

**AN INVESTIGATION ON REGULAR TEACHERS ATTITUDES
TOWARDS INCLUSION OF LEARNERS WITH VISUAL
IMPAIRMENTS IN REGULAR SCHOOLS IN
CENTRAL DIVISION NOROK DISTRICT**

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**RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF DISTANCE
LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF DEGREE IN SPECIAL NEEDS
EDUCATION OF KAMPALA INTERNATIONAL
UNIVERSITY**

NOVEMBER, 2009

APPROVAL

I certify that the work submitted by this candidate was under my supervision. Her work is ready for submission to be evaluated for the award of a Bachelor of Education in special needs Education of Kampala International University.

Signature 

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DECLARATION

I REGINA NAIRUKO SEMPELE Registration Number BED/18239/71/DF here by declare that, this special study paper is my own original work. It's not a duplication of similarly published work of any scholar for academic purpose nor has it been submitted to any other institution of higher learning for the a word of a certificate, diploma or degree in special needs Education.

I also declare that all materials cited in this paper which are not my own, have been duly acknowledged.

Signature

Date:.....14/8/09.....

DEDICATION

This research report is highly dedicated to my children Edwin Leken and Lillian Seela for their perseverance, prayer and patience during my absence while I attended face-to-face semesters throughout the course.

Special dedications go to my parents for their prayers and encouragement.

Dedications also go to my siblings and more so my sister Mary who gave permission to her daughter Prudence to stay with my children while I was away. Dedication also goes to this niece of mine for being dedicated to the duties I gave her all those holidays.

A special dedication goes to my Church members for having stood in the gap interceding for my success in exams and financial status while pursuing the course.

ACKNOWLEDGEMENT

My acknowledgement goes the following for having made it possible for me to start and pursue a degree in special needs education that is very vital in an inclusive setting. First and foremost I thank the Kampala international University administration for granting me an opportunity to pursue the course.

Thanks goes to Kampala International University lectures who dedicated themselves fully to lead us through the units to enhance understanding. I thank them so much for the encouragement they gave out during their lectures citing their real life experience that made us bear the situations that seemed to be so challenging.

I also acknowledge Kampala international university fraternity for transmitting information in good time throughout the course. I also want to thank the head teacher Masikonde primary school. Mr. Jack Waweru for granting me permission to carryout the research. A lot of thanks goes to the head teachers who granted me permission to collect information from their schools. They are: Mr. Maina Geshimu, Mr. Kolumbia and Mr. Keriesek. I also acknowledge the teachers in central division Norok north for accepting to be my respondents during the research. My acknowledgement also goes to my neighbours who kept an eye at my home compound when I was attending the semesters.

I also give thanks to Orient printers and computer services for typing all my documents correctly and in good time. Finally, I thank God for helping all the above to assist me achieve my objectives and for granting me good health, effort and a sober mind throughout the course.

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DEFINITION OF TERMS/KEY CONCEPTS

- Attitudes:** They are feelings or thoughts towards something or somebody.
- Inclusion:** This is recognizing individual differences thus enabling those individuals to obtain quality of life in their natural environment.
- Visual Impairment:** This is a defect in the normal/basic functioning of the eye.
- Implement:** To apply or practice what has been discussed and agreed upon.
- Preferential:** Suitable or appropriate position.
- Remediation:** Re-teaching what has been taught either because the learner did not understand or was absent when teaching due to medical appointment as a result of special needs.
- Reflective Teacher:** This is a teacher who evaluates a lesson after teaching to see the things that went on well or bad during the lesson and think on the measures to take to improve on the weaknesses and emphasize on the subject.
- Role Model:** An example.
- Differentiated Curriculum:** It is an approach that you can use to identify the subjects in the curriculum that a learner should cover and plan for each learner according to his/her needs.
- Inclusive Education:** It's an education system whereby all learners are accommodated in regular schools in spite of their special needs.

- Regular Schools:** They are mainstream schools which follow the curriculum that is prepared for the average ability learners.
- Special Needs:** They are conditions that hinder normal learning and development of an individual.
- Special Education Needs:** They are difficulties in learning or in education which make individuals not perform like others e.g. Visual Impairment may cause difficulty in reading and writing.
- Special Needs Education:** This is the education which provides the appropriate modification in the curriculum, teaching methods, learning resources and medium of communication to meet individual differences in education.
- Special Schools:** They are schools built and organized to provide educational Services to learners with one type of disability.

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ABSTRACT

The researcher have carried out an investigation on regular teachers' attitudes towards inclusion of learners with visual impairment in regular school in central division Norok district. The objectives of the study are:

To find out regular teachers' knowledge about visual impairments, to find out the regular teachers' knowledge about inclusive education, to find out the teachers' attitude towards educating learners with visual impairment in regular schools, to find out the teachers' knowledge on education provision for learners who are visually impaired and to find out the role played by parents in an inclusive setting.

The researcher has used questionnaires as tools for collecting data.

The researcher found out that majority of the teachers have awareness of persons with visual impairment but lack skills and knowledge of helping such learners in an inclusive setting.

Due to this in-service courses for teachers should be organized for them to be equipped with knowledge and skills to handle such learners. Appropriate materials, facilities and equipments should be provided in regular schools to assist such learners learn like those others. Teachers should be encouraged to improve materials that are not locally available.

