

**TEACHING STRATEGIES AND ACADEMIC PERFORMANCE OF LEARNERS WITH  
VISUAL IMPAIRMENT IN PRIMARY SCHOOLS KAPLAMAI  
DIVISION, TRANSNZOIA COUNTY,  
KENYA**

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In Partial Fulfillment of the Requirements for the Degree of  
Masters in Special Needs Education

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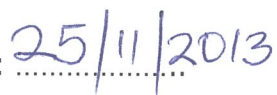
November 2013

## DECLARATION A

I **CHIRCHIR S. JOHN** do hereby declare that this thesis is my original work and it has not been prior submitted to any university for the award of a degree or any other related award.

SIGNATURE:  .....

**CHIRCHIR S. JOHN**

Date:  .....



## APPROVAL

I, confirm that the work reported in this thesis was carried out by the candidate under my supervision

Dr. Karyade V.

NAME AND SIGNATURE OF SUPERVISOR

25/11/2013.

DATE

## **DEDICATION**

I dedicate this work to my beloved wife Marther Chirchir, for her encouragement and financial support; I also dedicate it to my children.

## **ACKNOWLEDGEMENT**

I would like to appreciate most sincerely Dr. Kibuuka Muhammed who taught me research methods and skills of writing a good thesis.

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Finally I thank Mr. Kasozi Fred for assisting me analyze data in chapter four and five.

## **LIST OF ACRONYMS**

SPSS	Statistical Packages for Social Science
PLCC	Pearson Linear Correlation Coefficient
R – value	Relationship value
Sig	Significant Value
Vs	Verses
R <sub>2</sub>	Significant difference
=	Equals
%	Percentage

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## ABSTRACT

The study was to determine teaching strategies and performance of learners with visual impairment was carried out in primary schools in Kaplamai Division, Transzoia County in Kenya. The **Objectives** of the study were to; determine the level of teaching strategies applied by teachers, assess the level of performance of visual impaired learners and establish whether there was a significant relationship between teaching strategies and performance of visual impaired learners in Kaplamai division. **Methodology** The study adopted Piaget, J. (1963) theory of constructivist learning. The study employed descriptive and correlation designs; the study targeted 200 respondents with a sample size of 133 selected using Solven's formula. The researcher targeted teachers as respondents because they are the one who design teaching strategies and assess the performance of learners. Questionnaires were used to collect data and was validated by context experts, two doctors and piloted in six primary schools in Kaplamai to determine its reliability. The data analysis was done statistically using Statistical Package for Social Science (SPSS). The **Findings** showed that the teaching strategies positively and significantly influence performance of learners with visual impairment in Kaplamai Division. The researcher made the following **Conclusions** The level of teaching strategies in the public primary schools of Kaplamai division, Kenya, was high, The performance of learners with visual impairment in the public primary schools of Kaplamai division Kenya was moderate, There was a significant relationship between teaching strategies and the academic performance of pupils with visual impairment in the public Primary schools of Kaplamai division, Kenya. **Recommend**s The researcher recommends that if the performance of learners with visual impairment in Kaplamai division Transzoia County Kenya is to improve the following should be done; Teaching strategies and skills should be improved through going for further studies and doing refresher courses or research on new and well proved methods and techniques in teaching visual impaired learners. There should be adequate planning by the teachers in their strategies before going to teach or interact with the learners through preparations of relevant and simple teaching/learning resources and reference materials to make the teaching more lively to the learners and enjoyable to them in order for them to improve in their performance in class. The teachers should establish and maintain a friendly relationship between the teachers and the pupils should be encouraged so that there is no big gap between the two parties as this will allow learners to express themselves to present their requests and concerns to their teachers thus improving on their performance in school, Teachers and school administrators should carefully handle the evaluation process in a way that takes away the fear from the pupils, make it to appear as a daily routine and clearly set good standards for any assessment. that if the performance of learners with visual impaired to improve, there should be adequate planning by teachers and use of appropriate teaching strategies and appropriate teaching learning resources teachers and school administration should carefully handle the evaluation process in a way that takes away the fear of the learners. Learners should be trained to do examinations from time to time.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The chapter presented an insight background (historical perspective theoretical perspective, Conceptual perspective and contextual perspective to the study) statement of the problem, purpose of the study, research objectives, research questions, the scope of the study and significance of the study.

#### **1.1. Background of the study**

##### **1.1.1 Historical perspective**

According to Richardmond (1990), prior to establishment of special schools globally, some individuals were involved in the welfare of the visually impaired learners. The welfare of learners with visual impairment was made in their families. But still it was substandard with no proper method of serving them. However, after the international conference, for the handicapped, held in various parts of the world such as the World Conference on Special Needs Education held in Salamanca, Spain in 1994; the Conference for the World on Education for all held in Dakar, 2000 and the Education for the Visually Impaired Learners Change for the Better of the Learners Richardmond (1990).

The Kenyan government in Collaboration with Stakeholders such as the Kenyan society for the visually impaired has been putting in place strategies to refine education for the visually impaired learners with more efforts placed on improving Learners performance at all levels (K.I.S.E, 1993)

Hallahan (1997) pointed out that one way to improve pupil's performance is to improve and acquaint teachers with adequate teaching strategies. Ford (1992) cited out that, those prospective and practicing teachers need to develop a repertoire of teaching strategies that have proven to be effective in enhancing learning and to improve learners' performance.

Kang and Peter (1990) stressed that, what teachers do in class by implementing teaching strategies results into good performance of learners despite their disabilities, hence seemingly stressing the need for good teaching strategies.

The Kenyan government through the Ministry Of Education in 2003 agitated for inclusive education of children with visual impairment. The ministry planned various in-service courses for teachers to acquaint themselves with teaching strategies to teach learners with visual impairment. This was done through a programme known as key resources teachers. The outcome of this programme improved the performance of visually impaired learners in inclusive setting. Learners with visual impairment need teaching strategies such as hand on hand method brailing method.

In Kaplamai Division in Transoia County there are some learners with visual impairment with diverse degree of blindness. Indeed the teaching strategies and performance of learners has become an issue of concern hence teachers need to be equipped with teaching strategies in order for them to improve performance of learners with visual impairment. The study was hence carried out.

### **1.1.2 Theoretical perspective**

The study was based on the Piaget, theory of constructivist propounded in 1963. Learning constructivism is a theory of knowledge (epistemology) that argues that humans generate knowledge and meanings from an interaction between their experiences and their ideas. This theory was relevant to this study because the teaching strategies that teachers used to impart knowledge to visually impaired learners help learners to understand the content taught by the teachers through their experiences.

Cole (1988) stated that poor relationship in school between teachers and learners leads to negative attitudes and aggressiveness by the learners towards their authority. This theory was crucial to this study because it focuses on learning from experience and gained knowledge from teachers.

It is important to note that constructivism is not a particular pedagogy. In fact constructivism is a theory describing how learning happens, regardless of whether

learners are using their experiences to understand a learning process or gaining knowledge from the teachers. Knowledge gained out of experience determines the performance of a learner.

According to Jean Piaget and Lev Vygotsky Constructivism is a new approach in education that claims humans are better able to understand the information they have constructed by themselves. According to constructivist theories, learning is a social advancement that involves language, real world situations, and interaction and collaboration among learners. The learners are considered to be central in the learning process. Learning is affected by our prejudices, experiences, the time in which we live, and both physical and mental maturity. When motivated, the learner exercises his will, determination, and action to gather selective information, convert it, formulate hypotheses, test these suppositions via applications, interactions or experiences, and to draw verifiable conclusions. Constructivism transforms today's classrooms into a knowledge-construction site where information is absorbed and knowledge is built by the learner.

In constructivist classrooms, unlike the conventional lecturer, the teacher is a facilitator and a guide, who plans, organizes, guides, and provides directions to the learner, who is accountable for his own learning. The teacher supports the learner by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allow for independent thinking and new ways of learning information. Learners work in groups to approach problems and challenges in real world situations, this in turn leads to the creation of practical solutions and a diverse variety of Learner products. Constructivist theories have found more popularity with the advent of personal computers in classrooms and homes. PCs provide individual Learners with tools to experiment and build their own learning at their own pace. With the use of the web, the learner can now conduct research, interact with diverse populations, share ideas, and work on group projects. The assessment tool in a constructivist classroom is

not a test or a quiz, rather it is the learner product; most of the time this is in a portfolio format that has been designed by the learner.

