were fairly sufficient. The remaining 40.0% of the respondents reported that the textbooks were insufficient. Concerning tactile maps, it is revealed that 40.0% of the respondents felt that the maps were fairly sufficient while 60.0% of them felt that tactile maps were insufficient. It was also revealed that all the lecturers reported that tactile diagrams were insufficient. It is instructive to note that 40.0% of the lecturers reported that Braille books and papers were fairly sufficient while 60.0% of them reported that they were insufficient. Concerning debrailled materials, it was revealed that 20.0% of the lecturers reported that Braille copies of reference materials were fairly sufficient while 80.0% reported that they were insufficient.

5.1.2 Lecturer Characteristic and learning.

It was revealed from the study that 85.9% of the students reported that teachers' teaching experience influence performance of social studies while 7.4% of the respondents disagreed. The remaining 6.7% (9) of the respondents were neutral. Further, it was shown that duration of teacher training influence learning of social studies as agreed by 64.4% of the students whereas 22.2% of them disagreed. The remaining 13.3% of the respondents were neutral. The age of the lecturer was reported by 58.5% of the students to have an influence on learning of social studies while 31.9% of the respondents disagreed. The remaining 9.6% were neutral.

It was also revealed that 80.7% of the students agreed that teaching methods influence learning in social studies while 10.3% of them disagreed. The remaining 8.9% of the respondents were neutral. It is instructive to note from the study that 86.6% of the students agreed that lecturer's attitude influences learning in social studies while 5.9% of the respondents disagreed. The remaining 7.4% of the respondents were neutral. It can be seen from the study findings that 88.1% of the students felt that mastery of content influences learning in social studies by visually impaired students while 8.9% of the respondents disagreed. The remaining 3.0% (4) were neutral. Further, it was revealed from the study that 47.4% of the respondents agreed that sex of the lecturer influences academic performance in social studies while 41.5% disagreed. The remaining 11.1% were neutral. It was shown from the study that 76.3% of the respondents agreed that lecturer's commitment work, influence learning of visually impaired students in social studies while 14.0% disagreed. The remaining 9.6% were neutral.

It was noted from the study that majority 80.0% of the lecturers agreed that lecturers teaching experience influence students' learning in social studies while 20.0% of them were neutral. Further, the study shows that 20.0% of the students agreed that lecturer's duration of training affect learning in social studies whereas 20.0% of the respondents disagreed. The remaining 60.0% of the respondents were neutral. It is instructive to note from the study that 20.0% of the lecturers felt that age of students in social studies influence their learning while 40.0% of the respondents disagreed. The rest (40.0%) of the respondents were neutral. It was also show that 20.0% of the respondents agreed that teaching methods influence learning in social studies while 80.0% disagreed and that all the respondents agreed that sex of the lecturer influence learning of students in social studies while 60.0% disagreed.

A further 40.0% of the respondents agreed that lecturer's commitment influence student's performance in social studies while 60.0% disagreed.

5.1.3 Learner-related factors and Learning.

It can be observed from the study findings that only 17.8% of the students agreed that age of the learner affect learning in social studies while 77.8% of them disagreed. The remaining 4.4% of the respondents were neutral. It was also revealed that 11.1% of the students felt that learner's sex affects learning in social studies while the majority (78.5%) of the respondents disagreed. The remaining 10.4% of the respondents were neutral. It can be observed from the findings that 45.9% of the students agreed that socio-economic background of learner influence their learning in social studies while 37.7% of them disagreed. The remaining 16.3% of the respondents were neutral. It was also shown that 46.7% of the students agreed that learner's entry behaviour affects learning in social studies while 38.5% of them disagreed. The remaining 14.8% of them were neutral.

It is shown that table that 80.0% of the lecturers agreed that learner's attitude affects learning in social studies while 20.0% of them were neutral. Further, another 20.0% of the respondents agreed that the age the social studies students affect their learning while 60.0 % (3) of the respondents disagreed. The remaining 20.0% of the respondents were neutral. In addition, only 40.0% of the lecturers agreed that learner's sex affects learning in social studies. It was also revealed that socio-economic background of the learners affects learning in social studies by 60.0% of the lecturers while 40.0% of the respondents disagreed. Further, majority (80.0%) of the lecturers agreed that the entry behavior of the learners affects learning in social studies while 20.0% of them were neutral.