CHAPTER ONE, INTRODUCTION

BACKGROUND INFORMATION

In the history of education, various conferences have been held to discuss matters pertaining to how the quality of education can be improved. These conferences have come up with various policies to be implemented by various governments of the world. One of these conferences was the world conference on Education for all (E.F.A) which was held on Jomtein, Thailand. Its main goals were; all children should go to school and obtain suitable education. Kenya has not been left behind in making sure that all children are receiving this quality education. The Kenyan government has established some commissions to look into matters pertaining education e.g. Kenya Country National Conference on Education for all which was held in Kisumu in 1992, whose main aim was to review the Jomtien conference of 1990 and to prepare for the implementation of Education for all Framework.

It has been observed that children who are visually impaired have been looked down upon by regular teachers. The regular teachers have been seeing these children as an extra burden alongside the "normal" ones in class. These learners have been associated with special schools, special units and should only be attended to by special teachers. On the contrary, learners with visual problems require education in the same way as their counterparts, the "normal" learners. The visually impaired learners are supposed to learn with others in an inclusive setting. The teacher is a very vital personnel for the education of a visually impaired learner.

A visit to any of the regular school will reveal the need to investigate the situation and establish facts about the problems faced due to the attitude of regular teachers towards inclusion of the visually impaired learners in regular schools. Therefore it was within this background that the researcher

ded to investigate on the above project in Order to shed more light to those concerned with
ation of the visually impaired learners in Central Division Narok District.

STATEMENT OF THE PROBLEM

investigation on attitudes towards inclusion of learners with visual impairment in regular primary
ools by teachers in central Division Narok District. It has been realized that some teachers have
e attitudes towards inclusion of visually impaired learners into regular schools. However, there is
vident as to why they do so. Hence the need for this study in order to look for a way forward.

PURPOSE OF THE STUDY

purpose of the study is to find out the attitude of the regular teachers towards inclusion of visually
aired learners into regular schools n Central division Narok District.

OBJECTIVES OF THE STUDY

- The researcher would be guided by the following objectives while carrying out the study.
- To find out regular teachers' knowledge about visual impairment.
- To find out the regular teacher's knowledge about inclusive education.
- To find out the teacher's attitude towards educating learners with visual impairment in regular schools.
- To find out the teacher's knowledge on education provision for learners who are visually impaired.
- To find out the role played out by parents in an inclusive setting to enhance the success of learners with visual impairments in regular schools.

- To find out teachers views on what should be put in place for effective inclusion of learners with visual impairment in regular schools.

RESEARCH QUESTIONS

- What is the regular teacher's knowledge about the visually impaired?
- What is the regular teacher's knowledge about inclusive education?
- What is the regular teacher's view towards educating learners with visual impairments in a regular school?
- What is the role-played by parents in an inclusive setting to enhance success of learners with visual impairments?
- What is the regular teacher's view on what should be put in place for effective inclusion of learners who are visually impaired in regular schools?
- What is the regular teacher's knowledge on education provision for learners who are visually impaired?

SIGNIFICANCE OF THE STUDY

research findings would benefit the following in different ways.

Regular Teachers

study would enable teachers to improve the quality of education for learners who are visually impaired. This is because they would acquire knowledge and appropriate skills on how to handle such learners in an inclusive class. E.g. giving them preferential sitting positions, preparing an individualized education programme (I.E.P). Remediating them on work covered in their absence, giving them extra time to complete their tasks e.t.c. The teacher would know the effect of practicing or

ing the above few examples to enhance learning of the visually impaired learners. Teachers would become reflective after the study.

learners

learners would acquire skills that would enable them to be independent, be social with others and self-reliant in their lives. They would be regarded the same as the other learners who are not visually impaired and hence be given quality education. They would be valued and recognized in all fields thus self-esteem in exploiting their talents.

parents

parents would acquire knowledge on the significance of educating their children who are visually impaired and hence be relieved the burden of being over dependent upon them. Their children would become important people in future since they would have chance to exploit their talents and hence parents would be proud of them. They would act as good role models to other parents who would have children because they would take them to school and cater for their needs rather than hide them at home.

School Administration

school administration would have to achieve one of its goals of making learners gain literacy and literacy skills.

community

community would change its attitude towards the visually impaired because they would no longer be dependent but independent and productive members of the society. They would no longer call them names that discredit them as equal to others. The community would bear such people with

bilities in mind while constructing different structures/building.

Government

research findings would benefit the ministry of Education Science and Technology since one of its objectives is to ensure that citizens acquire knowledge, skills and desirable attitudes which would enable them live self reliant lives. The government would be assisted by the findings to formulate and implement a differentiated curriculum to meet the needs of all the learners thus modifying and adapting learning materials to suit the learners needs.

LIMITATIONS AND DELIMITATIONS

1: LIMITATIONS

Time Factor: The researcher experienced problems in getting ample time to enable her get detailed information from the respondents. This was because, most of the time she was at work and the time that she would get chance, most of the respondents would have gone home. The researcher would also need to go to the libraries to gather references on integration for the literature review. This was to be done after working hours when the libraries would have been closed. If she was to be away during the working hours, it would be at the expense of the learners she attends to.

Financial Factor: The researcher was required to travel to various schools within the division to present the questionnaires to the respondents. The research work needed to be typed and bound nicely. The above activities required money that the researcher didn't have but struggled to find.

2: DELIMITATIONS

The researcher carried out her research in the division that she has been working

ence well known. This made her not to have difficulties in the suitable language to use, familiarization and familiarization with the respondents. This made it easy for her to collect the information that she required.

CHAPTER TWO, LITERATURE REVIEW

REVIEW OF THE RELATED LITERATURE

Physically handicapped learners experience varying limitations in the course of their learning or interaction within the learning environment. There are records from previous researchers which show study on educational provision of learners with visual impairments.