Jean Piaget and Lev Vygotsky are two eminent figures in the development of constructivist theories. They share the common belief that classrooms must be constructivist environments; however, there are differences in terms of their theories and variations as to how constructivism should be carried out in classrooms.

Jean Piaget (1896-1980), remembered for his extensive research on developmental psychology, explains the learning process by schemes (the organization of information on how things work), assimilation (the placing of new information into schemes), and accommodation (transforming existing schemes or creating new ones). The motivation for learning is the predisposition of the learner to adapt to his environment, hence to institute equilibrium between schemes and the environment. Continuous interactions among existing schemes, assimilation, accommodation, and equilibrium create new learning.

Piaget explores four sequential stages of the psychological development of the young learner and believes teachers should be cognizant of these stages. During the Sensory-motor Stage, (before the age of 2) sensory experiences and motor activities dominate. Intelligence is intuitive in nature and knowledge; it is acquired through mental representation during the Preoperational Stage (from age 2 to age 7). At the Concrete Operational Stage (from age 7 to age 11), intelligence is logical, conserved, and dependent on concrete references. The Formal Operational Stage (after 11 years of age) is the stage when abstract thinking starts and the learner starts thinking about probabilities, associations, and analogies.

Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning environment, children should be allowed to construct knowledge that is meaningful for them.

### 1.1.3 Conceptual perspective

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. In this study academic performance was characterized by performance in tests, in course work and performance in examinations of undergraduate students.

According to MC Loughlin, J.S. (1975), an effective teacher or family child care provider chooses a strategy to fit a particular situation. It's important to consider what the children already know and can do and the learning goals for the specific situation. By remaining flexible and observant, we can determine which strategy may be most effective. Often, if one strategy doesn't work, another will. And these will include strategies such as; Acknowledge what children do or say. Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. Encourage persistence and effort rather than just praising and evaluating what the child has done, Give specific feedback rather than general comments, Model attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them, Demonstrate the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as using a wire whisk or writing the letter P), Create or add challenge so that a task goes a bit beyond what the children can already do. For example, you lay out a collection of chips, count them together and then ask a small group of children to tell you how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To reduce challenge, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips. Ask questions that provoke children's thinking, Give assistance (such as a cue or hint) to help children work on the edge of their current competence Provide information, directly giving children facts, verbal labels,

and other information, and Give directions for children's action or behavior. All these according to MC Loughlin, J.S. (1975). Once used very well in the school will yield to better or good performance of learners with visual impairment in primary schools in Kaplamai Division, Transnzoia County Kenya.

#### **1.1.4. Contextual perspective**

The study was conducted in Kaplamai division Transnzoia County with 133 respondents. Frieman (1997) states during teaching the learners should be given sufficient attention. In Kenya there are no practical based, problem based learning techniques that can ensure holism among visually impaired learners. The broad based curriculum is lacking hence lack of holism, the methodologies in place are teacher centered and not based individual and societal.

Despite several measures put in place to ensure transition, there is a marked low entry retention and transition of visually impaired learners to higher level as learners are not equipped with both academic and non-academic (Vocational) skills; Fagbamiye (2004). The blame is put to all stake holders in education like teachers, school management and the government.

This indicates that the problem of holistic development among visually impaired learners affects everybody. Without pin-pointing who is who, the problem needs immediate solutions if the visually impaired develop and fit in every dynamic village. The solution to this problem is to identify factors that inhibit holistic development of visually impaired learners, so that each of the factors can be investigated upon and tested empirically, in order to identify most of the impending factors, if a workable solution to be sought, survey of 2011 undertaken by world bank indicated that the teaching strategies for visually impaired learners should be improved. Some of the reasons given to lack of adequate teaching were; teachers skills, which require refresher courses on techniques to handle visually impaired learners, inadequate



planning by the teacher, teacher learner friendship and careful way of handling evaluation.

Lack of effective teaching can be characterized by lack of attention, poor spellings, low participation in classroom and failure to complete assignments.

According to (Cashin, 1990): Institutions of learning across the nation are responding to political, economic, social and technological pressures to be more responsive to Learners needs and more concerned about how well Learners are prepared to assume future societal roles. Schools are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Some of the more prominent strategies are outlined below.

Lecture. For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach Learners (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to Learners. The disadvantages are that lecturing minimizes feedback from Learners, assumes an unrealistic level of Learner understanding and comprehension, and often disengages Learners from the learning process causing information to be quickly forgotten.

Case Method. Providing an opportunity for Learners to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy

that engages Learners in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many schools have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion. There are a variety of ways to stimulate discussion. For example, some schools begin a lesson with a whole group discussion to refresh Learners memories about the assigned reading(s). Other schools find it helpful to have Learners list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the Learners. Instructors should communicate this commitment to the Learners on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the Learners must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning. Meyers and Jones (1993) define active learning as learning environments that allow "Learners to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require Learners to apply what they are learning". Many studies show that learning is enhanced when Learners become actively involved in the learning process. Instructional strategies that engage Learners in the learning process stimulate critical thinking and a greater

awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance Learner learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

Assessing or grading Learners contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Learners need and want to know what is expected of them. For more information about grading, see the Evaluating Learner Work section contained in this Guide.

Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of Learners to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating Learner/schools discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of schools and Learner involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide schools with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

Integrating Technology. Today, educators realize that computer literacy is an important part of a Learner's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for schools and Learners. Many schools have found electronic mail to be a useful way to promote Learner/Learner or schools/Learner communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with Learners and colleagues, or discipline- specific software to increase Learner understanding of difficult concepts.

Currently, our Learners come to us with varying degrees of computer literacy. Schools who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline.

## 1.2 Statement of the Problem

The Kenyan government through the Ministry of Education in 2003 agitated for inclusive education of children with visual impairment. This has been agitated by introduction of free and compulsory primary education (F.P.E) IN 2003. This requires urgent attention due to the fact that in the recent Kenya certificate of primary education (K.C.P.E) schools in Kaplamai Division, Transnzoia County performed poorly in four consecutive national exams as indicated in the table below.

**Table 1: KCPE Results**

Examination year		Mean score	Out of
KCPE	2007	287	500
KCPE	2008	247	500
KCPE	2009	246	500
KCPE	2010	240	500

**Source: Ministry of Education KCPE Results**

From this statistical figure therefore it is evidenced that academic performance had significantly deteriorated in the past three years. The possible causes of this decline in

performance was due to the poor teaching strategies used by teachers in the free primary education set up Ndurumo (1993). Inadequate staffing, poor teaching methods used by teachers, poor utilization of teaching and learning resources in school. Given this agitation, many parents and guardians with such children enrolled those children in school. Unfortunately however, the results of the national primary leaving Examinations such as those of 2010 and 2011 reflect poor performance of learners with visual impairment. Much as the causes of poor performance can be several, the researcher attributed it to teachers' teaching strategies, given the fact that those visual impaired learners are not studying separately. They are studying and are taught together with the other children without visual impairment. It was upon this background that this study was to focus on Teaching strategies and academic performance of learners with visual impairment in Kaplamai division, Kenya.

### **1.3 Purpose of the Study**

This study was intended to establish the effectiveness of the teaching strategies applied to teach learners with visual impairment and their relationship with the level of these learners' academic performance in primary schools in Kaplamai Division, Transnzoia County, Kenya

### **1.4 Research Objectives**

1. To determine the effectiveness of teaching strategies applied by the teachers in Kaplamai Division, Kenya.
2. To assess the level of academic performance of visual impaired learners in Kaplamai Division.
3. To establish whether there is significant relationship between teaching strategies and the academic performance of visual impaired learners in Kaplamai Division.

### **1.5 Research Questions**

1. What is the effectiveness of teaching strategies applied by teachers for visual impaired learners?

2. What is the level of academic performance of visual impaired learners in Kaplamai Division?
3. Is there a significant relationship between teaching strategies and performance of visual impaired learners in Kaplamai Division?

## **1.6 Hypothesis**

There is no significant relationship between effectiveness of teaching strategies and performance of visual impaired learners in Kaplamai division Transnzoia County Kenya.

## **1.7 Scope**

### ***Geographical scope***

The study was carried out in public Primary school in Kaplamai division, Transnzoia County. The school included kapsara Primary, Makutano primary, Bande primary, Birbriet primary, Ngonyek primary, Sinyerere primary, Kegoro primary and Kesogon primary schools. The researcher chose this region or this geographical location because of its effectiveness and it is very near to his place of residence.