5.1.4 Physical facilities and learning

The study also sought to identify influence of physical facilities on learning of visually impaired students in social studies. The study revealed that 24.4% of the students agreed that their institutions had physical facilities such as special library, and assistive technology for the blind while the majority 74.3% of the respondents disagreed. The remaining 2.2% of the respondents were neutral. Further, 27.4 of the students agreed that the physical set up do not pose any challenge during movement whereas 57.8% of the respondents disagreed. The rest were neutral. It was also shown from the findings that 17.0% of the students agreed that accessibility standards to all areas were very high while 68.1% of the respondents disagreed. The remaining 14.8% were neutral. Concerning mobility assistance, it was revealed that 48.9% of the students agreed that mobility assistance was readily available in their institution whereas 3.0% disagreed. The remaining 8.1% of the respondents were neutral. The study further revealed that 60.7% (82) of the respondents agreed that consideration is given to the visually challenged students when grouping for instructions while a few (29.6%) of the respondents disagreed. The remaining 16.3% (22) were neutral. It was revealed from the study that all the lecturers disagreed that their institutions had physical facilities for the visually challenged students such as library and assistive technology for the blind. Further, it was shown that 80.0% of the respondents agreed the visually challenged students have no problems in moving from one place to another within the college while 20.0% of the respondents disagreed. Concerning accessibility, it was revealed that 20.0% of the students agreed that there was high accessibility standard of the visually challenged students to all areas while 60.0% disagreed. The remaining 20.0% of them were neutral.

The findings revealed that 60.0% of the lecturers agreed that mobility assistants are readily available for the visually challenged students while 20.0% disagreed. The remaining 20.0% of the respondents were neutral. It was further disclosed that majority (60.0%) of the respondents agreed that consideration was given to the visually challenged students when grouping for instruction while 40.0% of the respondents disagreed. The study also revealed that only 20.0% of the lecturers agreed that consideration is given to visually challenged students in classroom designs while 60.0% of the respondents disagreed.

5.2.1 Transcribers report

The transcribers indicated that there was delay in supplying of Braille materials. It was also reported that social studies lecturers do not give ample time to transcribers to have the examinations de Braille. They reported that they are not given opportunity to attend refresher courses meant to horn their skills or other matters relating to visually impaired students in a college setting. They intimated that Braille machines are not repaired in good time and this interferes with the learning of the students besides thermoform machines which was in sufficient

5.2.2 Observation checklist report

The researcher found out the following:

Braille machines were sufficient in all the three colleges though some students were not very competent in handling them

Tactile maps for map work lessons were inadequate; Braille papers were not adequate and took time to be supplied in the said colleges.

Social studies text books had not been de brailed and hence the students rely on assistance of their colleagues which is quite cumbersome.

5.3 Conclusions

Based on the study findings it can be concluded that a majority of instruction resources for VIS were insufficient or lacking completely in s surveyed this leads to low learning by these group of students in social studies subject and that Braille transcribers were not available whenever required by the VIS From the study, it is concluded that majority of instructional resources for visually challenged students for social studies colleges in Kenya with tactile diagrams being highly insufficient. This is leads to lower the learning in the subject.

It was further found out that the colleges did not have enough specialized lecturers to handle the visually challenged students. The study findings show that lecturers teaching experience, attitude and their mastery of content are major determinant in lecturer related factors that influence learning of visually challenged students in social studies. Further age and sex of the lecturers are less likely to affect learning of students in social studies. It can be concluded from the study that entry behavior of students largely determines learning of visually challenged students in social studies whereas age, sex and socio-economic background of students are less likely to affect learning of learners.