KNOWLEDGE AND UNDERSTANDING OF VISUAL IMPAIRMENT

I: DEFINITION OF VISUAL IMPAIRMENT

Blindness is used interchangeably with visual impairment. According to Mwauras. (2000) it is estimated that about 1 % of the total population of about 28.7 million (1999 national population census) 287,000 people have visual impairment. According to Kimani P. (2002) visual impairment is a dysfunction of the eye which may be as a result of visual disorder. The eye function that may be affected by visual disorder include: pupil's **reaction, fixation, accommodation, visual acuity and visual field.**

Mwaura and Wanyera (2002) have defined children with visual impairment as children with problems in the structure and function of the eye.

According to the World Health Organization (W.H.O) blindness refers to having a visual acuity of less than 1/60 to no light perception. W.H.O in 1992 defines a person with low vision as a person who has impaired visual functioning even after treatment or standard refraction correction have been done. A person with a visual acuity of less than 6/18 to light perception but who uses or has the ability to see vision for learning and execution of tasks.

: IDENTIFICATION OF VISUAL IMPAIRMENT

There are a number of behavioral characteristics that teachers in regular schools should be able to observe as indicators of visual impairment/ problems. According to Mwaura and Wanyera (2002), the following are some indicators of a child with visual impairment:

- Has problems in reading or copying from the chalk board.
- Reads and writes with the head tilted to one side.
- Reads books while holding them very close or very far from the eyes.
- Complains of too much light or too little light in class.
- Complains of double vision.
- Moves the head instead of the eyes while reading.
- Have eyes that do not fixate.

According to Kimani P. (2002) Characteristics of visual impairment include: Watery eyes, cloudy eyes, cloudy cornea, clumsy movement and inflamed eyelids.

: CAUSES OF VISUAL IMPAIRMENT

The causes of visual impairment are many. Mwaura and Wanyera (2002) state that visual impairment occurs in three stages; pre-natal stage, peri-natal stage and post-natal stage. In pre-natal stage, visual impairment occurs before the child is born. This is due to heredity, poor nutrition by the mother during pregnancy, diseases i.e. Rubella (German Measles). In peri-natal stage, the impairment occurs during birth. This may be due to prolonged labor that results in Anoxia (oxygen deficiency), head injury, cord strangulation, trauma, premature birth and neo-natal jaundice. In post-natal stage, it means the impairment occurs after birth. This could be due to poor nutrition, accidents, childhood

ses, exposure to poisonous agents and chemicals i.e. pesticides, food and medicine poisoning.

CATEGORIES OF VISUAL IMPAIRMENT

According to Mwaura and Wanyera (2002) Children who are visually impaired can be classified in two categories. Those who are blind and those who are low visioned. Children who are blind have either totally lost their sense of sight or are only able to perceive light. Children who are blind learn through Braille without use of vision. World Health Organization (W.H.O) have categorized blindness in three categories. (1) Those with visual acuity in the range of less than 1/60 to light perception. (2) Those with no light perception and (3) Those whose vision and visual acuity can not be determined. Children with visual impairment have been categorized by the low vision project Kenya (1994) into four categories according to their special education needs. The researcher found it necessary to describe each category as follows:

- Category I:** These are totally blind children who have no light perception. They should be taught Braille as their medium for reading and writing. They should be trained in orientation and mobility and also activities of daily living.
- Category II:** These are children with low vision, which is not enough to read print. They need visual stimulation to enhance their use of vision. They have to be taught in visual functioning. They should be educated in Braille as a means of reading and writing and functional print that is useful for activities of daily living.
- Category III:** These are children who have a visual acuity ranging from light perception to 6/18. They can be trained to use their sight for reading and writing print with aid of low vision devices.
- Category IV:** These are children of low vision who have a visual acuity of below 6/18 who can read print in short distances without use of low vision devices.

Category V: These are children with visual acuity of 6/18 and above. They are not considered as low vision. They do not have severe visual defects such that they do not need to attend programs of those with visual impairments.

: EFFECTS OF VISUAL IMPAIRMENT ON LEARNING

Children with visual impairment may have problems in coping with teaching and learning activities. Mura and Wanyera (2002) have sighted problems i.e. difficulty in reading and copying from the board and therefore may lag behind others in academic activities, difficulty in reading books even in ordinary print, difficulty in their way around the class and school. They have difficulty in identifying objects, posters and other learning materials within the class. They have difficulty in learning concepts, which have to be perceived through sight e.g. colour and the sky. Visually impaired learners have problems in mobility and therefore are not able to do activities as other children. They are unable to explore their environment thus limited to learning. Jamiesen Et Al (1997) lists ways in which teachers may change their approaches in teaching visually impaired learners by reducing the use of the chalkboard. The teachers should verbalize instructions, widen use of group discussion, and use maps and diagrams. The teacher should allow visually impaired learners to receive the assistance of peers on certain tasks i.e. copying notes and undertaking practical experiments. Ayieko Yako (1993) says that blindness imposes three main limitations on a child's learning. These are; lack of variety of experience, ability to move (mobility) and control of the environment.

KNOWLEDGE ON INCLUSIVE EDUCATION

Definition of Inclusion

Inclusion is defined as adjusting the home, school and the society at large so that all individuals can be accommodated according to their potentials and difficulties in all aspects of life.