### **Content scope**

The study examined the level of teaching strategies as the independent variable and learner's academic performance as a dependent variable. It came up with teaching strategies to improve performance of visually impaired learners in primary schools in Kaplamai division

### **Time scope**

The collection of data was conducted in six months, August 2012 to February 2013 after which a dissertation was written.

## **1.8 Significance of the Study**

The findings of this study were beneficial to the following disciplines;

**Ministry of Education** will know level of teaching strategies and performance among learners in inclusive setting in public school.

The teachers were empowered by the outcome of the study to support and handle well learners with visual impairments.

**The local community;** awareness of the level of visual impairment and its modification strategies to will be used to support learners in public primary

**Curriculum developers,** will utilize the findings of the study to develop differentiated curriculum for learners in inclusive setting;

**Future researchers;** will utilize the fundamental of this study to develop related study

The research findings will contributed a general knowledge by creating awareness to parents on the causes and prevention of visual impairments for their children and also prevention of physical barriers that hinder learning to their children

### **Operation Definition of Key Terms**

The terms used in the study carried the following operational meaning.

**Teaching strategies:** was the method of delivering information to the visual impairment learners.

**Performance:** referred to the learning outcome as a result of learning process

**Demographic characteristics of the respondents:** were attributes looked for in this study in terms of gender, age, educational levels, number of qualified teachers and number of years of teaching experience.

**Teacher:** A person who provides schooling for others

**Evaluation:** A Systematic determination of merit, worth and significance of smoothing or someone using criteria against a set of standard

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the theoretical review, conceptual framework and review of related literature put up by different Authors on the variables.

#### **2.1 Theoretical review**

The study was based on the Piaget, J. (1963) theory of constructivist learning. This is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. This theory was relevant to the study because the teaching strategies that teachers used to impact knowledge to visually impaired learners help learners to understand the content taught by the teachers through their experiences.

While Weimer's model appeals to schools, they find that is less pragmatic in describing ways to implement change (Wright, 2006). Since these five practices are broad abstract categories, they do not identify specific learner-centered behaviors for many instructors, to assist schools, I defined each practice into specific components and incremental steps between instructor-centered and learner-centered teaching.

Constructivism is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experience; and their ideas. During infancy, it was an interaction between human experiences and their reflexes or behavior-patterns. Piaget called these systems of knowledge schemata. Constructivism is not a specific pedagogy, although it is often confused with constructivism, an educational theory developed by Seymour Papert, inspired by constructivist and experiential learning ideas of Jean Piaget. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.



Social constructivism or socioculturalism encourages the learner to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview. Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life. This also stresses the importance of the nature of the learner's social interaction with knowledgeable members of the society. Without the social interaction with other more knowledgeable people, it is impossible to acquire social meaning of important symbol systems and learn how to utilize them. Young children develop their thinking abilities by interacting with other children, adults and the physical world. From the social constructivist viewpoint, it is thus important to take into account the background and culture of the learner throughout the learning process, as this background also helps to shape the knowledge and truth that the learner creates, discovers and attains in the learning process (Wertsch 1997).

Furthermore, it is argued that the responsibility of learning should reside increasingly with the learner (Glaserfeld, 1989). Social constructivism thus emphasizes the importance of the learner being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with the instructor to teach and where the learner played a passive, receptive role. Von Glaserfeld (1989) emphasized that learners construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full complete information.

Piaget believes that a constructivist classroom must provide a variety of activities to challenge learners to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge.

Videodisks, CD-ROMs and simulation software enhance learning, while telecommunication tools, like e-mail and the Internet, provide contexts for dialogue and interaction within the classroom, the schools, and the community leading to the social construction of knowledge. Learners have the opportunity to be exposed to other ideas, cultures, and forums on global issues. Learners can work on collaborative projects, which may come in the form of a networked writing project, or the building of separate phases of an engineering project that enables them to receive and give instant responses.

In an elementary Piagetian classroom, concrete learning experiences, such as drawing, drama, model building and field trips that involve hands-on opportunities to see, hear, touch, taste, and smell are essential. These early activities and the use of tangible manipulatives and visual aids serve as building blocks for more sophisticated tasks, such as reading comprehension.

Lev Vygotsky (1896-1934), known for his theory of social constructivism, believes that learning and development is a collaborative activity and that children are cognitively developed in the context of socialization and education. The perceptual, attention, and memory capacities of children are transformed by vital cognitive tools provided by culture, such as history, social context, traditions, language, and religion. For learning to occur, the child first makes contact with the social environment on an interpersonal level and then internalizes this experience. The earlier notions and new experiences influence the child, who then constructs new ideas. Vygotsky's (1978, p. 56) example of being able to point a finger displays how this behavior, which begins as a simple motion, becomes a meaningful movement when others react to the gesture.

Vygotsky's constructivism is known as social constructivism because of the significance of culture and social context. For Vygotsky, the zone of proximal development ". . . the distance between the actual development of a child as determined by the independent

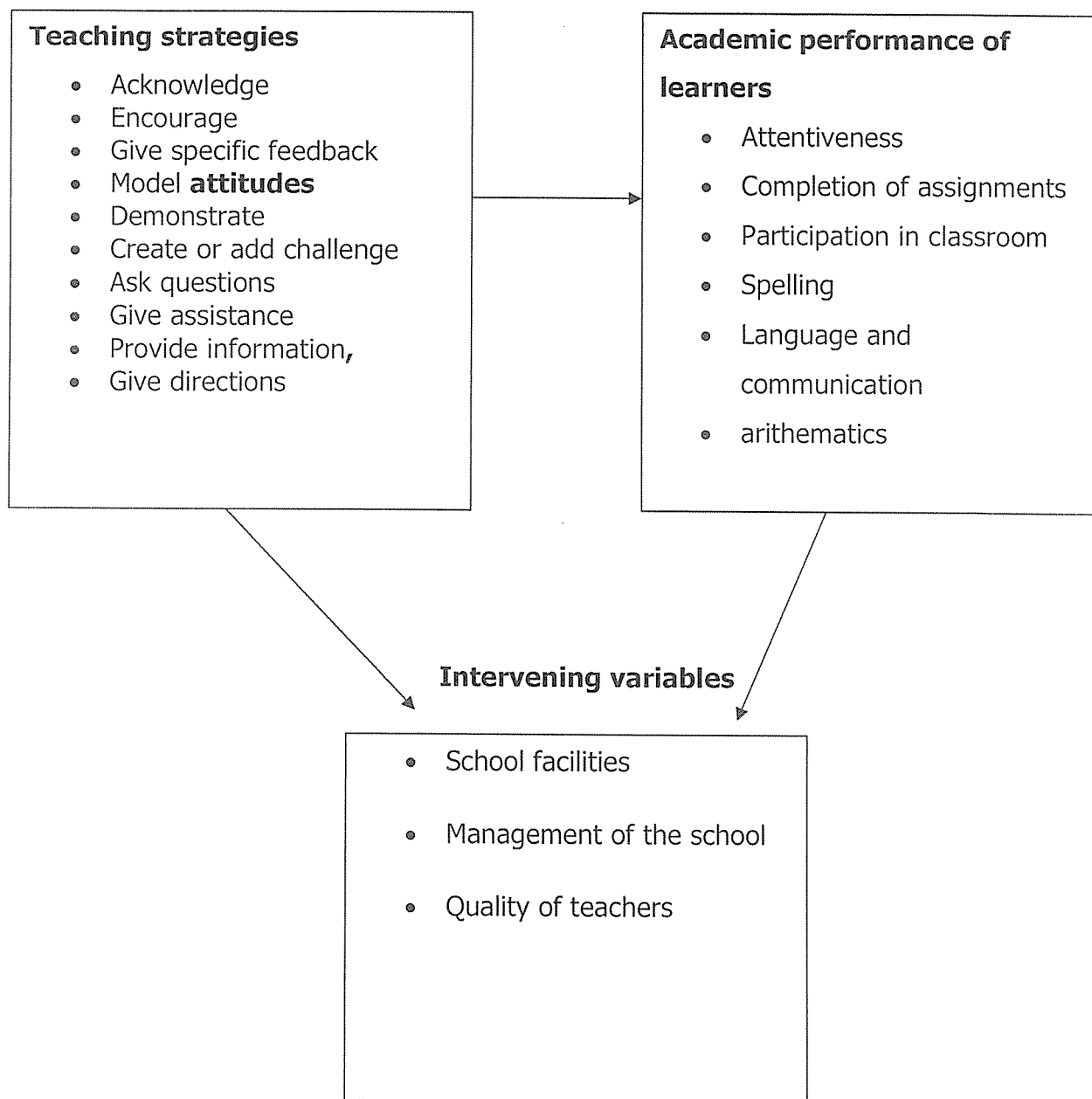
problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more peers (Vygotsky: 1978)" suggests that cognitive development is limited to a certain range at a particular age. However, with the help of social interaction, such as assistance from a mentor, Learners can comprehend concepts and schemes that they cannot know on their own. Curriculum specialists and lesson plan builders can use the zone of proximal development as a guiding reference.

