

**MOTIVATION AND PERFORMANCE OF VISUALLY IMPAIRED LEARNERS IN
INCLUSIVE SETTINGS IN UPPER NYAKACH DIVISION
NYAKACH DISTRICT-KENYA**

BY:

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DECLARATION:

I, Julius P. Ongere Ongaro, do hereby declare that, *Motivation and Performance of Visually Impaired Learners in Inclusive Settings in Upper Nyakach Division, Nyakach District – Kenya*, is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other University or Institution of higher learning for the award of a degree.

Signed.....

Date.....21-04-2009

APPROVAL:

This research report has been submitted for examination with my approval as the candidate's
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DEDICATION:

I dedicate this work to my dear wife *Jenifer Anyango Ongere*, who has always inspired me to do higher learning.

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ABSTRACT

With the increasing numbers of the Visually Impaired learners in our Inclusive Settings due to Education For All (EFA) call, there is need of increased awareness of how to handled the visually impaired with definite success in their Performance at school and in life generally. It is often, however, presumed that learners with Visual Impairments are less capable or have less academic potential than the sighted peers. However, Vision is only one source of information and so the teacher factor becomes very important. With the right Motivation of the learner, the Performance can be enhanced.

This is why the researcher chose to study the relationship between Motivation and Performance of the Visually Impaired learners in inclusive settings.

Two questionnaires were designed for teachers and pupils which made use of the survey design. These were taken to schools where respondents answered them. The sample was **a Teacher and one Visually Impaired Learner** in 15 out the 52 primary schools in the Division.

It was found that Motivation is necessary and on going with some amount of positive Performance. There is however, need of Special Needs Education Teachers in our Inclusive Settings who will always Motivate the learners and so produce good Performance.

CHAPTER ONE

INTRODUCTION

1.0 Overview.

This chapter introduces the research process. It details the need which drove the researcher to embark on the research targeting the visually impaired learners in our inclusive settings. We teach them along with other sighted peers and they frequently end up performing poorer than the others. All the preliminary research arrangements are therefore included in this chapter

Special Education for pupils with special needs is a relatively recent development. Much of this development has centered on special schools separate from mainstream. However, over the years there has been growing change to Education for All (EFA). This has changed the trend to inclusive education. Inclusive education is the process of addressing the school learners' needs within the main stream of education using all available resources thus creating opportunities for learning in preparing for life.

Educating pupils with special needs in the ordinary school is not simply a question of importing special education to ordinary school. Some specialist techniques that will be new to the school may be required depending on the pupils' needs.

What is required is that the school adopts its educational provision so as to be able to cater for a wider variety of pupils. This means a highly flexible range of provision, planned as a whole since the school is a single entity-but incorporating multitude of possibilities and not just a simple choice between ordinary and special trucks (Seamus, 1981).

1.1 Background Information

Learners with visual impairments include those learners whose sight is limited in any way to the extent that special services are required. Many of these learners have sight that is useful for some purposes. Others are blind or have profound visual impairment that prohibits the use of vision as an educational tool.

The major refractive visual impairments include myopia, hyperopia and astigmatism. They can be corrected with glasses or contact lenses. Myopia is nearsightedness and the individual has difficulty seeing distant objects but near or close vision is unaffected. Hyperopia, or farsightedness, impairs the individual's ability to see close objects but does not affect seeing distant objects. Astigmatism is a refractive error which prevents the light rays from coming to a sharp focus on the retina, causing blurred or distorted vision at any distance.

Cataracts, a clouding of the lens, block the passage of light through the eye, causing blurred vision

Three visual impairments affecting the muscle functioning of the eye are strabismus, amblyopia, and nystagmus. These impairments make it difficult for individuals to use their eyes efficiently and effectively. Strabismus is the inability to focus on the same object with both eyes. This is a result of the inward or outward deviation of one or both eyes. Amblyopia is the reduction or loss of vision in an individual's weaker eye. This loss is due to a lack of use of the eye; no disease is present. Nystagmus is the involuntary rapid movement of the eyes.