According to Randiki (2002) inclusive education is defined as a process of addressing the learner's needs within the mainstream of education by using all available resources that create opportunities for learning in preparing them for life in future. Ngugi (2002) defines inclusive education as the philosophy ensuring that schools, centers of learning and educational systems are open to all children. This will enable learners to be included in all aspects of life and means of identifying and reducing barriers within and around the school that may hinder learning. For this to happen, teachers, schools and systems need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that pupils may have. In Kenya some education commissions after Kenya's independence emphasized for children with special needs to be included in regular schools. Examples of such commissions are: The Gachathi report of (1976) and Kamunge report of (1988). Other international organizations came up with commissions that advocated for the rights of children. They included the UN Convention on the Rights of the Child (1989). In (1990) there was a world conference on Education for all (E.F.A) in Jomtien, Thailand. It affirmed the principles that every child has a right to education and that every child including those with special needs has access to quality education opportunities. The Salamanca Statement of (1994) advocated for inclusion and stated that every child has fundamental rights to education and must be given the opportunity to achieve and maintain the highest possible level of training. Every child has unique characteristics, interests, abilities and learning styles. Educational programs implemented to take into account a wide diversity of characteristics and abilities.

OBJECTIVES OF INCLUSION

When every policy is formulated, there must be objectives to be achieved. Ngugi (2002) states the objectives of inclusion as follows; to develop positive attitude in parents, teachers, peers and the community at large towards children with special needs in education. To provide comprehensive

educational plan that modifies the curriculum to give maximum opportunity to children with special needs in order for them to become productive members of the society. To facilitate inclusion of the learner in all aspects of life.

3: BENEFITS OF INCLUSIVE EDUCATION

Ngugi (2002) highlights the benefits of inclusive education as follows: All children learn to grow in the environment that they will eventually live and work in. All pupils and teachers gain the virtue of being accommodative, accepting, patient and cooperative. Teachers get to share ideas and knowledge with each other and with parents thus making education a meaningful aspect of everyday life. They will develop skills and abilities when working as a team to address their challenges. Inclusive education creates a school for all benefits resulting in an inclusive society. It is cost effective and gives equal opportunities to all children thus promoting the right for all to education.

4: BARRIERS THAT MAY HINDER INCLUSION

According to Ngugi (2002) our schools may not be able to effectively accommodate learners with various diversities of learning needs. This is because of the many existing barriers in our education systems towards learners with special needs. They include the following:

- Negative attitudes of teachers and other stakeholders towards persons with disabilities and other special needs
- Lack of clear policy guidelines and legal status on special needs educational provisions.
- Inadequate educational facilities, equipment and services for the children with special needs in education.

- Curriculum is inappropriate because there are inadequate trained personnel. The present use rigid learning approaches which may only benefit the average learner. Factors within the child due to disability. Factors within the environment due to inaccessible learning environment.

jo (2003) states that inclusion of persons with disabilities should be at all levels that is home, school, community, employment sector, social services and decision making. Inclusion requires planning and adjusting the environment to meet the needs of every individual. Randiki (2002) has led some movements that wanted people with disabilities to be seen as part of the general society. These are deinstitutionalisation, regular education initiative, least restrictive environment, integration, and community-based rehabilitation.

TEACHERS' ATTITUDE ON INCLUSION OF LEARNERS WITH VISUAL IMPAIRMENT

: DEFINITION

Attitude refers to one's feelings on an idea, knowledge or perception of a given object. Bonjo (2003) states that an attitude could be negative or positive.

: COMPONENTS OF ATTITUDE

Kristensen (1989) identifies three categories of attitudes, which arise towards people who are disabled. They are the; verbal, emotional and the action level.

verbal level: The verbal attitude is expressed in the way in which people speak. The newspaper and media comment about handicaps.

Feeling/emotional level: The feeling level contains the most private feelings. The attitudes of the disabled level are much more difficult to examine. People are not inclined to express negative feelings, which are unacceptable to societies norms.

action level: The action level is directly expressed in the behaviour shown towards the disabled e.g. when a child is excluded from school or in participating in daily living activities, this is an expression of the non handicapped person's negative attitude at the action level.

in the categories of attitudes, the researcher tends to feel that they may be associated to learners with disabilities in our regular schools. Bonjo (2003), identifies techniques of fostering positive attitudes towards persons with disabilities. They are; Media influence on disability awareness, people without disability need information about people with disability and vice versa.

helps the two groups of people to understand each other. Advocacy and legislation. Non-discriminatory terms for persons with disabilities. Booth (2002) asks whose responsibility it is to provide opportunity for learners with disability to learn. It is the teacher's. Therefore, teachers who see themselves as responsible for meeting the needs of all learners include them in all their activities and use a variety of teaching techniques that address the needs of all learners. Otiato (2002) emphasizes positive attitude towards all learners and working with fellow teachers and service providers to make teaching in an inclusive setting a big success. The teacher in regular classroom should modify the physical environment and instruction strategies to accommodate learners who are absent from class for part of the day. Other professionals i.e. special education teachers should have clear objectives as they work with the child.

. TRADITIONAL BELIEFS ABOUT LEARNERS WITH VISUAL IMPAIRMENT

People with disabilities are not easily accepted by the society. They were considered socially less valuable. People regarded disability to be caused by witchcraft, curses or as a punishment from God for sins done. Persons with disabilities were isolated and their needs were not met by their families and community. Some African communities used to throw such children in the bush because women were expected to give birth to healthy babies. The names given to people with disabilities were abusive, derogatory and dehumanizing. In the Maasai community disability was seen as a curse and a person with disability was not involved in any ceremony carried out in the community. The societal attitudes

negative barriers on services for children with special needs.