A Vygotskian classroom emphasizes creating one's own concepts and making knowledge one's property; this requires that school learning takes place in a meaningful context, alongside the learning that occurs in the real world. As seen earlier in the Piagetian classroom, this model also promotes the active participation and collaboration of distinctive learners. The Vygotskian classroom stresses assisted discovery through teacher-Learner and Learner-Learner interaction. Some of the cognitive strategies that group members bring into the classroom are questioning, predicting, summarizing, and clarifying.

In a Vygotskian classroom, dynamic support and considerate guidance are provided based on the learner's needs, but no will or force is dictated. Learners are exposed to discussions, research collaborations, electronic information resources, and project groups that work on problem analysis.

Some examples of classroom activities that might be used in a constructive classroom are as follows:

## 2.2 Conceptual frame work



**Source:** Popenoe, David. *Life Without Father: Compelling New Evidence that Fatherhood and Marriage are Indispensable for the Good of Learners and Society*. (New York: The Free Press, 1996)

From the above conceptual frame work we find that the independent variable which is teaching strategies such as Acknowledge what children do or say. Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (*"Thanks for your help, Kavi."* *"You found another way to show 5."*), Encourage persistence and effort rather than just praising and evaluating what the child has done. (*"You're thinking of lots of words to describe the dog in the story. Let's keep going!"*), Give specific feedback rather than general comments. (*"The beanbag didn't get all the way to the hoop, James, so you might try throwing it harder."*), Model attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them (*"Hmm, that didn't work and I need to think about why."* *"I'm sorry, Ben, I missed part of what you said. Please tell me again."*), Demonstrate the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as using a wire whisk or writing the letter *P*), Create or add challenge so that a task goes a bit beyond what the children can already do. For example, you lay out a collection of chips, count them together and then ask a small group of children to tell you how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To reduce challenge, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips., Ask questions that provoke children's thinking. (*"If you couldn't talk to your partner, how else could you let him know what to do?"*), Give assistance (such as a cue or hint) to help children work on the edge of their current competence (*"Can you think of a word that rhymes with your name, Matt? How about bat . . . Matt/bat? What else rhymes with Matt and bat?"*), Provide information, directly giving children facts, verbal labels, and other information. (*"This one that looks like a big mouse with a short tail is called a vole."* And Give directions for children's action or behavior. (*"Touch each block only once as you count them."* *"You want to move that icon over here? Okay, click on it and hold down, then drag it to wherever you want."*) are exhibited by the teachers at

school these lead good performance of learners whereas if such teaching strategies are not exhibited by teachers lead to poor performance of learners in school and they start to display behaviors such as Attentiveness, Completion of assignments, Participation in classroom, Spelling, Language and communication, arithmetic's which are the dependent variable but all these are being influenced by the intervening variable such as school facilities, management of the school and the quality of teachers in the school thus leading to the display of poor performance of learners with visual impairment in primary schools by the learners.

### **2.3 Related literature**

Teaching is helping a person to learn, educate, or train as in the adapted definition of William D Halsely and Christopher G. Morris (1977), Performance refers to the act of carrying out an action or operation (Griffin 2002) and strategy is defined as a plan for achieving a goal.

According to Hellen Keller of the National centre for the blind and Blind (2006), a blind person is that who has a chronic visually impaired so severe that most speech cannot be understood with optimum amplification or progressive visually loss having a prognosis leading to this condition, and for whom the impairment causes extreme difficulty in attaining independence in daily life activities achieving psychosocial adjustment or avocation.

The Individual with Disabilities Education Act (IDEA), formerly the education of the handicapped Act (1992) include "visually impairment" and "blindness" as two of the categories under which children with disabilities may be eligible for special education and related service programming while the term "visually impairment" is often used generally to describe a wide range of visually losses including blindness the regulations for IDEA defines visually loss and blindness separately.

Blindness is defined as 'a visual impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification.

Thus blindness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with visually loss can generally respond to auditory stimuli including speech (NICCHY) fact sheet No 3 Jan 2001).

Visual loss or blindness does not affect a person's intellectual capacity or ability to learn. However a child who is either hard or visually or blind generally requires some form of special education services in order to receive an adequate education.

Jenkins, Pios and Jewell (1990) put it, inclusion implies that regular classroom should change to accommodate all different learners and in the process / desirable services be offered to all children with in the regular classroom.

One major assumption is that in an inclusive setting, the classroom teacher rather than the special needs educator has the primary responsibility to educate all children in the classroom.

### **Teaching Strategies for Visually Impaired Learners**

There are two main functional categories of visual impairments normally low vision and blind Low vision. The extent of visual disability depends upon the physical sensory impairment of the Learner's eye, the age of the Learners at the onset of vision impairment and the way in which that impairment occurred. Vision also may be influenced by factors such as inappropriate lighting, light glare, or fatigue. The major challenge facing visually impaired Learners in the science educational environment is the overwhelming mass of visual materials to which they are continually exposed for example textbooks, class outlines, class schedules, chalkboards and writing.

The increase in the use of films, video tapes, computers, laser's disks, and television add to the volume of visual materials to which they have only limited access.

Assisting in overcoming a Learner's visual limitation requires unique and individual strategies based on that particular Learner visual impairment. For instance Keller et al (2000) suggest that you seat a Learner away from glaring lights and preferably in front of the class; Describe and tactually familiarize the Learners to the

classroom, laboratory, equipment, materials and field sites; Give verbal notices of room changes, special meetings or assignments, order the appropriate text books, for the Learners in their preferred medium, use an auditory or tactile signal where a visual signal is normally used.

If a Learner with visual impairment is in class, routinely check the instructional environment to be sure it is adequate and ready for use.

### **Performance of Learners**

Herderson (1995) state that academic performance refers to how a Learner deal with their studies and how they cope up with or accomplish different learning task given to them by their teachers.

According to Miller (1994) he pointed out that learners academic performance are assessed through National exams which is done to mark accomplishment of educational cycle.

Markarius Kathanya (2002) said assessment of learners is important because it measures learners' achievements and determine progress. it assists in diagnosing problems experienced in learning and it guides in designing remedial measurer.

Finally it guides in selecting and placement of learners and provision of basis for improving educational programmes.

### **Academic achievement**

**Academic achievement** or **(academic) performance** is the outcome of education the extent to which a Learner, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts Academic achievement is affected by several factors such as the individual differences.



In educational institutions, success is measured by academic performance, or how well a Learner meets standards set out by local government and the institution itself. As career competition grows ever more fierce in the working world, the importance of Learners doing well in school has caught the attention of parents, legislators and government education departments alike.

## **Significance**

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of Learners in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement.

## **History**

In the past, academic performance was often measured more by ear than today. Teachers' observations made up the bulk of the assessment, and today's summation, or numerical, method of determining how well a Learner is performing is a fairly recent invention. Grading systems came into existence in America in the late Victorian period, and were initially criticized due to high subjectivity. Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system more fair, the problem continued. Today, changes have been made to incorporate differentiation for individual Learners' abilities, and exploration of alternate methods of measuring performance is ongoing.

## **Function**

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a Learner's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how Learners fare in school, and a constant standard to which all Learners are held. Performance results also allow Learners to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade.

## **Features**

Performance in school is evaluated in a number of ways. For regular grading, Learners demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a Learner has done. At the state level, Learners are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements Learners in each age group are expected to meet.

## **Considerations**

The subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods, since most are biased toward Learners that respond best to traditional teaching methods. Standardized testing is best responded to by Learners that excel in reading, mathematics and test-taking, a skill that is not in itself indicative of academic worth. The tests reward visual learners, and give no chance for kinesthetic or auditory learners to show their abilities. The standardized test fails to recognize Learners with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other Learners. Evaluations

from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account.