Learners with visual impairments are present and varied in our inclusive settings. A big number is available in our schools and are learning alongside other sighted learners. The term as used here includes the blind, the one eyed, and the squint and the low-vision. Visual impairment therefore also includes those with partial vision as well as total blindness. Visually impaired children are not infrequently multi-handicapped.

It is often presumed that learners with visual impairments are less capable or have less potential than those who see. However, vision is only one source of information and learners with visual impairment are as varied as any group of individuals. This is due to the general effects of visual impairment in development.

Visual impairment is known to delay/limit cognitive development due to limited stimulation and exploration. It leads to poor perception of things, limited creating of activities, limited creativity of activities, limited initiative and self directing activities, poor imaginative skills for example classification and difficulty in performing visual tasks. All these are known to

compound to low self esteem, due to lack of confidence and poor social skills. All these may end up to difficulty in initiation and creativity and behavior problems like withdrawal.

However, it has also been noted that learners with visual impairments can learn the same concepts that are taught other learners; the only difference is the method of learning. The selection of techniques and strategies for classroom management is viewed through the lens of the individuals implementing the strategy. A practitioner who views the learner from a psychodynamic perspective will focus on counseling techniques, expressive media, and surface management techniques to deal with the present behaviors.

This also means that the teacher, teacher aide, and any care givers must go an extra mile in assisting the learner to learn effectively in an inclusive setting. This is due to the fact that the mixed nature of the class will tend to create disparities.

Educating such pupils with special needs in the ordinary schools therefore leads to considerable demands on the teachers and other staff. Specialists teachers need in addition to their specific assessment and teaching skills to be able to work with other teachers and secure their cooperation; liaise with outside agencies; involve parents and generally carry out the various functions. Main school teachers have to deal with a wide ability range. They may find that their training and experience are insufficient and need to be supplemented.

Providing a stimulating, yet, safe home and school environment for young learners with visual impairment is therefore a consistent challenge for families and schools. The environment should be designed to promote greater perception through vision or other senses be safe, have decreased barriers to movement and integration, and promote increased interactions with various spatial elements, forms, and configurations.

All these strategies are expected to increase the visually impaired learner's concentration and perception of self and hence be able to learn. Constant and consistent follow up to the learning experiences help the visually impaired learners to perform any given tasks with proficiency.

It is a general conviction that when learners are motivated, they learn easily and well. This is why the study seeks to find out if motivating the visually impaired in several ways can lead to good performance of tasks and at examinations.

1.2 Statement of the problem

The cognitive development of individuals who are visually impaired and those who are sighted is not identical. The differences in performance are content or task specific and do not take the form of global deficits across groups of tasks. These variations in performance are a function of absence of experience and absence of visual information.

This is why we sought to find out about one problem: How far well in terms of performance can the visually impaired learners do if well motivated in their life and learning?

1.3 Purpose of the Study

The study was set to highlight what needs to be done to improve the performance of the visually impaired learners. It was to show things to be done to improve performance. The study was also to enlighten the teachers and those who handle these learners on what to do to improve the performance of the visually impaired learners.

1.4 Objectives of the Study

Some of the objectives of the study were;

- a) To assess ways of motivating visually impaired learners in inclusive settings.
- b) To find out if motivating the visually impaired learners improves their performance significantly.
- c) To find out when to motivate the visually impaired learners in the class and outside.

1.5 Research questions

Some of the research questions were;

- a) Do the visually impaired learners in inclusive settings perform as the sighted learners?
- b) Are the visually impaired learners well motivated in their inclusive settings?
- c) What are the ways of motivating the visually impaired learners in inclusive settings?
- d) When should the visually impaired learners be motivated in inclusive settings?

1.6 Significance of the study

With the increasing number of the visually impaired learners in our inclusive settings due to Education For All (EFA), there is need of increased awareness of how to handle them with definite success in their performance at school and in life generally.

The study will further enlighten our specialist and general teachers in our regular schools on reasons why they need to motivate the learners and how to motivate the visually impaired learners.

The study will help all stakeholders to change their attitudes to the positive for the education of the visually impaired learners in inclusive settings as they see success from motivating the learners.

The study will further benefit the visually impaired learners who will finally be motivated so learn well and perform well.