KNOWLEDGE ON EDUCATION PROVISION

HISTORICAL BACKGROUND ON EDUCATION OF PERSONS

WITH VISUAL IMPAIRMENTS.

Before the seventeenth century, people with disabilities all over the world were considered socially and mentally less capable, hence they were not easily accepted and regarded as part and parcel of the family and community. In the eighteenth century, individual and some families who saw the potential of children with disabilities started teaching them at family level. In (685AD) was reported to have been the first person to device touch reading materials for the visually handicapped in Alexandria. In 1791, New England Asylum for the blind later renamed Perkins school was established in USA. The then governor of Uganda Sir Andrew Cohen (1952) had a visually impaired relative and hence introduced the idea of providing education to persons with visual impairment. Through his efforts, the Commonwealth society for the blind now called sight savers international set aside funds to promote education and welfare of persons with visual impairment. The need to start organizations for persons with disabilities was felt. They included: Uganda fountain for the blind (U.F.B), Uganda society for the blind (U.S.B), Uganda spastic's society (U.S.S), Uganda association for the mentally handicapped. These Organizations had the main objective of providing education to persons with disabilities. In Kenya special needs education started during the Second World War in 1945 to rehabilitate army Officers who returned from war with injuries. Services were developed to rehabilitate persons with physical, visual impairments and brain damage. Churches, voluntary and non-governmental organizations played a leading role in providing medical care, food, recreation and other facilities in the rehabilitation homes. It was out of these homes that the earliest special schools grew to cater for the visually impaired learners.

earliest schools for the visually impaired learners include: - Thika school for the blind in 1945, Mombasa school for the blind 1963 and Likoni school for the blind 1968. Later on they felt the need to set up organizations for persons with disabilities. Examples are Kenya societies for the blind.

2 EDUCATIONAL RESOURCES

According to Hiahu (2002) Oxford advance learner dictionary in (1995) describes a resource as anything that can be turned for help, support or consultation when needed. He further points out resource personnel who assist visually impaired learners as Braille transcribers, mobility instructors, orientation therapists, refractionists, opticians, ophthalmologist and teacher aids. Kimani (2002) states that in order to support visually impaired learners in regular classrooms situation the following has to be considered: The curriculum, Teaching approaches, Teaching materials and environmental adaptations. He further emphasized that totally blind learners will require the following educational resources in order to learn effectively. Braille textbooks, Tactile map diagrams and Abacus for mathematical computation. Otiao (2002) talks about the sharing of resources. Resources that may be placed in a central place to be shared include: - Typewriters, Brailers, Globes, Clocks and balls. Ayieko (1993) states that adaptation of materials means modifying learning materials to suit the major sense used in learning. Visually Impaired learners need some adaptation of both curriculum and materials in order to cope with class work.

3 ENVIRONMENTAL ADAPTATION

According to Kimani P. (2002) environmental adaptation are changes that may be in the social and learning environment to enhance visual efficiency for the individual with visual impairments so as to enable the individual operate to as near "normal" as possible. The following are factors to consider in making the environmental adaptation. The visual ability of the individual. The visual acuity of

individual. The interests and capabilities of the individual. The teachers should make sure that the learners are benefiting like others. The degree at which the individual is able to orient himself to the diversities of the activities in his environment. The size of the classroom in which the person is in, that lighting, classroom design and arrangement, colour and colour contrast, materials development, presentation and use.

4 REMEDIATION FOR LEARNERS WITH VISUAL IMPAIRMENTS

According to Ayieko (1993) a visually impaired child lacks one major source of sensory input. The process of getting and processing information is inefficient. The child may not grasp some concepts and may need more time and experience to grasp. The visually impaired learner also misses class when they attend to medical appointments. Due to all these reasons, the visually impaired learner may tend to be behind in class work. It's the duty of the subject teacher to make sure that the learners are benefiting like others. This is done through remedial work remedial instruction go beyond the usual classroom procedure and its often applied in instances where learners experiences significant problems in learning. This is according to Oganda G. (2002).

PARENTAL INVOLVEMENT ON VISUALLY IMPAIRED LEARNERS

According to Joan D. (1996), parents should be involved in all the decisions made about children with special needs. The relationship between parents and children with special needs in Education and the school in which their children attend has a crucial bearing on the child's education progress. She stresses the need to take parents wishes, feelings and knowledge in to account at all stages. Parents have a great deal of information about their children, which may be useful to the teacher. Otiato (2002) emphasizes on parental support, which is important in the learning of the child. The support given makes the child feel loved and appreciated as a valuable member of the family, worthy of being

ated like other children in the family. Teachers should be prepared to listen to the parents and ask questions about the child's behaviour at home. Parents also need to be involved with the child's progress at school.

TEACHERS VIEWS ON FACTORS TO BE CONSIDERED BEFORE INCLUSION OF VISUALLY IMPAIRED LEARNERS IN REGULAR SCHOOLS

Many children with visual impairment have not been in a position to acquire formal education. This is due to the negative attitude towards them. However due to the government policy of including them in regular schools, they can now go to schools which are near their homes. The problem is that many teachers do not know what to do with them when they go to school. Therefore there are factors to be considered before implementation of inclusive education. They are: Training of more teachers in special education. Accessible support services. Adopt physical facilities in schools providing enough educational resources in schools. Having in - service courses to enhance teaching approaches. Employing more Braille subscribers and mobility instructors. Creating a safe environment for the disabled children. Review of the education system to look in to the subjects and grading so as to accommodate those with disabilities.