The researcher also sought to establish the physical challenges faced by VIS. In general it was found that the colleges did not have appropriate physical facilities for the VIS. It was also established that visually challenged students had problem accessing the college library due to the unfriendly physical set up.

From the above findings, it can be concluded that readily available mobility assistance and grouping students for instruction after consideration are likely to improve learning of students in social studies whereas lack of physical facilities and scarcity of accessibility to all areas by visually challenged students are likely to lower academic performance of these students in social studies. Measures the Curriculum developer has taken to improve access to quality education for learners with Visual Impairments are as follows=

- A well designed Diploma curriculum has already been developed awaiting approval by the Academic Panel ready for implementation for teachers who are training in Special needs. This will go along way in enhancing access to quality of education in Visually Impaired learners.
- Adapted Primary Teachers Education curriculum for trainees with Visual impairments has also been developed among which Information Communication Technology has been developed awaiting approval and implementation among others.
- To enhance identification and further intervention for Visually Impaired a Functional Assessment Tool has been developed and approved by Academic Board. The tool was being piloted at the Kenya Institute of Special Education after which the Directorate of Quality assurance under the Ministry of Education Science and Technology would use it in EARC centres for assessment of children with Visual Impairment.

5.3 Recommendations

From the findings of this study, the following recommendations are made:

- i. Since teachers' teaching experience, duration of the training, age of the teacher, teaching methods, and teachers' mastery of content, motivation of the teachers, teachers' level of education, teachers' attitude and competence influences the choice of instructional resources, the government should extend the period of training the teachers who are handling students with special needs to ensure that their curriculum is intensive and relevant to the visually challenged.
- ii. That head teachers should attend in-service courses on their supervisory roles. They should also be encouraged to attend as many seminars and workshops in order to enhance their ability to supervise curriculum instruction for visually challenged students.
- iii. That before selecting instructional resources to use, teachers should consider the sight condition of students in order to use appropriate resources to both sighted and visually challenged students.
- iv. Colleges under integration programme should put in place appropriate infrastructural facilities to allow easy movement of visually challenged students.

5.4 Suggestions for Further Research

The following are the areas that need further research:

- i. A similar study should be carried out in different levels of education.
- ii. A study on the use of instructional resources used in teaching and learning by visually challenged students in social studies should be conducted.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR SOCIAL STUDIES LECTURERS

You are kindly requested to respond to the questions. Any information you will provide will be treated as strictly confidential. Respond as honestly and as truthfully as possible.

PART 1: GENERAL INFORMATION

1. Indicate your gender by ticking in the box.

Male

Female

2. Select your age bracket from the choices below

Below 20 years

21-25 years

26-30 years

31-35 years

Above 35 years

3. Indicate your highest professional qualification

Diploma in education

Degree in education

Degree in special education

Postgraduate in education

Any other (Specify).....

4. Teaching experience

Less than 3 years

4 to 6 years

7 to 9 years

Above 10 years

Part 2: Instructional Resources

5. Comment on how sufficient is the following facilities and resources in your institution as used in the teaching and learning of social studies.

Facility	Sufficient	Fairly sufficient	Insufficient
Braille machines			
Large print copies of social studies textbooks			
Tactile maps and diagrams			
Braille books and papers			
Audio tapped notes			

6. In case of insufficient instructional resources, what mechanism do you put in place to endure availability and adequacy of the scarce resources?

i).....

ii).....

iii).....

iv).....

Part 3: Lecturer Related factors

7. Rate the following lecturer factors that influence learning in your college.

Use the rating below:

Agree 4 (A)

Neutral 3(N)

Disagree 2(D)

Item no.	Lecturer Factors	A	N	D
A	Teaching experience of the teacher			
B	Duration of the training			
C	The age of the lecturer			
D	Teaching methods			
E	Lecturer's attitude			
F	Mastery of content			
G	The sex of the lecturer			
H	The lecturer's commitment to his / her work.			

8. What other lecture factors influence learning of visually impaired students in social studies?

.....

.....

.....