1.7 Limitation, Scope and Delimitations of the study

The study targeted the visually impaired in specifically inclusive settings. This is because the upcoming trends of learning in neighborhood schools will mean pupils join inclusive settings. The study was therefore limited to this learning in ordinary schools.

The scope was delimited to performance of tasks at school by the learners. Common limitations of the study were expected to be inadequate time for individual study of the learners; inability of respondents to express themselves fluently and independently to the

questions; and the ability of fair assessment of actual performance noted presently and in the past about the learners.

1.8 Operational definition of terms

Some terms and their meaning in relation to this study were;

- **Inclusive setting**

A form of learning environment where learners from the neighborhood study at one place irrespective of their educational needs and differences.

- **Motivation**

The process of providing incentives with a view to achieving a specific goal.

- **Performance**

How well or badly you do something-task or exam.

- **Visually impaired**

A generic term for any of several conditions which limit vision.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

Education of the visually impaired learners in inclusive settings is not a new phenomenon. Quite a number of learners have undergone it and still a big number is on course. Many books are also available on the learning of the visually impaired. The research reports and books were therefore referred to. This chapter therefore highlights areas relevant to this study.

2.1. Motivation and Performance

The researcher referred to available relevant literature on special needs education and especially visual impairment with emphasis on motivation and its effects on the visually impaired learners.

According to Dunn (1973):

“Motivation is a key factor in teaching children successfully. Every teacher finds it much easier to work with a motivated student. However, such comments as “He just doesn’t care” and “He doesn’t have the proper attitude” are frequently heard. Furthermore they are sometimes used to dismiss teacher failure. Motivation, operationally defined by the degree of engagement in a particular behavior, is subject to change. The teacher can create motivation by the judicious use of contingencies”.

This refers us to the fact that the motivated learner will perform well. He however emphasizes that the teacher must also work hard in motivating the learners to prevent negative comments

Ormrod (2003) asserts that:

“Motivation energizes, directs, and sustains behavior. It influences learning and behavior in several ways: It focuses learners attention on particular goal, instigates behavior that help learners achieve those goals, influences what and how learners cognitively process

information, determines the specific consequences that are likely to be reinforcing, and ultimately leads to higher achievement”.

This in a nutshell is what motivation has made learners achieve. With controlled motivation we expect results. This study is expected to prove this as far as visually impaired learners are concerned.

Also according to Meyen (1990)

“.....teachers will probably become even more important in the lives of students. Students today judge the excellence of teachers according to how much they encourage individual participation, give students attention, have high expectations of students, interact with them informally, and show caring for students. Students who are living through negative experiences are deeply in need of these kind of interactions. In many cases, their teachers may be the only persons who can offer them.”

This proves that there are various actions the special needs teacher can do which in the long run highly motivate the learner. Also he states that the special needs learner really needs to be motivated in order to perform. He adds that it is the special needs teachers who know why, how, and when to motivate them and so is better placed.

Shea (1994) however encourages a very different form of motivation:

“..... Children should be encouraged to join in active play; bumps and bruises last a few days, the negative effects of sheltering lasts a life time...”

Since sheltering is known to increase withdrawal, he suggests that encouragement as a form of motivation will bear great dividends even in the visually impaired learners.

Meyen (1990) clarifies as follows:

“....One distinction that is helpful in clarifying the problem is the difference between a skill deficit and a performance deficit. When a student has a skill deficit, or an inability to demonstrate the skill, remedial teaching is required. If however the student has a performance deficit, he or she is capable of demonstrating the skill but lacks the motivation

to do so. For example, if a student fails repeatedly to complete assignments, the teacher must determine if the problem is a lack of ability to accomplish the task or a lack of incentive to complete the assignment. Interventions vary significantly for these two problems.”

He leaves the decision to the teacher. This calls for motivation so that performance is realized.

According to Maslow (1970), the five levels of motivation hierarchy have the following features;

“.....Physiological needs, which are biological, safety needs, that are learned..... love and belonging needs, the desire for gregariousness and identification with others.... esteem needs, that are aimed at enhancing a person’s position....and self actualization or self-fulfillment, developing the full potentialities of an individual.”