CHAPTER THREE, METHODOLOGY

INTRODUCTION

In this chapter the research methods used during the study are discussed. They include: Research approach design, population, sample, sampling procedures, instruments and procedure of the study.

Research approach

The researcher chose to use qualitative approach because: she used words to describe the data collected. She went out physically to school and interacted with teachers and other stakeholders to get information about her study whereby she observed them and assessed their views.

Research design

The researcher chose survey method in data collection. In survey method questions can be asked personally in interview or through questionnaires. Survey samples out the individual from a group of sample or population. The questionnaires were used to establish the situation on the ground.

Population

The target population are all regular teachers in central division Narok North District who are estimated to be three hundred teachers.

Sample

The researcher focused her research in five schools to represent others in the Division. They included: Sankale Primary, Masikonde Primary, Lenana Primary, Mashariani Primary and Nkairmiram Primary.

Sampling procedure

researcher choose to use simple random sampling to select the schools. This involved selection at random from a list of the population, the required number for the respondent. In these schools the researcher used the convenience sampling procedure to get the most reliable results for her study.

Instruments

researcher chose to use questionnaires as the tool of collecting data. The questions in the questionnaire acted as a guide and the respondents were to give their own opinions without fearing abuse as they were not needed to identify their names.

Procedure of the study

researcher prepared the questionnaire and gave two teachers for pre-testing. After pre-testing, the questionnaires were proved to be Okay and returned to the Researcher. The researcher took the questionnaires to be typed and several copies were produced. The researcher wrote the names of all the schools in the division in pieces of paper and folded them properly. The researcher asked a fellow researcher to select at random five papers from the folded ones. The schools randomly selected were: Ole Masikonde, Lenana, Ilmashariani and Nkairamiram Primary Schools. After asking for permission from the head teachers of these schools, the researcher issued five questionnaires per school. Convenience sampling procedure was employed when issuing the questionnaires to teachers in the schools.

CHAPTER FOUR, PRESENTATION AND ANALYSIS OF DATA

Presentation of data

researcher analysed the data questions giving brief explanation on tables.

TABLE 1: Response rate

NAME OF INSTITUTION	QUESTIONNAIRE GIVEN	QUESTIONNAIRE RETURNED	PERCENTAGE
Ikonde	5	5	100%
an	5	5	100%
enkitok	5	5	100%
onga	5	5	100%
nsariani	5	5	100%
TOTAL	25	25	100%

table above shows 100% response from all the five chosen schools. This is because for every school the researcher went, she issued the questionnaires to the respondents and made them fill them individually on a round table after filling them, the researcher collected them.

TABLE 2: Gender

RESPONSE	FREQUENCY	PERCENTAGE
male	16	64
female	9	36
Total	25	100%

The table above indicates that most respondents are female teachers with 64% whereas the male teachers are only 36%. The reason is that female teachers joint their husband in urban area and male teachers go to rural areas.

TABLE 3: Level of Education

RESPONSE	FREQUENCY	PERCENTAGE
O-level	22	88%
A-level	3	12%
S.C	0	0%
Others	0	0%
Total	25	100%

The above table shows that most of the teachers reached O-level.

TABLE 4: Professional Qualifications

RESPONSE	FREQUENCY	PERCENTAGE
	21	84%
	3	12%
S	1	4%
Diploma	0	0%
HERS	0	0%
TOTAL	25	100%

According to the above table most of the teachers are P₁ grade followed by the P₂ grade. The lowest are S grade.

KNOWLEDGE AND UNDERSTANDING OF THE VISUALLY IMPAIRED

TABLE 5: Awareness of person with visual problems

RESPONSE	FREQUENCY	PERCENTAGE
	22	88%
	3	12%
TOTAL	25	100%

From the above table 88% of the respondents have come across a person with visual problems while 12% have never come across persons with visual impairment. This explains that there are many visually impaired persons in the community.

TABLE 6: Response on how it was realised that the person is impaired

RESPONSE	FREQUENCY	PERCENTAGE
the cane	8	32%
defect	7	28%
led	6	24%
response	4	16%
TOTAL	25	100%

table above shows that it is through observable behaviours that the respondent came to know that person is visually impaired.

TABLE 7: Difficulties faced by persons with visual impairment

RESPONSE	FREQUENCY	PERCENTAGE
ABILITY/Orientation	11	44%
social problems	11	44%
awareness	3	12%
TOTAL	25	100%

from the table above, the respondents have sighted that mobility/orientation and social problems are some of the difficulties faced by persons with visual impairment. The above skills should be acquired and learnt as early as possible.

KNOWLEDGE ON INCLUSIVE EDUCATION

Table 8: To investigate whether learners with visual impairment

should be included in regular schools

Response	FREQUENCY	PERCENTAGE
Should be included	16	64%
Should not be included	9	36%
TOTAL	25	100%

The above table shows that most respondents, 64% agree that learners with visual impairment should be included in our regular schools. They have probably seen that there is no way we can segregate them because they are our brothers and sisters and they have to learn with others though a small percentage (36%) thinks they should not be included.

TABLE 9: Response on why learners with visual impairment should not be included in regular schools

Response	FREQUENCY	PERCENTAGE
Lack of trained personnel and facilities	7	77.8%
Stigmatization	1	11.1%
Other response	1	11.1%
TOTAL	9	100%

The above table shows the reason why the 36% in table 13 did not agree on inclusion into regular schools. 77.8% say it is because of lack of trained personnel and facilities. 11.1% say that

atization can occur on the visually impaired from the ‘normal’ children. This indicates that there
 ot of factors to consider before inclusion.