### **Individual differences influencing academic performance**

Individual differences in academic performance have been linked to differences in intelligence and personality. Learners with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness

Parent's academic socialization is a term describing the way parents influence Learners' academic achievement by shaping Learners' skills, behaviors and attitudes towards school. Parent influence Learners through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educate parents tend to have more stimulating learning environments

Children's' first few years of life are crucial to the development of language and social skills. School preparedness in these areas help Learners adjust to academic expectancies.

Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neurotic activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory.

Much is expected from our education system in terms of preparing future citizens, workers, and leaders. To that end, schools are expected to influence Learners' learning, socialization, and even vocational preparedness. This agenda is perhaps even

more keenly applied for Learners with disabilities than for those in the general population. Indeed, SEELS' conceptual framework reflects this comprehensive view of educationally relevant inputs and achievements both in and outside of school.

Although the importance of a broad range of outcomes is recognized, academic performance remains central, as codified in NCLB, which make schools and school Countys accountable for assessing and improving Learner performance annually (Linn, Baker, & Betebenner, 2002). Further, limitations in academic achievement represent the primary implication of disability for most Learners receiving special education services, and those limitations constrain their ability to be successful in school. Although the importance of academic achievement is rarely questioned, reaching consensus regarding its measurement has been elusive. The measurement of academic performance, particularly for Learners with disabilities, continues to be a controversial topic among policymakers, measurement experts, and educators (Ahearn, 2000; Elliott, 1998; Johnson, 2000; Koretz & Hamilton, 1999; McGrew et al., 1995). Measuring academic performance can occur at multiple levels and serve multiple purposes. For example, classroom teachers often conduct formative and summative tests to evaluate Learners' progress in course content and provide grades for Learners and parents. State tests are designed to measure progress and to ensure accountability for results at the school or school County level. Other standardized tests are used in decision making processes to determine eligibility for special services. Each of these uses encompasses topics of debate and significant questions related to test design, types of assessments, types of decisions supported by the results, alternative assessments, and accommodations (Heubert & Hauser, 1999; Minnema, Thurlow, Bielinski, & Scott, 2001).

Within the evolving accountability environment, it is crucial to understand the progress of all Learners, including those with disabilities, and the factors that contribute to their positive academic performance. SEELS is designed to provide a national perspective on how Learners with disabilities are faring academically. This chapter presents descriptive findings and multivariate analyses of four views of academic

performance: teacher-given grades, grade retention, deviations from expected grade-level performance in reading and mathematics, and standardized

### **Teachers' Perceptions of Learners' Academic Performance**

**Course grades.** Although performance on standardized tests receives the greatest attention in discussions of Learners' academic performance, teachers' evaluations of performance as indicated in course grades represent a common metric that is tied to the day-to-day business of teaching and learning. Although grades serve a number of important functions, perhaps their most important role is communicating to Learners and parents information about the Learners' mastery of course content and, presumably, overall progress on individualized education program (IEP) goals as well.

However, as a measure of academic performance, teacher-given grades have well-known limitations. Grade inflation can make comparison of grades across time suspect, variations in grading standards across schools and individual teachers can make it difficult to compare populations meaningfully, and grading standards differ significantly between special education and regular education classes. For example, special education teachers are less likely than general educators to consider homework or attendance to be important in grading Learner performance, but they are more likely to consider in-class participation to be important (Cameto, Marder, & Guzman, 2003). Finally, some special education Learners with severe disabilities and low functional skills do not receive grades at all, which skews the picture of Learner performance by including only higherfunctioning Learners.

Despite these complicating factors, grades do indicate a degree of success both by a teacher's standards and by success relative to other Learners in the same classroom. They are composite measures that account not only for Learners' content mastery, but often for other factors, such as their class participation, attitudes, progress over time, and attendance.

## **Social economic status and academic performance**

Both Piaget and Vygotsky appreciated the essence of building constructs and internalizing the knowledge given, rather than accepting the information as presented through rote-memory. Constructivist learning environments promote the learner to gather, filter, analyze, and reflect on the information provided and to comment on this knowledge so that it will result in individualized comprehension and private learning.

This type of group learning will reduce the dissemination of false data, prejudice, and atrocities among diverse groups and help build a moral, scientific, information society in the new millennium. Be it developmental or social as suggested by Piaget and Vygotsky respectively, learning is the central activity for humans in search for understanding the causes and effects of natural phenomena, the progress of social events, and the meaning of life. By using such learning approaches we can better introduce our children to the world that God has created for us, and lead them to think about the miracles that are all around us.

## **Gaps identified in the literature**

Many of the above reviewed studies were not carried out in Kaplamai division of Kenya. Many were carried out in other countries and continents and others were not on the visual impaired learners.

In conclusion therefore the above strategies when used in inclusive setting it will help improve academic performance of visual impaired learners. This study found out the gaps and came up with additional modifications on teaching strategies to assist learners with visual impairment in inclusive setting in public primary schools in kaplamai county , Kenya

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter was composed of Research design, research population, sample size, sampling procedures, research instruments, validity and reliability of the instruments, data gathering procedures, data analysis, ethical consideration and limitation of the study.

#### 3.1 Research Design

The study employed descriptive and correlation. It was descriptive and correlation because the researcher was interested in examining whether there was relationship between teaching strategies and performance of visual impairment of learners in Kaplamai Division. Mugunda & Mugunda ,(2003)

#### 3.2 Research Population

The target population include a total of 200 teaching staff from public primary schools Kaplamai Division, Kenya. The staff was involved because they are implementers of curriculum. They are also conversant with all learners in class

#### 3.3 Sample Size

Using the Sloven's formula a minimum sample size of 133 respondents were included in this study. The method for selecting the sample was stratified random sampling whereby the researcher employed Sloven's formulae to determine the sample size as cited in Amin (2005)

$$n = \frac{N}{1+N(r)^2}$$

Where **n** is the sample size, **N** stands for population and  $r^2$  is 0.05 level of significance.

$$n = \frac{200}{1 + 200(0.05)^2}$$

$$n = \frac{200}{1 + 200 (0.0025)}$$

$$n = \frac{200}{1 + 0.5}$$

$$n = \frac{200}{1.5}$$

$$n = 133.3$$

### 3.4 Sampling Procedure

At first, schools were first clustered on the ground of the zone where they were existing. Four zones in Kaplamai division were identified, namely Matrikano zone, Ngonyek zone, Kipsaina zone and Motosiet zone. Thereafter, purposive sampling was used to select the schools where the study was carried from. In each zone, the researcher selected the schools which had many visually impaired learners. Thus, a total of nine schools participated in the study. Because of the limited number of teachers in each school, universal sampling was used. In other words, all of them participated in the study.

**Table 2**  
Respondents of the Study

Zone	Target population		Sample Size
	No. of school	Teachers	Teachers
Makutano zone	5	64	43
Ngonyek zone	6	55	37
Kipsaina zone	7	40	26
Motosiet zone	8	41	27
<b>Total</b>	<b>26</b>	<b>200</b>	<b>133</b>



### 3.5 Research Instrument

The face sheet was used to collect data on the socio-demographic teaching strategies of the teacher's respondent while the researchers devised questionnaires to measure on the extent level of performance of learners with visual impairment. was a non-standardized researcher tool (16items). With response modes and scoring systems as follows strongly agree (4), agree (3), disagree (2) strongly disagree (1). Parasuraman et al (1988).

### 3.6 Validity and Reliability of the Instruments

Content validity was ensured by subjecting the researcher's devised questionnaires on teachers' teaching strategies, attitudes and performance of learners with visual impairment to judgment by content experts who estimated the validity on the basis of their experience such as 2 doctors in special needs education.

The criteria of gauging validity was 70% each answered questions on the researcher questionnaires if each answer was 70% of the questions correctly, then the instrument was validity.

To ensure the validity and reliability of the instruments, the researcher employed the expert judgment method. After constructing the questionnaire, the researcher contacted experts in the study area to go through it to ensure that it measured what it was designed to measure and necessary adjustments were made after consultation and this ensured that the instrument was clear, relevant, specific and logically arranged. Secondly, a Pre-test was conducted in order to test and improve on the reliability of the questionnaires and lastly a content validity Index (CVI) of 0.9 was obtained using the formula:

CVI = The number of items/questions declared valid

The total number of items/questions

CVI which was greater than 0.07 thereby declaring the instrument valid. Reliability of the instrument was tested using cronbach's coefficient alpha (a) and the results

obtained  $\alpha = 0.75$  (SPSS results) which was greater than 0.70 indicating that the instrument was highly reliable.