He clearly details that motivation of achieving lower needs drives the individual to go for higher need. This also explains that with motivation of the visually impaired learners, performance can be achieved.

Harris (1991) gives ways of motivating students:

“....explaining why we teach what we do..., rewards for good work produce those good feelings....., care; teachers can help produce these feelings by sharing parts of themselves with students....., have students participate, active involvement....., teach inductively,.... Satisfy students needs ...Make learning visual... Use positive emotions to enhance learning and motivation..... and remembering that energy sells.”

All these ways are involving the teacher and the learner more intimately. These will highly motivate the visually impaired learners and so perform tasks

2.2 Review

In all the above there exist a gap in the motivation and performance of the visually impaired learners especially in relation to inclusive settings. The research therefore targets specifically the inclusive settings where there may even be few or no specialist teachers.

There is general conviction that motivation is actually useful in the learning process. Also all learners need to be motivated. Several ways of motivating general learners have also been spelt out.

The next chapter, chapter 3 methodology, will highlight into details the actual research process. It discusses the methodology that was employed in the study.

CHAPTER THREE

METHODOLOGY

3.0 Over view

This chapter details how the research was done. It details how the design was chosen, the research population and how the sample was got. It also clearly spells out the questionnaires used and why. It also shows how the data would be collected from the schools and finally analyzed.

3.1 Research Design:

A survey design was adopted since it gathers data from various stakeholders in a systematic way. This is needed for decision making. The research environment, schools and time allows for the survey design.

3.2 Target Population:

The research targets the visually impaired learners in the 52 primary schools of upper Nyakach Division of Nyakach District. Since the visual impairment is a low incidence disability every school may be taken to have 3 pupils each. This gives an overall population of 156 learners there are 52 primary schools and only one teacher per school was needed.

3.3 Population Sample and Sampling Procedures:

The research sampled 13 schools and hoped to reach one pupil/ learner and one teacher in the schools selected conveniently by location for accessibility by the researcher. This also allows the researcher to research in schools with visually impaired learner(s). This gave a sample of 13 visually impaired learners as respondents. Schools where no visually impaired learners were found were there fore skipped.

3.4 Description of research instruments.

The researcher used two questioners to collect data. Questionnaires were developed for teachers and the learners. They consisted of simple questions soliciting for responses being chosen or added to given lists.

The questionnaire for teachers had questions asking for numbers and types of the visually impaired learners taught at the school. The teachers were also asked to rate motivation and performance levels of the visually impaired learners from present and past experiences.

The teachers were also to list any known methods of motivating learners and how they have tried any. They would also give the effects realized. Finally, the teachers were to state when motivation is useful.

The second questionnaire; for pupils asked for their visual problems or difficulties and any help they get from peers. They were also to add ways they are motivated by or helped. They would also add their feelings after some good performance, with explanations.

These questionnaires were expected to be simple enough and didn't expect a lot of referees to be made.

3.5: Data Collection and Analysis Procedure.

The prepared questioners were to be piloted at Aponde Primary school. There was a known visually impaired learner there.

The other questionnaires were then taken to schools where one was with a learner and the other for any teacher who handles the visually impaired learner(s). These respondents were given enough time to fill in the questionnaires, which were collected later.

Once the questionnaires were back, summary of findings/responses was made. The analysis followed by nature of the research objectives. Tables, summaries and diagrams were used to analyze the data.

Conclusions were then made from the findings.

CHAPTER FOUR

FINDINGS

4.0. Overview

This chapter is going to cover the findings from the questionnaires taken to and got back from the schools. The findings will be based on the questions in the questionnaires which were to be used to answer the research questions. Tables, summaries and diagrams are used to present the findings.

4.1. The Teachers' questionnaires: responses from each question are tabled

4.1.1 (a). Which of the following visually impaired learners do you teach in the school and what are their numbers?

Table 4.1 :Table visually impaired learners by category

Category	How many	Percentage
One eyed	6	7.7
The squint	13	16.7
Low vision	49	62.8
With cataracts	10	12.8
Blind	0	0.0
Total	78	100%

The question sort to know the visually impaired learners by category in the 15 schools. The number stands at 78 learners.