**ABLE 10: Whether academic performance can be affected when learners with Visual
 impairment are included in regular schools**

ONSE	FREQUENCY	PERCENTAGE
	12	52%
	13	48%
AL	25	100%

onse from the above table shows that 52% say that academic performance will not be mindful of
 dual differences.

**able 11: Response as to why academic performance can be affected when Learners with
 visual impairment are included in regular schools**

ONSE	FREQUENCY	PERCENTAGE
of learning is slow	5	38.5%
special trained personnel	5	38.5%
r mean score	2	15.3%
sponse	1	7.7%
AL	13	100%

able above shows that 38.5% have said that academic performance can be affected because their of learning is slightly below that of the ‘normal’ learners. 38.5% have said that learners who are ly impaired require a specially trained teacher to meet their needs. 15.3% have said that they will the mean score thus performance is affected while 7.7% have no idea.

TABLE 12: Response as to where they could be placed to learn best

ONSE	FREQUENCY	PERCENTAGE
al school	12	50%
ar School	9	37.5%
e schools	2	8.4%
where within the school	1	4.1%
	24	100%

the table above most of the respondents 50% suggest that they could learn best in special schools. say that they could learn best in regular schools.8.4% say they could learn in any of the schools. say that they can learn in centers within the schools. The reason why most of the respondents st that they learn in special schools is that there is appropriate manpower and enough proper ies to meet their needs.

TABLE 13: Response on subjects with visual problems find difficulties in

RESPONSE	FREQUENCY	PERCENTAGE
Science subjects	7	50%
Visual Arts	4	28.6%
Other	2	14.3%
No response	1	7.1%
TOTAL	14	100%

From this table it is apparent from the results that majority (50%) of the respondents say that learners with visual impairment face problems in science subjects. The reason could be that they require a lot of practical activities which need the use of all senses.

TABLE 14: Response on which learning and teaching resource should be used while teaching learners who are visually impaired

RESPONSE	FREQUENCY	PERCENTAGE
Tactile materials	11	44%
Audio book	8	32%
Sign language	4	16%
No response	2	8%
TOTAL	25	100%

The table above requested teachers to indicate the suitable learning/teaching materials to use while teaching learners with visual impairment. 44% said they should use tactile materials, 32% said they

use Braille books, 16% didn't know which to use while 8% gave no response. This shows that of the teachers are aware of appropriate learning and teaching materials to use.

MENTAL INVOLVEMENT

TABLE 15: Response on how parents with learners who are visually impaired benefit from successful implementation of inclusion

ONSE	FREQUENCY	PERCENTAGE
ffective	9	36%
learning opportunity	7	28%
monitoring by parents	5	20%
ocial interaction	2	8%
ponse	2	8%
TOTAL	25	100%

he above table 36% of the respondents think that it is cheap to educate learners in regular schools i special schools. 28% say that learners will benefit because they will have equal learning imities, 20% say they need close monitoring by parents. 8% say they will gain social interaction inclusion while 8% had no response. From the result its evident that there is a lot of benefits in on.

Table 16: Response on what assistant parents of learners who are visually impaired offer towards the education of their children

RESPONSE	FREQUENCY	PERCENTAGE
Financial support	9	36%
Academic support	6	24%
No support	6	24%
Medical support	2	8%
No response	2	8%
TOTAL	25	100%

From the above table only 36 of the respondents think that parents offer financial support. 24% think parents offer academic support while another 24% thinks that there is no support while 8% think medical support is provided while another 8% had no response. This shows that some parents care for their children.

CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUSION

INTRODUCTION

Purpose of the study is to investigate the attitudes of regular teachers towards inclusion of learners with visual impairments in regular schools in central division of Narok District. The researcher was guided by the following research questions.

What is the regular teachers knowledge about the visually impaired:?

What is the regular teachers knowledge about inclusive education?

What is the regular teachers knowledge on education provision for learners who are visually impaired?

What is the regular teachers view on what should be put in place for effective inclusion of learners who are visually impaired in regular schools?

What is the role played by parents in an inclusive setting to enhance success of learners with visual impairment?

SUMMARY

KNOWLEDGE AND UNDERSTANDING OF VISUAL IMPAIRMENT

The findings most teachers have come across persons with visual impairment in their day today. Most of them know the causes of visual problems as diseases. No respondent gave the cause as a curse. This shows that most of them have turned away from cultural beliefs into the world of science. Most of the respondents are also aware of the various methods of preventing visual impairment. They are simple going for treatment and educating people on methods of preventing visual impairment.

respondents also have highlighted on problems faced by persons with visual impairment. This includes mobility and orientation, social problems, etc.

KNOWLEDGE ON INCLUSIVE EDUCATION

From the results 64% of the teachers are of the idea that children with visual impairment should be included into our regular schools. This will enable such learners to be motivated academically as they can learn and socialize together. 36% of the teachers think that the learners should not be included into our regular schools because there is shortage of trained manpower and also they will be stigmatized as they will not be able to cope with other non-impaired learners. Performers can be affected if learners with visual impairment are included in regular schools. Some of the reasons teachers gave are that pace of their learning is slow compared to others. They require attention of specially trained teachers and that when it comes to examinations, they lower the mean score.