Reliability the test-re-test technique was used to determine the reliability of the researchers' devised instrument to six qualified respondents from Kaplamai Transnzoia County. The respondents were not included in the actual study in these test-retest techniques the questionnaires were administered twice.

First three respondents to filled in the questionnaires and then the other three follows if the answers were more or less the same then the questionnaire was valid.

### **3.7 Data Gathering Procedures**

#### ***Before Administration of the Questionnaire***

The researcher secured an introduction letter from the College of Education Open and Distance Learning higher degrees and research of Kampala international university to conduct this research and letter of approval from the top management of Kampala International University. likewise, an authority from the level of school when the study was conducted was request.

The questionnaire were prepared for distribution and research assistants were identified, briefed and oriented by the researcher on the sampling and data gathering procedures.

#### ***During the Administration of the questionnaires***

The respondents were oriented on how to fill out the questionnaires properly and request them to be as objectives as possible in answering the questionnaires and not to leave any item unanswered and set the deadline for retrieving the questionnaires.

The researcher ensured that all responses guidelines were followed.

#### ***After the administration of the questionnaires***

The researcher segregated the fully completed questionnaire, collate and organize for data processing and analysis.

### 3.8 Data Analysis

These statistical measurements were employed to compute for the following. the arithmetic mean was used to determine the teaching strategies and performance of learners with visual impairment in Kaplamai

The Pearson linear correlation coefficient (PLCC) was used to determine or examine the relationship between teaching strategies and performance of learners with visual impairment in Kaplamia (5) linear regression analysis was used to determine the extent to which each of the teaching strategies affect performance.

**The following mean range will be used to arrive at the mean**

<b>Mean range</b>	<b>Response mode</b>	<b>Interpretation</b>
3.26 - 4.00	Strongly agree	Very High
2.51 - 3.25	Agree	High
1.76 - 2.50	Disagree	Low
1.00 - 1.75	Strongly disagree	Very low

The hypothesis of significant correlation ( $H_0 \neq 1$ ) at 0.05 level of significance was tested using a multiple correlation coefficient and t-test. The regression analysis  $R^2$  (coefficient of determination) was computed to determine the influence of the dependence variable on the independent variable.

### 3.9 Ethical Considerations

To ensure that ethical standards complied in this study as well as utmost confidentiality was provided for the respondents and information gathered from them, the following was done;

1. Coding of all questionnaires instead of reflecting the names.
2. The respondents were requested to sign the informed consent form.
3. The Authors mentioned in this study were acknowledged within the text.
4. Findings were presented in a generalized manner.

### **3.10 Limitation of the Study**

The following were threats to validity in this study allowable 5% margin of error at 0.05 level of significance measures was also indicated in order to minimize it not to eradicate the threats to the validity of the findings in this study.

The extraneous variable which was beyond the researchers control such as respondent's honesty, personal biases and uncontrolled setting of the study.

Instrumentation, the research instruments on emotional and behavioral disorder and academic performance among learners were not standardized, therefore validity and reliability test was done to produce credible measurers of the research variables.

Testing, the use of research assistance brought about inconsistency in the administration of the questionnaire in terms of time of administration, understandings of the items in the questionnaire and explanations given to the respondents. To minimize this threat the researcher assistants were oriented and briefed on the procedure to be done in data collection.

Attrition /mortality, not all questionnaires were returned completely answered nor even retrieved back due to various circumstances on the part of the respondents such as travel sickness, hospitalization and refusal, withdrawal to participate in anticipation to these the researcher reserved more respondents by exceeding the minimum sample size.

The respondents were reminded not to leave any item in the questionnaire unanswered and were closely followed up to the date of retrieval

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter dealt with presentation, analysis and interpretation of the data based on the objectives and research questions that guided this study. This chapter therefore shows level of teaching strategies, the level of performance of learners with visual impairment in Kaplamai Division Transnzoia and the relationship between teaching strategies and level of performance of learners with visual impairment.

#### **4.1 The effectiveness of teaching strategies**

Teaching strategies had great effect on the performance of learners. It is with this in mind that the researcher sought to find out the level of teaching strategies in selected Public Primary schools in Trans – Nzoia East County, Kaplamai , Division Kenya for which the researcher intended to find out how satisfactorily these teaching strategies and the degree at which they stand when compared to performance. In this study, teaching strategies were measured using 16 qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each statement by indicating the number that best describe their perceptions. All the fifteen items on leadership styles were likert scaled using four points ranging between 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 4 below.

**Table 2**

Effectiveness of teaching strategies

<b>Teaching strategies</b>	<b>Mean</b>	<b>Interpretation</b>
I motivate learners	2.92	High
I follow the time table	2.86	High
I use appropriate teaching materials	2.75	High
I monitor learners progress	2.66	High
I provide remedial teachings	2.13	Low
I use appropriate textbooks for the learners	3.22	High
I provide regular testing	2.80	High
I encourage group work	2.31	Low
I use teaching Aids	2.29	Low
I assist weak Learners	1.47	Very low
I display charts on the wall	2.87	High
I give career guidance to my Learners	2.73	High
I maintain order in classroom always	2.68	High
I consult other teachers	2.65	High
I give my learners feedback	2.41	Low
I mark Learners books regularly	3.19	high
<b>Average mean</b>	<b>2.62</b>	<b>High</b>

*Source: primary data, 2012*

Table 2 shows that the effectiveness of teaching strategies in Kaplamai division Kenya, was high. This is shown by the grand mean of 2.62. This means that, on average public primary school teachers in the division use good strategies of teaching the pupils.

Many of the elements under teaching strategies were rated high, except assisting weak Learners which was rated very low. (mean, 1.47)

Teachers assisting weak Learners being rated very low seems to imply that probably the teachers are not motivated to teach. Otherwise a good teacher must be interested in the progress of not only the fast learners but also the slow learners and find ways of assisting the latter. It could also be due to the fact that some of the teachers who participated in the study are not qualified. Otherwise any qualified teacher must know that slow learners must be given care. On the other hand, there are some teachers who are qualified but they lack some ethical principles. Therefore, it could be that some of the teachers lack such ethical principles.

Other aspects which were rated low included encouraging group work, using teaching aids and giving learners feedback. This implies that though on average the level of teaching strategies was ranked high, there are some weaknesses among teachers. If a teacher rarely gives feedback to the learners, it means there is a problem.

Other aspects of teaching strategies were however rated high for example motivating learners (mean 2.92), following the time table (mean 2.86), I use appropriate teaching materials (mean 2.75), monitoring learners progress (mean 2.66), using appropriate textbooks for the learners (mean 3.22), providing regular testing (mean 2.80), displaying charts on the wall (mean 2.87), giving career guidance to my Learners (mean 2.73), maintaining order in classroom always (mean 2.68), consulting other teachers (mean 2.65), I mark Learners books regularly (mean 3.19) were rated highest, meaning that the respondents responded Agree to the statements.

#### **4.2 The level of Academic Performance of learners with visual impairment in Kaplamai Division, Kenya.**

The second objective was to determine the level of performance of learners with visual impairment in Kaplamai Division Transnzoia. The dependent variable in this study was performance of learners with visual impairment measured by average schools performance in the five subjects (English, Kiswahili, mathematics, science and social studies) which were taken from 26 schools.

The researcher collected data on 2011 K.C.P.E examination for visually impaired learners from 26 primary schools in Kaplamai Division based on five subjects examinable in national exam (K.C.P.E) then calculated the mean score for each subject. Their responses were analyzed using SPSS version 16.0. Summary statistics showing the mean is indicated in table 3.