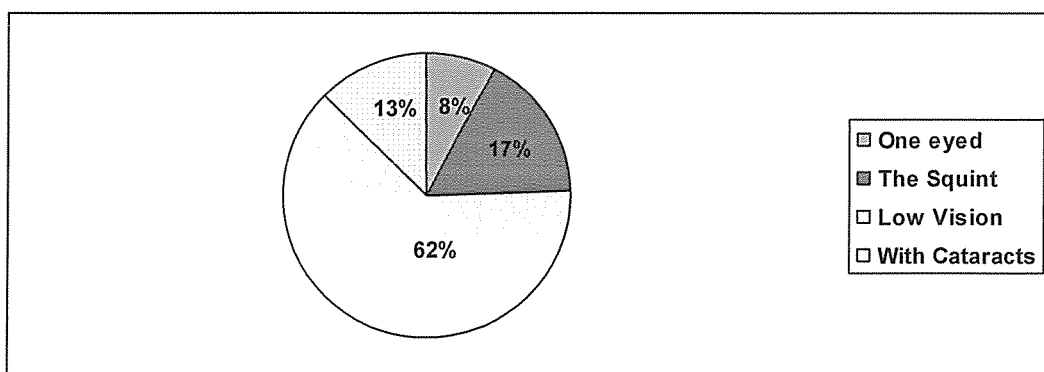


Figure 1 showing visually impaired learners by category

4.1.1 (b). Kindly rate the motivation level of your pupils who are visually impaired in the school level.

Table 4.2: motivation levels of visually impaired learners

	Tally	Total	Percentage
High		0	0
Good		6	40
Fair		8	53
Poor		1	7
Total		15	100

The question wanted the teacher to rate the motivation level of their learners. The motivation level is most at fair.

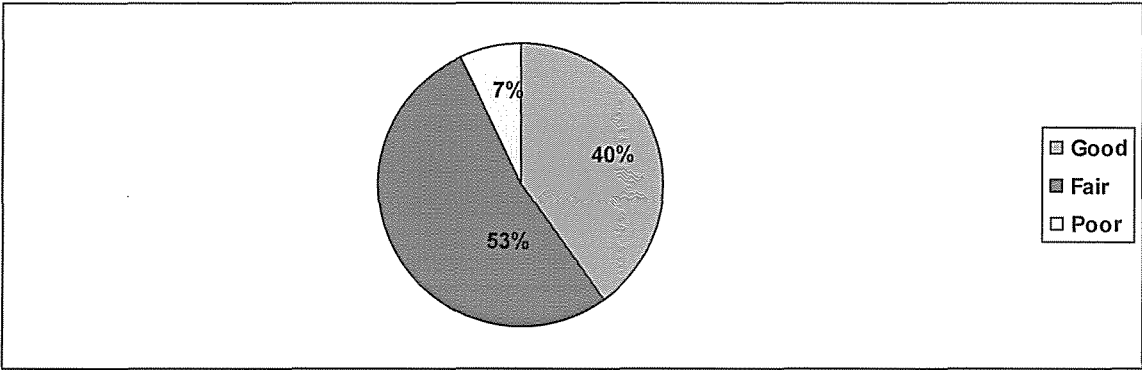


Figure 2: Showing levels of visually impaired learners.

4.1.1 (c). Kindly compare the performance of the visually impaired learners to that of their sighted peers.

Table 4.3: Comparison of performance of visually impaired learners to sighted peers

	Tally	Total	Percentage
Same		3	20
Low		12	80
Very low		0	0
Total	15	15	100

The question asked the teacher to compare the every day performance of the visually impaired learners as it relates the performance of the sighted peers

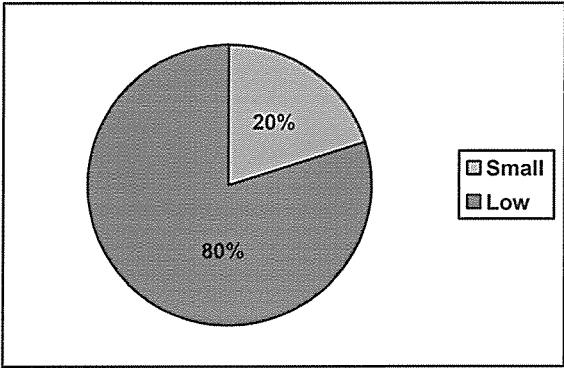


Figure 3: Showing the comparison of performance of visually impaired learners to sighted peers

The performance is found to be lower.