Part 4: Learner Related factors

9. Rate the following learner factors that influence learning in your school.

Use the rating below:

Agree 4(A)

Neutral 3(N)

Disagree 2(D)

Item no.	Learner factors	A	N	D
a.	The attitude of learners towards social studies affects performance in social studies			
b.	The age of the learner affects performance in social studies.			
c.	The sex of the learner affects performance in social studies.			
d.	The socio-economic background of the learner affects performance in social studies.			

10. What other learner factors influence learning of visually impaired students in Social studies?

.....

.....

.....

Part 5: Physical facilities

11. Rate the following learner factors that influence learning in your school.

Use the rating below:

Agree 4(A)

Neutral 3(N)

Disagree 2(D)

Item no.	Statements	A	U	D
a.	This institution has physical facilities for the visually challenged students- like special library, assistive technology for the blind etc.			
b.	The visually challenged students have no problems in moving from one place to another within the college due to friendly physical set-up e.g. availability of ramps.			
c.	Accessibility standards of the visually challenged students to all areas are very high.			
d.	Mobility assistants are readily available for the visually challenged students.			
e.	Consideration is given to the visually challenged students when grouping for instruction.			
f.	Consideration is given to the visually challenged students in classroom designs.			

12. State other physical facilities that influence learning of visually impaired students in the institution.

.....

.....

.....

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

You are kindly requested to respond to the questions. Any information you will provide will be treated as strictly confidential. Respond as honestly and as truthfully as possible.

PART 1: GENERAL INFORMATION

1. Indicate your gender by ticking in the box

Male

Female

2. Select your age bracket from the choices below

Below 20 years

21-25

26-30

Above 30

3. Year of study

First year

Second year

4. State your sight condition

Sighted

Low vision

Total blind

Part 2: Academic Performance of Students in Social Studies

5. What were the marks scored in social studies in the last examination?

- Less than 20
- 20-30
- 30-40
- Above 40

Part 3: Instructional Resources

6. Comment on how sufficient is the following facilities and resources in your institution as used in teaching and learning of social studies.

Facility.	Sufficient.	Fairly sufficient.	Insufficient.	Not sure.
Braille machines				
Large print copies of social studies textbooks				
Tactile maps				
Audio taped Notes				

7. What other instructional resources influence the learning of visually impaired in social studies?

- i).....
- ii).....
- iii).....

Part 4: Lecturer Related factors

8. Rate the following lecturer factors that influence learners' performance in your institution.

Use the rating below:

Agree (A)

Neutral (N)

Disagree (D)

Item no.	Lecturer Factors	SA	A	N	D	SD
a.	Teaching methods					
b.	Lecturer's attitude					
c.	Mastery of content					
d.	The sex of the lecturer					
e.	The lecturer's commitment to his/her work					

9. What other lecturer factors that influence learning of visually impaired students in Social studies?

.....

.....

.....

Part 5: Learner Related factors

10. Rate the following learner factors that influence learning in your school.

Use the rating below:

Agree 4(A)

Neutral 3(N)

Disagree 2(D)

Item no.	Learner Factors	A	N	D
a.	The attitude of learners towards social studies affect learning in social studies			
b.	The age of the learner affect learning in social studies.			
c.	The sex of the learner affects leaning in social studies			
d.	The socio-economic background of the learner affects learning in social studies			

11. What other learner factors influencing learning of visually impaired students in social studies?

.....

.....

.....

Part 6: Physical facilities

12. Rate the following learner factors that influence learning in your school.

Use the rating below:

Strongly agree 5(SA)

Agree 4(A)

Neutral 3(N)
 Disagree 2(D)
 Strongly disagree 1(SD)

	Statements	A	U	D
a	This institution has physical facilities for the visually challenge student-like special library, assistive technology for the blind etc			
b	The visually challenged students have no problems in moving from one place to another within the college due to friendly physical set-up e.g. availability of ramps.			
c	Accessibility standards of the visually challenged students to all areas are very high			
d	Mobility assistants are readily available for the visually challenged students.			
e	Consideration is given to the visually challenged students when grouping for instruction.			
f	Consideration is given to the visually challenged students in classroom design.			