**Table 3**

**Mean for the Performance of learners with visual impairment in Kaplamai Division Transnzoia.**

<b>Primary School</b>	<b>Eng</b>	<b>Kisw</b>	<b>Math</b>	<b>Scie</b>	<b>Social studies</b>
1. Makutano	57	66	50	64	64
2. Kapsara	54	61	54	56	59
3. Kiriita	58	60	56	52	64
4. Sitatunga	62	63	66	56	57
5. Kabolet	53	58	48	50	55
6. Sinyerere	63	64	54	48	39
7. Munyaka	52	68	50	46	44
8. Bahati	48	60	42	48	43
9. Ekegoro	50	45	50	48	51
10. Tumaini	48	48	56	52	45
11. Amani	46	46	46	58	47
12. Cherangani	47	44	44	44	42
13. Hututu	52	43	40	42	45
14. Maridadi	45	46	48	48	49
15. Bwake	48	55	46	46	47
16. Kesogon	46	48	52	58	48
17. Suwerwa	43	51	56	46	45
18. Milima	42	50	58	44	51
19. Chebarus	44	53	48	42	50
20. Mito mbili	41	50	52	50	51
21. Tuluwet	48	55	46	58	53
22. Tulwa	47	46	56	56	35
23. Ziwa	46	48	58	54	39
24. Bonde	45	46	58	56	43
25. Maridadi	48	50	46	58	42
26. Mwanzo	44	52	48	40	47
<b>N</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
<b>Mean Score</b>	<b>49.12</b>	<b>52.92</b>	<b>51.08</b>	<b>50.77</b>	<b>48.65</b>

*Source; Primary Data 2012*



Mean in table indicate that, the performance of learners in the five subjects were mainly high with two subjects having means below average (i.e. English (mean =49.12) and Social studies (mean = 48.65) as indicated above Swahili (mean =52.92), Math (mean= 51.08) and science (mean = 50.77) had average performance. A general picture reveals that the performance of pupils in the five subjects was moderate.

This seems to reveal that the responses given by teachers on teaching strategies were honest. For instance, teachers (who were the respondents) claimed to be motivating learners, to be using appropriate teaching materials, monitor the progress of the learners, among other factors. All could have contributed to the moderate performance of the visually impaired learners' academic performance.

The findings of this study on the moderate performance of the visually impaired pupils seem to disagree with the conception of many people and parents about such pupils. Some parents were not taking such children to school thinking that they cannot perform well. The findings of the current study are therefore an eye opener not only to the parents but also to the Government.

#### **4.3 Relationship between teaching strategies and level of performance of learners with visual impairment**

The third objective in this study was to establish whether there is a significant relationship between teaching strategies and performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. On this, the researcher stated a null hypothesis that there is no significant relationship between leadership teaching strategies and performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. To achieve this last objective and to test this null hypothesis, the researcher correlated two numerical indices, the means for aspects of teaching strategies and those on performance of learners with visual impairment using the Pearson's Linear Correlation Coefficient, as indicated in table 6.

**Table 4**

**Pearson's Linear Correlation Coefficient results for teaching strategies and  
Performance of learners with visual impairment**

<b>Variable correlated</b>	<b>r-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Teaching strategies Vs performance of learners with visual impairment	-.355	.000	significant relationship	Rejected

***N.B** if the significant value is equal or less than 0.05 level of significance the interpretations is significant. If however the significant value is more than 0.05 level of significance, the interpretations is not significant.*

Based on this, the results in Table 6 indicate that teaching strategies and performance of learners with visual impairment are significantly correlated the sig. value indicate that there is positive and significant correlation (sig. = 0.000 <0.05) leading to a conclusion that teaching strategies significantly improves performance of learners with visual impairment at 5% level of significance. Based on these results, the stated null hypothesis of "there is no significant relationship between teaching strategies and performance of learners with visual impairment" is rejected. These results lead to a conclusion that improvements in the teaching strategies are likely to improve performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya.

To get the final picture on how teaching strategies affects performance of learners with visual impairment, aspects of performance of learners with visual impairment index were regressed against teaching strategies, results of which are indicated in table 5 bellow; and the remaining however the overall general picture showed a positive and significant effect.

**Table 5****Regression Model for Performance of learners with visual impairment and teaching strategies**

<b>Variables regressed</b>	<b>r<sup>2</sup></b>	<b>F</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Performance of learners with visual impairment Vs teaching Strategies	.120	22.290	.000	significant effect	Rejected
(Constant)	—	31.798	.000	significant effect	Rejected
Kiswahili	-.339	-4.485	.000	significant effect	Rejected
Math	-.311	-4.077	.000	significant effect	Rejected
Science	-.182	-2.300	.023	significant effect	Rejected

**Source:** primary data

**N.B** if the significant value is equal or less than 0.05 level of significance the interpretations significant, if the significant value is more than 0.05 level of significance, the interpretations is not significant

The Linear regression results in Table 7 above indicate that teaching strategies significantly affects performance of learners with visual impairment ( $F=22.290$ ,  $\text{sig.}=0.000$ ). The results indicate that the constructs of teaching strategies included in the regression model contribute over 12% towards variations in all the three aspects of performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. ( $r^2=0.120$ ). The coefficients section of this table indicates the effectiveness to which teaching strategies affect performance of learners with visual impairment and this is indicated by Beta values. All the aspects of performance of learners with visual impairment were rejected thus giving us a negative adjusted value meaning that the hypothesis was rejected

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presented a summary of major findings, conclusions on each finding and recommendations. The suggestions for further research are also indicated here.

#### **5.2 Discussion**

This study intended to find outreaching strategies and performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. and it was guided by four specific objectives namely: to determine the level of teaching strategies in Kaplamai Division Transnzoia County Kenya, to determine the level of performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya and to establish whether there is a significant relationship between teaching strategies and performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya.

Data analysis that was done using SPSS's descriptive statistics

To determine the level of teaching strategies in Kaplamai Division Transnzoia County Kenya, on this objective it was out that the level of teaching strategies in selected Public Primary schools in Trans – Nzoia East County, Kaplamai , Division Kenya in this study, teaching strategies were measured using 16 qualitative questions To get a final picture on teaching strategies, The means in table four indicate that teaching strategies used in selected Public Primary schools in Trans – Nzoia East County, Kaplamai , Division Kenya were rated at different levels. Out of the categories, I mark Learners books regularly (mean 3.19) were rated highest, meaning that the respondents responded Agree to the statements, this was followed I give my learners feedback (mean = 2.41) were rated low meaning that the respondents responded disagree to the statements. There also some items that were rated very low as compared to the outcome and these included I assist weak Learners (mean = 1.47) meaning that the

respondents said that they strongly disagree with the statement. The average mean for all categories, were computed and came out to be (mean = 2.62), which was rated as high.

These findings mean that the level of teaching strategies used in selected Public Primary schools in Trans – Nzoia East County, Kaplamai , Division Kenya are moderate. The possible causes of the findings were that the extent of visual disability depends upon the physical impairment of the learners' eye, the age of the learners at the set of vision impairment and the learners.

These findings agree with Keller et al (2000) who found out that you seat a learner away from glaring lights and preferably information of the class. However, they disagree with Miller (994) who pointed out that learners academic performance are assessed through national Exams which is done to mark accumulation of education cycle.

To determine the level of performance of learners with visual impairment in Kaplamai Division Transnzoia. On this objective, it was found out that the dependent variable in this study was performance of learners with visual impairment measured by average schools performance in the five subjects (English, Kiswahili, mathematics, science and social studies) which were taken from 26 schools. Their responses were analyzed using SPSS version 16.0. the Means in indicated that, the performance of learners in the five subjects were mainly high with two subjects having means below average (i.e. English (Mean 49.12) and Social studies (mean 48.65) but Swahili (mean 52.95), Math (mean 51.08) and science (mean 50.77) had average performance. And were rated high, these findings revealed that the performance of pupils in the five subjects was moderately high meaning the respondents responded agree. These findings agree with Markarius Kethenya (2002) who said that assessment of learners is important because it measures learner's achievements and determine progress. It assists in diagnosing problems experienced in learning and it guides in designing remedial measures.

To establish whether there is a significant relationship between teaching strategies and performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. On this, the researcher stated a null hypothesis that there is no significant relationship between leadership teaching strategies and performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. To achieve this last objective and to test this null hypothesis, the researcher correlated two numerical indices, the means for aspects of teaching strategies and those on performance of learners with visual impairment using the Pearson's Linear Correlation Coefficient. The results indicated that teaching strategies and performance of learners with visual impairment are significantly correlated ( $r = -0.355$ ). The sig. value indicates that there is positive and significant correlation (sig. = 0.000 < 0.05) leading to a conclusion that teaching strategies significantly improve performance of learners with visual impairment at 5% level of significance. Basing on these results, the stated null hypothesis of "there is no significant relationship between teaching strategies and performance of learners with visual impairment" is rejected, and thus the findings showed a negative relationship between teaching strategies and performance of learners with visual impairment. These results lead to a conclusion that an improvement in the teaching strategies are likely to improve performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya.