Asked to explain the reasons for lower performance the respondents gave the response in the following list.

Reasons for poor performance of visually impaired learners

- i. Have difficulties and strain a lot
- ii. Absence of special needs education teachers to address their problems
- iii. Mostly withdrawn in some class activities, physical and play activities
- iv. Need a lot of time to get concepts
- v. Difficulties in seeing hence become slow learners
- vi. Learning environment need to be conducive

- vii. Some must be assisted by others to answer exams
- viii. Reading problems with letters
- ix. Over use of black walls is a hindrance
- x. Some rely on guesswork

4.1.2. List the ways you use to motivate the visually impaired learners in your class and school

Ways used to motivate the visually impaired learners

- i. Remember one on one teaching
- ii. Option of choosing sitting position
- iii. Friendliness and good teacher/pupil relationship
- iv. Encouraging participation of visually impaired learners
- v. Offering praise, rewards, claps and positive reinforcement
- vi. Individual assistance during class work/teaching
- vii. Extra time for finishing work
- viii. Adequate reading materials given
- ix. Coloured and varied reading materials

The respondents gave various ways they use to motivate the learners. These are put in the list above also according to Meyen (1990) and Harris (1991).

4.1.3. (a). Kindly explain how you motivate/have motivated any one such learner.

Here the teachers were to indicate any one process they carried out with the learner to make them motivated. The responses got are listed below also according to Meyen (1990) and Harris (1991).

Ways used to motivate learners

- i) Encouraged to participate in sports.
- ii) Encouraged equal opportunity in studies and hard work in class.
- iii) Gave close attention in class and friendliness.
- iv) Promoted one learner to the next class.
- v) Recognized and involved the learner in learning process.
- vi) Rewarded one for one good performance through token.

- vii) Flexible timing of work duration.

4.1.3 b) What was the effect on the performance of the task given or exam result?

This question was asking for the effect of the actions done in the above list. The responses were;

- Performed better.
- Performance greatly improved
- Remarkable improvement noted
- Positive improvement experienced
- Upward trend in class and exam performance.
- Self esteem and morale boosted
- Became more social with others.
- Little improvement realized.

4.1.3(c) When do you find it useful to motivate the visually impaired learners?

This question asked for the time the teacher's motivation efforts were really needed. The respondents gave four key areas:

- All the time
- During classroom learning
- When the task given is tough.
- Whenever withdrawn.

The main time here is; **all the time**, which carries all the others.

4.2. The pupils' questionnaire: The responses to each question are tabled or listed

4.2.1 Tick those things appropriate to your problems.

The 15 respondents gave various problems they have with vision;

Table 4.4: Learners' visual problems

Difficulty	Out of 15	Percentage in the group
(a). Difficulty seeing words on black wall	13	87
(b). Itching eyes	11	73
(c). Watery eyes	11	73
(d). Reading book from very near	10	67
(e). Reading book from far	05	33
(f). Discomfort after reading for some time	10	67
(g). Not seeing far off things	11	73
(h). Not seeing	00	0

The table reveals that the learners surely have problems with school tasks.

4.2.2. How do other pupils help you in the school?

The 15 respondents gave responses of how other pupils help them in school. This is shown below;

Table 4.5: Assistance offered by sighted peers

Help	Total	Percentage
(a). Read for you things you don't see	10	37
(b). Allow you sit near the black wall	12	44
(c). Copy for you notes	05	18
(d). Guide you round the class and school	00	00

The table shows that they are helped in various ways though majorly allowing them to sit near the black wall.