State other physical facilities that influence learning of visually impaired students in the institution.

.....

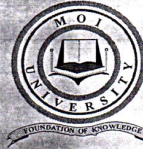
APPENDIX III: STRUCTURED INTERVIEW GUIDE FOR TRANSCRIBERS

1. A part from transcribing what other issues do you deal with concerning the learning of visually impaired students in this institution?
2. What problems do the visually students face when writing their work in Braille?
3. Out of the above stated problems, which ones are within your reach to solve or address?
4. How do you handle the ones that are not within your means to solve?
5. Are you given sufficient time to transcribe before the lecturer marks the scripts?
6. What policies have been put in place by the college to ease the work on your part and that of the visually impaired students and lecturers?
7. Do you partner with or have any association with VI organization e.g ABC / KUB/KSB.
8. Do you attend training or refresher courses on transcribing and other matters relating to working with students with visually impairment in a university setting e.g. KISE- Training Courses?
9. Are there ever situations when you have no Braille paper or machines break down? If so what do you do?
10. What equipment is lacking in the college set up that would make the job much easier. E.g. the availability of a thermoform machine or embossers etc.

APPENDIX IV: OBSERVATION CHECKLIST

Resource	Adequate	Not Adequate
Braille machine		
Tactile maps / diagrams		
Large print copies of texts		
Braille books		
Braille papers		

APPENDIX V: RESEARCH AUTHORISATION FROM THE DEAN



Tel: (053) 43001-8
(053) 43095
Fax: (053) 43047

MOI UNIVERSITY

P.O. Box 3900,
Eldoret
KENYA

Office Of The Dean School Of Education

REF: MU/SE/PGS/54

DATE: 24th November, 2011

The Executive Secretary,
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF WATITWA IGNATIUS
CHISAKA (EDU/PGCM/1012/06)**

The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of his M.Phil studies that he conducts research and produces a thesis. His research is entitled:

“Factors Influencing Academic Performance of the Visually Impaired Students in Social Studies: A Case of Selected Teacher Training Colleges in Kenya.”

Any assistance given to him to enable him conduct his research successfully will be highly appreciated.

Yours faithfully,


PROF. P. L. BARASA
DEAN, SCHOOL OF EDUCATION

PLB/06

APPENDIX VI: RESEARCH AUTHORISATION FROM NCST

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/011/1666/4

Date:

9th January, 2012

Ignatius Chisaka Watitwa
 Moi University
 P. O. Box 3900 - 30100
 ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing academic performance of the visually impaired students in social studies: A case of selected teacher training colleges in Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Mosoriot, Asumbi and Machakos Teacher Training Colleges** for a period ending **31st July 2012**.

You are advised to report to **the Chief Principals of the selected Mosoriot, Machakos & Asumbi Teacher Training Colleges** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The Chief Principals/Principals
 Mosoriot Teacher Training College
 Machakos Teacher Training College
 Asumbi Teacher Training College

APPENDIX VI: RESEARCH PERMIT FROM NCST


PAGE 2 **PAGE 3**

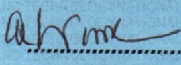
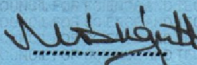
THIS IS TO CERTIFY THAT **PERMIT No. NCST/RCD/14/011/1666**
Prof./Dr./Mr./Mrs./Miss./Institution **Date of issue 9th January, 2011**
Ignatius Chisaka Watitwa **Fee received KSHS.1,000**

Of (Address) Moi University
P.O BOX 3900, Eldoret

has been permitted to conduct research in
Teacher Training Institutes Location
Mosoriot, Asumbi & Machakos District(s)
Rift Valley, Nyanza & Eastern Province(s)

TOPIC: Factors influencing academic performance
of the visually impaired students in social studies:
A case of selected teacher training colleges in Kenya



 
Applicant's **Secretary**
Signature **National Council for**
Science & Technology

for a period ending 31st July 2012

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

GPK6055t3m10/2011