The Linear regression results indicated that teaching strategies significantly affect performance of learners with visual impairment ( $F = 22.290$ , sig. = 0.000). The results indicate that the constructs of teaching strategies included in the regression model contribute over 12% towards variations in all the three aspects of performance of learners with visual impairment in Kaplamai Division Transnzoia County Kenya. (Adjusted  $R^2 = 0.120$ ). The coefficients indicated the level to which teaching strategies affect performance of learners with visual impairment and this is indicated by Beta values.

Results using Pearson's Linear Correlation Coefficient found that teaching strategies are significantly and positively correlated with performance of learners with visual impairment ( $r=-0.355$ ,  $\text{sig.}=0.000$ ). Regression analysis results indicated that teaching strategies were found responsible for over 12% variation towards performance of visual impaired learners in Kaplamai Division Transnzoia County (Adjusted  $r^2=0.120$ ).

Basing on the Piaget, J. (1963) theory of Constructivist learning that guided the study, which is a theory of knowledge (epistemology) that argues that humans generate knowledge and learning from an interaction between their experience and their ideas. It was proved that effective teaching strategies influence performance of learners with visual impairment.

### **5.3 Conclusions**

In this section, the researcher gives conclusion to the study findings in relation to the study objectives and the tested null hypothesis.

#### **The level of teaching strategies**

The findings indicate that the teaching strategies used to teach learners with visual impairment in primary schools in Kaplamai Division, Transnzoia County, Kenya were not effective and therefore did not enable these learners to acquire knowledge and skills as expected. There is therefore need to improve this effectiveness.

#### **The level of performance of learners with visual impairment**

The findings indicate that the teaching strategies used to teach learners with visual impairment in primary schools in Kaplamai Division, Transnzoia County, Kenya were not effective and therefore did not enable these learners to acquire knowledge and skills as expected. There is therefore need to improve this effectiveness.

## **To establish the significant relationship between teaching strategies and performance of learners with visual impairment**

There was a significant relationship between teaching strategies and the academic performance of pupils with visual impairment in the public Primary schools of Kaplamai division, Kenya.

### **5.4 Recommendations**

Basing on the study findings, the researcher made the following recommendations;

The researcher recommends that if the performance of learners with visual impairment in Kaplamai division Transnzoia County Kenya is to improve the following should be done;

Teaching strategies and skills should be improved through going for further studies and doing refresher courses or research on new and well proved methods and techniques in teaching visual impaired learners.

There should be adequate planning by the teachers in their strategies before going to teach or interact with the learners through preparations of relevant and simple teaching/learning resources and reference materials to make the teaching more lively to the learners and enjoyable to them in order for them to improve in their performance in class.

The teachers should establish and maintain a friendly relationship between the teachers and the pupils should be encouraged so that there is no big gap between the two parties as this will allow learners to express themselves to present their requests and concerns to their teachers thus improving on their performance in school.

Teachers and school administrators should carefully handle the evaluation process in a way that takes away the fear from the pupils, make it to appear as a daily routine and clearly set good standards for any assessment.



### **Areas for future Research**

Notwithstanding the efforts made by the researcher, he could not exhaust entirely this particular area; therefore he recommends that the future researchers should focus on the following.

The impact of teaching strategies on the learning capabilities of learners with visual impairment.

Learning abilities and the performance of learners with visual impairment

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## APPENDIX 1 A

### TRANSMITTAL LETTER



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**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND  
DISTANCE LEARNING  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 25<sup>th</sup> August, 2012

**RE: REQUEST OF CHIRCHIR.S.JOHN MSE /26031/ 113 /DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Special Needs Education.

He is currently conducting a research entitled **"Teaching Strategies and Performance of Learners with Visual Impairment in Kaplamai Division Transnozia District Kenya."** Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. Ssemugenyi Fred  
Head of Department,  
Education, Open and Distance Learning (CHDR)**

**NOTED BY:**

**Dr. Sofia Sol T. Gaito  
Principal-CHDR**

**APPENDIX 1B**  
**TRANSMITTAL LETTER FOR THE RESPONDENTS**

Dear Sir/Madam,

Greetings!

I am a Masters. in special needs education and candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **"Teaching strategies and performance of learners with visual impairment in Kaplamai division, Transnzoia County, Kenya"**. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thanking you in advance for your cooperation.

Yours faithfully,

---

Mr. CHIRCHIR S. JOHN

**APPENDIX II**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date \_\_\_\_\_

Candidate's Data

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course - \_\_\_\_\_

Title of Study Teaching Strategies and Performance of Learners With Visual Impairment  
in Kaplamai Division, Transnzoia County, Kenya".

**Ethical Review Checklist**

**The study reviewed considered the following:**

- \_\_\_\_ Physical Safety of Human Subjects
- \_\_\_\_ Psychological Safety
- \_\_\_\_ Emotional Security Privacy
- \_\_\_\_ Written Request for Author of Standardized Instrument
- \_\_\_\_ Coding of Questionnaires/Anonymity/Confidentiality
- \_\_\_\_ Permission to Conduct the Study
- \_\_\_\_ Informed Consent
- \_\_\_\_ Citations/Authors Recognized

**Results of Ethical Review**

- \_\_\_\_ Approved
- \_\_\_\_ Conditional (to provide the Ethics Committee with corrections)
- \_\_\_\_ Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

**APPENDIX III**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Chirchir S. John that will focus on "Teaching Strategies and Performance of Learners With Visual Impairment In Kaplamai Division, Transnzoia County, Kenya ".

I shall be assured of privacy and confidentiality and I wilt be given the option to refuse participation or withdrawal my participation at any time.

I have been informed that the research is voluntary and that the will be given to me if I requested for it.

Initial\_\_\_\_\_

Date\_\_\_\_\_



**APPENDIX 1**  
**QUESTIONNAIRES**

**FACE SHEET DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

Dear RESPONDENT,

This questionnaire is designed to collect data from administrators and teachers that will help in research about 'Teaching strategies and performance of learners with visual impairment' in selected Public Primary Schools Trans-Nzoia East County, Kaplamai, Division Kenya. In this school you are thereafter chosen to be part of this research. Be honest in giving your response, the information provided will be used purely for academic research and will be treated anonymously and privately. So you are requested to sort the information requested as candidly as possible

Thank you in advance for accepting to be cooperative.

## APPENDIX B

### QUESTIONNAIRE TO DETERMINE THE LEVEL OF TEACHING STRATEGIES.

Direction Please respond to each item by using the scoring guide below. Kindly write your best choice on the space before each item. Be honest above your options as there is no right or wrong answer.

Score	Respond mode	Description
4	Strongly agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly disagree	You disagree with no doubt at all

- \_\_\_\_\_ I motivate learners
- \_\_\_\_\_ I follow the timetable
- \_\_\_\_\_ I use appropriate teaching materials
- \_\_\_\_\_ I monitor learner's progress
- \_\_\_\_\_ I provide remedial teachings
- \_\_\_\_\_ I use appropriate textbooks for the learners
- \_\_\_\_\_ I provide regular testing
- \_\_\_\_\_ I encourage group work
- \_\_\_\_\_ I use teaching Aids
- \_\_\_\_\_ I assist weak Learners
- \_\_\_\_\_ I display charts on the wall
- \_\_\_\_\_ I give career guidance to my Learners
- \_\_\_\_\_ I maintain order in classroom always
- \_\_\_\_\_ I consult other teachers
- \_\_\_\_\_ I give my learners feedback
- \_\_\_\_\_ I mark Learner books regularly

## **APPENDIX C**

### **THE LEVEL OF PERFORMANCE OF LEARNERS WITH VISUAL IMPAIREMENT**

Direction: please insert marks in the table below for K.C.P.C results for the year 2011 for learners with visual impairment.

#### **KCPE RESULT 2011**

SUBJECT	ENGLISH	KISWAHILI	MATHS	SCIENC E	SOCIAL STUDIES
SCORE					

## RESEARCHERS CURRICULUM VITAE

### Personal Profile

NAME : CHIRCHIR S. JOHN  
GENDER : MALE  
NATIONALITY : KENYAN

### EDUCATIONAL BACKGROUND

Masters of special needs (KIU) 2012  
Bachelors Degree in special Needs (KIU) 2010.  
Diploma in special Needs (KISE) 2007.  
Primary Teacher Certificate (TIC) **1998.**

### WORK EXPERIENCE

10 years Primary School Teaching