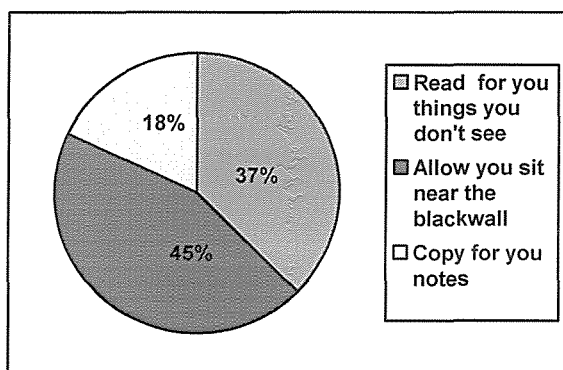


Figure 4: Showing assistance offered by sighted peers.

4.2.3. Apart from teaching you, what other things do your teachers do to you to help you do well at school?

The pupils listed the following responses in order of preference:

- i. Putting me near the chalkboard
- ii. Offer remedial work
- iii. Encourage me to learn
- iv. Give more work time
- v. Using bold materials
- vi. Advice on medical care
- vii. Enable to get reading glasses and visual aids
- viii. Provide learning materials
- ix. Encouraged in all school activities

It is clear that they are being encouraged and motivated to learn in several way also according to Dunn (1973)

4.2.4. How do you feel when you have done well in one test?

All the 15 respondents gave one word meaning, Joy: the words were;

- Feel good
- Excited
- Happy
- Proud

Asked to explain the above position, they gave these responses:

- I also can do like others
- I enjoy learning
- Hope to do well in future
- My parents will also be happy
- Motivated to do even better

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Overview

This chapter is going to cover the actual analysis of the findings in the previous chapter. The information got as data in the last chapter is to be used to prove or disapprove the research.

5.1. Discussions

The research questions were;

- a) Do the visually impaired learners in inclusive settings perform as the sighted peers?
- b) Are the visually impaired learners well motivated in their inclusive settings?
- c) What are the ways of motivating the visually impaired learners in the inclusive settings?
- d) When should the visually impaired learners be motivated in inclusive settings?

The discussions here focus on the research question as it relates to the question in the questionnaires.

5.1 (a). Do the visually impaired learners in inclusive settings perform as the sighted peers?

This was to be answered by responses from the teachers' questionnaire 1(c).

The responses indicated that a big majority of up to 80% felt that the performance is lower in the visually impaired learners. It can thus be realized that a lot has to be done to improve the performance level. One possible explanation is that there is still little or no continuous motivation to sustain the performance level to go up. Several respondents also expressed a lot of need on the part of the specialized teachers who are not available and the improvement of the environment for the visually impaired learners.

5.1 (b). Are the visually impaired learners well motivated in their inclusive settings?

This was to be answered by response from the teachers' questionnaire 1(a) and the pupils' questionnaire 3

The motivation was found to be only fair. One possible explanation of only fair motivation may be due to inadequate awareness on the part of the teacher. This leads to little motivation. The most part of motivation comes from the teacher. Also the mixed nature of the abilities in the class may distract the teacher from motivating those who really need it in the class. The pupils also may not take the motivation listed seriously.

5.1. (c). What are the ways of motivating the visually impaired learners in the inclusive settings?

This was to be answered by responses from the teachers' questionnaire 2 and 3(a) and pupils' questionnaire 3.

These questions gave so many options of motivating the visually impaired learners. Good use of them and a combination of options will highly motivate the learners. One possible explanation of the variety is that motivation should be done in almost every aspect of life of the visually impaired. So a whole variety should be used.

5.1(d). When should the visually impaired learners be motivated in inclusive settings?

This was to be answered by responses from the teachers' questionnaire 3(c) and pupils' questionnaire 4.

The responses clearly indicate that motivation should be done **all the time**. This means always and every where. The reason for this situation of **all the time** is that pupils also feel good and so go forth to do work expecting better performance.

5.2. Conclusions

The following conclusions have therefore been made from the study:

- The visually impaired learners still perform slightly below/lower than their sighted peers in inclusive settings.
- The visually impaired learners are fairly motivated in their inclusive setting. There is need for well motivation.
- Several ways are available for motivating the visually impaired learners and so should be used.
- The visually impaired learners should be motivated all the time in inclusive settings.
- Visually impaired learners are varied in our inclusive setting and so specialist teachers are very necessary to help them always.
- Some good motivation of visually impaired learners is essential and makes them achieve good performance.