EDUCATION PROVISION FOR LEARNERS WITH VISUAL IMPAIRMENT

Most teachers said that they have never come across children with visual problems in their classes. This possibly implies that these children are in special boarding schools/units or just kept at home. Some teachers have come across these children and knew that they had visual problems. The respondents further stated on how to assist these children they would teach the learners by making them participate in various activities in class e.g. answering questions in class. They would also use appropriate teaching aids provided by the resource.

The resource further revealed that mostly respondents had the opinion that education of learners with visual impairment is important just like of any other child. Some thought that they should not be included because of negative attitude they have towards the disabled. There were different opinions as

are they could be best educated. Some suggested in regular schools others in centers within the schools while others suggested that they can learn in any school. On the curriculum teachers said that there are subjects that are practical e.g Science and P.E that require a trained teacher in the area of physical impairment. On absenteeism teachers said that learners with visual impairment miss school to go to medical treatment and this affects their learning. Due to this, the present curriculum should be modified at a lower level to accommodate all learners.

PARENTAL INVOLVEMENTS

Most of the parents with learners who are usually impaired will benefit from successful implementation of inclusion. This is because inclusion is cheap compared to special schools. Their children will have equal opportunities like other children. They will be staying with their children therefore have close monitoring of their children. The learners will gain social interaction when they are in regular schools. As regards parents concern they visit the school regularly to know their children's progress. They also provide assistance towards education of their children including financial support, academic support and medical support. This shows that parents attitudes towards their children with disabilities have improved. They have acceptance and taking care of them.

RECOMMENDATIONS

The researcher has made the following recommendation based on findings of her study. Create awareness in the public through campaign during barazas, workshops, church services, etc by special officers in view of changing people's attitude towards disabilities. In-service courses for teachers to be organized for them to be equipped with knowledge and skills to handle learners with special needs.

ulum and school environment to be modified and adopted to meet individual learners needs.
ers to be motivated possibly by promotions after attending the courses. More teachers to be
yed and deployed to reduce workload which will make it possible to have smaller classes for
individual attention.

CONCLUSION

ling to the researcher, findings, teachers in central division Narok District have some basic
edge on visual impairments. They need to be provided with appropriate materials, facilities and
ents so as to assist such learners in their schools to learn like those others. Teachers should be
aged to be creative so as to improvise materials which are not locally available. This will enable
s with visual impairments manipulate their environment freely hence become dependent in their

TEACHERS QUESTIONNAIRES:

Questions for regular teachers on attitudes towards learners with visual impairments in an inclusive setting in central division Narok district. Please answer the following questions by ticking the most appropriate response in each case. Do not write your name.

PART A

PERSONAL INFORMATION

1. Gender

Male ☐

Female ☐

2. Age

20 -30 years ☐

31 – 40 years ☐

41- 50 years ☐

Above 50 years ☐

3. Highest level of education:

A- level ☐

O- level ☐

O-level 8.4.4 ☐

Others specify.....

4. Current grade

A.T.SO ☐

Diploma ☐

P1 ☐

Others (Specify)

5. Teaching experience.

1 - 5 years ☐

06 - 10 years ☐

11 - 15 years ☐

Over 16 years ☐

PART B

THEME KNOWLEDGE ABOUT VISUAL IMPAIREMENT.

1. Have you ever met a person who is visually impaired (blind)?

Yes ☐

No ☐

2. What do you think are the causes of visual impairment (blindness) in your community?

Diseases ☐

Accidents ☐

Witchcrafts ☐

Others (specify).....

3. What are the traditional beliefs about visual impairment in your

community?.....

.....

4. In your community how are persons who are visually impaired treated?

Sympathetically ☐

Discriminatively ☐

Totally neglected ☐

With love and care ☐

PART C

THEME: EDUCATION OF LEARNERS WHO ARE VISU ALLY IMPAIRED.

1. In your experience as a teacher, have you ever had a learner who is visually
impaired
in your class?

Yes ☐

No ☐

2. To your opinion, do you think learners who are blind should be educated at all?

Yes ☐

No ☐

3. Do you think learners who are visually impaired can excel academically in regular
schools?

Yes ☐

No ☐

4. To your opinion, which is the best way to educate children who are visually impaired?

- 1. Regular schools.
- 2. Special schools
- 3. Units in regular schools or at home.
- 4. Others (*specify*).....
.....

PART D

THEME: KNOWLEDGE ON INCLUSION

1. Do you understand the meaning of the term inclusion?

Yes ☐

No ☐

2. (A) in your current class, do you have learners with disabilities?

Yes ☐

No. ☐

(B) If yes, what type of disability?

specify

.....

3. (A) would you admit a child who is visually impaired in your class?

Yes ☐

No ☐

(B) If No, give reasons why you can't admit such a learner in your Class

4. To your opinion, do you think it is possible to include children with disabilities in regular schools?

Yes ☐

No. ☐

PART E

THEME: FACTORS TO CONSIDER BEFORE INCLUDING LEARNERS WITH VISUAL IMPAIRMENT IN REGULAR SCHOOLS.

1. Suggest what should be considered so that learners who are visually impaired can learn effectively in regular schools.....

2. Whom do you think should fund the provision of equipment and materials required by learners who are visually impaired?

Donors ☐

Government ☐

P.T.A ☐

Well- wishers ☐

Others Specify

1. How can the community be sensitized so as to support inclusion of learners with visual impairments into regular schools?

Use posters. ☐

in churches ☐

Organize awareness campaigns ☐

at chief barazas ☐

2. As a teacher on the ground, would you be interested to train in special needs education?

Yes ☐

No ☐

APPENDICES

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