5.3. Recommendations

To make the teaching/learning process of the visually impaired learners effective, the following recommendations have been made:

- Special Needs Education teachers should be made to teach the visually impaired learners in inclusive settings.
- The teachers should motivate the learners all the time to achieve good performance.
- Various ways should be used to motivate the visually impaired learners

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APPENDICES

Appendix A: Teachers questionnaire

MOTIVATION AND PERFORMANCE OF VISUALLY IMPAIRED LEARNERS IN INCLUSIVE SETTINGS IN UPPER NYAKACH DIVISION, NYAKACH DISTRICT, KENYA

1.(a) Which of the following visually impaired learners do you teach in the school and what are their numbers?

Category	How many?
One eyed	
The Squint	
Low vision	
Blind	
With cataracts	

1 (b) Kindly rate the motivation level of your pupils who are visually impaired in the school setting (Put a tick appropriately)

Poor	Fair	Good	High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1(c). Kindly compare the performance of the visually impaired learners to that of their sighted peers. (Tick appropriately)

Very low	Low	same
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kindly explain

.....

.....

.....

.....

2. List the ways you use to motivate the visually impaired learners in your class and school

- a)
- b)
- c)
- d)
- e)
- f)

3 (a). Kindly explain how you motivated any one such learner.

.....
.....
.....

(b). What was the effect on the performance of the task given or exam result?

.....
.....
.....
.....

(c). When do you find it useful to motivate the visually impaired learners?

.....
.....
.....
.....

QUESTIONNAIRE II FOR LEARNERS

1. Tick those appropriate to your problem

√ Or X

(a). Difficulty seeing words on black wall	
(b). Itching eyes	
(c). Watery eyes	
(d). Reading book from very near	
(e). Reading book from far	
(f). Discomfort after reading for some time	
(g). Not seeing far off things	
(h). Not seeing	

2. How do other pupils help you in the school?

√ Or X

Help	
(a). Read for you things you don't see	
(b). Allow you sit near the black wall	
(c). Copy for you notes	
(d). Guide you round the class and school	

3. Apart from teaching you what other things do your teachers do to you to help you do well at school?

.....

.....

.....

.....

4. How do you feel when you have done well in one test?

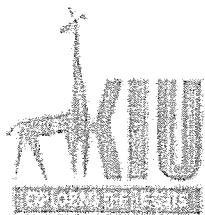
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Explain.....

.....

Appendix C: RESPONDENTS TABLE

No	SCHOOL	Research Date	Return Date	Visually Impaired learners
	ACHINGURE	25 – 02 – 09	27 – 02 - 09	1
	OGEKA	04 – 03 - 09	04- 03 - 09	8
	APONDE	02 – 03 - 09	16 - 03 - 09	3
	CHACHI	03 - 03 - 09	12 - 03 - 09	12
	APOKO	04 - 03 - 09	04 - 03 - 09	2
	NGOPE	06 - 03 - 09	14 - 03 - 09	3
	NYAMARIMBA	06 - 03 - 09	14 - 03 - 09	1
	KAJIMBO	03 - 03 - 09	13 - 03 - 09	3
	AGAI	06 - 03 - 09	18 - 03 - 09	31(unit)
	INNIS ED.C	03 – 03 - 09	26 - 03 - 09	2
	OLWA	06 - 03 - 09	18 - 03 - 09	4
	LWANDA	06 - 03 - 09	25 - 03 - 09	3
	BAR – KAWARINDA	06 - 03 - 09	27 - 03 - 09	1
	NYABONDO BOYS	23 - 03 - 09	04 - 04 - 09	2
	OROB	27 - 03 - 09	01 - 04 - 09	2



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Office of the Director

16-4-2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. JULIUS P ONGERE ONGARO

REG. #. RED/15736/71/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a ~~Diploma~~/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

MOTIVATION AND PERFORMANCE OF VISUALLY

IMPAIRED LEARNERS IN INCLUSIVE SETTINGS

WGS IN UPPER NYAKACH DIVISION, NYAKACH

DISTRICT, KENYA

The research is a requirement for the Award of a ~~Diploma~~/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE