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Factors Influencing Academic Performance of Learners with Visual Impairment Integrated in Public Primary Schools in Rongo Sub-County, Migori County, Kenya

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Abstract:

Visual impairment impacts an individual's ability to successfully complete the activities of everyday life. This study investigated factors influencing academic performance of learners with visual impairment integrated in Public Primary schools in Rongo Sub-County, Migori County, Kenya. The objectives of the study were: to investigate the impact of instructional methods on academic performance of learners with visual impairment; to establish the effect of teacher training on academic performance of learners with visual impairment; to find out the effect of teachers' attitude on academic performance of learners with visual impairment and to determine the influence of teaching learning materials on academic performance of learners with visual impairment in Rongo Sub-County. The study employed mixed method approach. The target population included 29 head teachers of public primary schools with integrated program, 40 Special Needs Education (SNE) teachers and 5 Curriculum Support Officers (CSOs) giving a total of 74 respondents. Purposive and Saturated sampling techniques were used to get a sample size of 29 Head teachers, 40 SNE teachers and 5 CSOs respectively. Questionnaires and interview schedule were used to collect data. Quantitative data was analyzed using descriptive statistics of frequencies, percentages and means and Inferential of Pearson Correlation Coefficient and Chi square. Qualitative data was analyzed based on emerging themes generated from the study objectives. The study established that there was significant relationship between instructional methods, teacher training, teachers' attitude and teaching learning materials and academic performance all at $p < 0.05$.

Keywords: Influence, academics, performance, impairment, integrated, public and school

1. Introduction

Globally, the education of learners with visual impairment in public primary schools is fundamental to a good national outlook and social economic in general. The intellectual potential of the visually impaired were developed through education which made them contributors not only to the national but global economics like their sighted counterparts (Omede, 2015). Providing all students in general education classes with high quality instructions, intervention, and support is a hallmark of inclusive education (Vaporanya 2014). Inclusive schools have a collaborative and respectful school culture where pupils with disabilities are presumed to be competent, develop positive social relationships with peers, and are full participating members of the school community (Lamichhane, 2017).

Several education policies aimed at implementing inclusive education in Ghana was passed following the launch of the community-based rehabilitation program in 1992 which piloted inclusive education in 10 districts. The National Disability Policy of 2000, the National Disability Act of 2006, and the Ministry of Education Strategic Plan (2010-2020) provided the foundation in support for inclusive education (Nketsia, 2013). Teachers and school administrators in Ethiopia support the inclusion of students with disabilities in mainstream schools. However, lack of adequate training and resources pose a challenge to Ethiopia's inclusive education (Franck, 2017).

1.1. Statement of the Problem

Vision plays a critical role in an educational setting. Visual impairment which is severe enough to interfere with progress is considered a visual handicap. Learners must be able to see clearly, focus on objects far and near, be able to co-ordinate hand and eye, discriminate small differences and remember what they see. Difficulty in these areas may pose problems in the classroom for pupils with visual impairment to access learning. Despite the effort of the government in identifying learners with visual impairment and integrating them into public primary school system, the problem of instructional methods, inadequate teacher training, teachers' attitude and teaching learning materials still pose a great

challenge to academic performance of learners with visual impairment. The study therefore sought to investigate factors influencing academic performance of learners with visual impairment integrated in public primary schools in Rongo Sub-county.

1.2. Purpose of the Study

The purpose of the study was to investigate the factors influencing academic performance of learners with visual impairment integrated in public primary schools in Rongo sub county, Migori County.

1.3. Objective of the Study

To investigate the influence of instructional methods on academic performance of learners with visual impairment in Rongo Sub-County.

1.4. Null Hypothesis

- H_{01} There is no significant relationship between instructional methods and academic performance of learners with visual impairment in Rongo Sub-County.

1.5. Significance of the Study

The findings will enable teachers in the integrated schools to use instructional methods which are relevant to learners with visual impairment.

1.6. Theoretical Framework

The Social Cognitive Learning Theory introduced by Albert Bandura (2004) that, the learning process is the result of one's observation of the surrounding behavior. He emphasized the elements of behavior, mental activity and environment. These three elements influence the learning process and the formations of Individual Social Cognitions are interconnected. The inability to see is a major impediment to children with visual impairment to get visual information about the environment.

1.7. Conceptual Framework

The conceptual framework of this study was based on four variables related to factors influencing academic performance of learners with visual impairment integrated in public primary schools in Rongo Sub County.

1.8. Operational Definition of Terms

- Learners with visual impairment: In this study these are learners enrolled in standard eight in Rongo Sub County with functional loss of vision.

2. Literature Review

According to Annie, Ndhlovu, and Kasonde-Ng'angu (2015) teaching is the process of impacting knowledge and skills to learners. There is a challenge of teaching pupils with visual impairments in integrated primary schools. One of the major difficulties is lack of using correct instructional methods to learners with visual impairments. For most learners with disabilities, the key to academic performance in class lies in having suitable adaptations, accommodations and adjustments made to the instructional methods and other classroom activities. A visually impaired learner who studies in the mainstream learning institutions of public primary schools experiences several obstacles. Absence of accessible contents, lack of sensitive and trained personnel, and lack of concern regarding advancements in support technologies render primary education difficult to access for learners with visual impairments.

There are numerous studies that have been conducted on the subject of instructional methods as relate to academic performance of visually impaired persons. The main objective of the study was to highlight the nature of learning support provided to learners with visual impairments in Botswana. The researchers employed qualitative research strategy, which involved direct observation of class sessions for three months and personal interviews with different stakeholders, learners with visual impairments, as well as support organizations. The data was analyzed for content, drawing themes associated with educational support at the school. The process of coding and classification helped in giving meaning to the data. The researchers concluded that appropriate learning support strategies need to be implemented in schools to learners with visual impairments to facilitate access, participation, and success in learning institutions. This study indicates that instructional methods as part of learning support strategies positively affect academic performance of learners with visual impairments. However quantitative research was not used to get in depth information on the topic of study. The researcher focused on the learning support strategies and their provision. This study will therefore focus on how teacher training and teaching learning materials influence academic performance.

Tugli, *et al* (2013) describes individualized education program as the fundamental component of special education programs for learners with visual impairments as well as other kinds of disabilities. The program is comprised of individual elements that act as road map, determining where the present state of the learner, where the learner needs to get, as well as how he or she is expected to get there. Individualized Education Program needs to cover crucial information regarding goals of the child, which should be updated at least once annually. Setting of goals stipulates what the learner is expected to learn in the following year, as well as academic skills and any other necessary functional skills.

Tactile learning system is described as a teaching approach employing learning through senses, especially through the sense of touch. When an instructor is teaching learners with visual impairments, they should integrate tactile learning experiences as much as possible since it has a positive impact on the learning outcome. For instance, rather than discussing about rocks and providing images of various kinds of rocks, the teacher should essentially have physical rocks accessible in the classrooms for the learners to touch and feel. Butler, et al (2016) asserts that tactile learning experience is important in helping learners overcome classroom challenges and ultimately challenges in real life.

In some cases learners with visual impairments may require an additional time to complete their assignments and tasks and/or tests. Generally, this is because reading through Braille or applying certain technological assistant may take more time than regular learners. However Tugli, *et al* (2013) argues that even though educators may need to give extra time to learners with visual impairments or blind pupils to finish their work, it is not appropriate if instead they make their vision as an excuse for submitting their work late. Therefore, instructors should set deadlines and ensure to adhere to them. Giving additional time to learners with visual impairments is likely to encourage them to improve their performance.

According to Agesa (2014) the easiest and cost effective way of improving the learning environment and academic performance for learners with visual impairments is providing projected sound during instruction. This approach helps learners to listen to the instructions or lessons numerous times with an aim of ensuring that they totally understand what the teacher expects of them. Learners can be encouraged to record instructions using their Smartphone apps that they can later download freely. Better sound quality can be achieved by providing a microphone and recording device that could then upload the sounds to learners personal computers. In overall, projected sound during instructions improves the learning outcome of the learners with visual impairments.

When teaching learners with visual impairments or blind learners, there is need for modification of the curriculum and the teaching approach to meet the needs of the pupils. For instance, when teaching art, an educator may depend more on tactile experiences, such as molding using clay rather than drawing or coloring. Selection and use of effective and appropriate educational methods largely depends on the teaching objectives and the needs of the students. Some approaches may necessitate extended periods of learning, but could greatly impact on the performance of the students eventually. However, other instructional methods are quick and easy to apply and will provide just the proper amount of balance in the classrooms (Passmore, 2013).

3. Research Methodology

3.1. Research Design

This study used descriptive research design. It is a research method that describes the characteristics of the population or the phenomenon that is being studied.

3.2. Location of the Study

The study was conducted in 29 public primary schools with integrated programs in Rongo sub-county. It was carried out in Rongo sub-county specifically because Rongo Sub County has scanty information about learners with visual impairment in public primary schools with integrated program.

3.3. Target Population

The researcher targeted 29 head teachers from public primary schools with integrated programs; 40 Special Needs Education (SNE) teachers and 5 Curriculum Support Officers (CSOs). That brings out total target population of the study to 74 participants.

3.4. Sample and Sampling Techniques

The researcher obtained a list of Rongo sub-county public primary schools with integrated program from the sub-county office. Twenty nine head teachers from public primary schools with integrated program were involved in the study. The researcher used purposive sampling to select 29 integrated public primary schools. Twenty nine Head teachers and 40 SNE teachers were purposely sampled to be part of the study. They had the required information with respect to the objectives of the study. The researcher used saturation to sampled 5 Curriculum Support Officers. The researcher used saturation because the number was small.

3.5. Data Collection Instruments

The researcher used two research instruments that is questionnaires and interview schedule.

3.6. Validity of the Instruments

The experts were requested to check on simplicity, clarity and ambiguity of items. The items that were found to be clear, simple and non-ambiguous were included and lastly content were reviewed as per the expert suggestion. Based on expert's responses, items with 65% or more agreement as per specific construct were retained. For interview schedule, the researcher and the experts developed interview schedule questions in line with the study objectives. Following this procedure, the researcher redefined and developed the questions. The interview schedule questions were then critiqued by the researcher's colleagues. Following that all process, the researcher piloted the interview schedule questions with a small group of respondents similar to those who were to be involved in the interview process within Rongo Sub County.

After the pilot process, the researcher gave out the questions to the expert to look at them again before they were used to collect the data from the field. For the questionnaires, the researcher established face validity by giving the questionnaire reviewed by the research classmates and an expert. The researcher then conducted a pilot study of the questions to a number of respondents similar to the study pilot sample and at that same time, the researcher then tried to minimize the risk of error. The very last thing was to give out the questions for review.

3.7. Reliability of the Instruments

To ensure reliability, a pilot test was carried out on the questionnaire by administering it to 4 SNE teachers and 3 head teachers which were not part of the sample but within the same Sub County. 1 Curriculum Support Officer who was part of the study participants which was 10% of the sample study population randomly selected (Mugenda and Mugenda, 2012). More than one test was carried out to help ascertain reliability of the study instruments. Test-retest research technique of reliability was used whereby the pilot questionnaires were administered twice to the same respondents in an interval of two weeks. The pilot scores were then correlated using Pearson product correlation method to determine reliability coefficient index of 0.79 and 0.81 was obtained for SNE teachers' questionnaires and head teachers' questionnaires respectively, meaning the instruments were reliable. The researcher used parallel forms reliability test for the interview schedules. The researcher created two parallel forms. One way to accomplish this was to come up with a large set of questions that addressed the same formed questions and then randomly divided the interview questions into two parallel groups. The questions were then administered to the same participants.

3.8. Data Collection Procedure

Before the process, the researcher secured a research authorization letter and research permit. The researcher employed questionnaire and interview schedule to collect raw data from the respondents promising confidentiality. The respondents were Head teachers, SNE teachers and curriculum support officers (CSOs). The researcher went to schools and with the consent of the head teacher in each school gave out questionnaires to teachers. The head teachers and teachers of both the pilot and the study schools filled in the questionnaires independently. The questionnaires were collected after two weeks as agreed. CSOs were given appointment on the appropriate date to carry out the interview. The researcher conducted the interview for 50 minutes taking the responses in point form.

3.9. Methods of Data Analysis

The data obtained from the teachers and head teachers which were quantitative were analyzed through tables, frequencies and percentages while qualitative data obtained from CSOs was analyzed and results presented through narrative in accordance to the study objectives.

4. Result and Discussion

The first objective of the study was to investigate the influence of instructional methods on academic performance of learners with visual impairment in public primary schools in Rongo Sub County. The researcher enquired from head teachers and teachers the influence of instructional methods on academics and results were summarized in Table 1.

		N =40		N= 29	
		Frequency	Percent	Frequency	Percent
Valid	Very low	1	2.5	1	3
	Low	7	17.5	8	28
	Moderate	24	60	12	41
	High	6	15	6	21
	Very high	2	5	2	7
Total		40	100	29	100

Table 1: Teachers and Head Teachers Responses on Individualized Education Program

Data in Table 1 revealed that majority 24(60%) of teachers moderately used individualized program while minority 1(2.5%) of teachers used it very low. On the same data, 7(17.5%) of teachers performed low in individualized education program, 6(15%) of teachers was high in individualized program and lastly, 2(5%) of teachers employed very high use of individualized program.

On the same table, majority 12(41%) of head teachers used individualized program while minority 1(3%) of head teachers were very low in using individualized program. On the same, 8(28%) of head teachers were low in using individualized program, 6(21%) of head teachers used it highly and lastly, 2(7%) of head teachers used individualized program very high. 2 (40%) CSOs said '*teachers use IEP in classroom teaching*'. The results indicated therefore that individualized instruction (IEP) was averagely used and this could be contributing to poor academic performance in Rongo Sub County.

The study findings concur with Tugli (2013) who described Individualized Education Program as the fundamental component of special education program for learners with visual impairment. These learners require individualized instructions since group instruction for learning specialized skills may not be provided in a meaningful manner.

		N =40		N=29	
		Frequency	Percent	Frequency	Percent
Valid	Very low	7	17.5	5	17.2
	Low	7	17.5	5	17.2
	Moderate	16	40	5	17.2
	High	8	20	12	41.4
	Very high	2	5	2	7
	Total	40	100	29	100

Table 2: Provision of Tactile Learning Experiences

The data in Table 2 established that 7(17.5%) of the teachers rated very low provision of tactile experiences, 7(17.5%) rated low, 16(40%) were moderate (with a weighted average of 3.0) meaning the tactile learning experiences is moderately provided by teachers, 8(20%) rated high and 2(5%) rated very high. A significant percent at 12 (41.4%) of the headteachers rated high, 2(7%) rated very high, while very low, low and moderate were each rated 5(17.2%). The results indicate majority of teachers 16(40%) said provision of tactile experience is moderate (with a weighted average of 3.0) meaning the provision of tactile by headteachers was also moderate but 12 (41.4%) say its use was high. However the weighted average of 3.0 indicated that its use was moderate. 1(20%)CSO said '*Pupils with visual impairment learn by touch*'. Learners with visual impairment learn through touch and therefore its moderate provision as was said by teachers contributed to poor performance. Butler, et al (2016) asserts that tactile learning experience is important in helping learners overcome classroom challenges and ultimately challenges in real life. A teacher of learners with visual impairment usually acts as the primary mediator of the learning environment that implements various strategies to facilitate learner's assimilation into the classroom and school environment. The researcher also sought to find out from teachers and headteachers about provision of tactile experiences on table 2.

The table below shows the response of teachers and head teachers on giving additional time to complete work.

		N =40		N=29	
		Frequency	Percent	Frequency	Percent
Valid	Very low	2	5	2	7
	Low	5	12.5	7	24
	Moderate	11	27.5	5	17
	High	14	35	8	28
	Very high	8	20	7	24
	Total	40	100.0	29	100

Table 3: Giving Additional Time to Complete Work

The data in Table 3 revealed that majority of the teachers at 22(55%) for both high and very high rating agreed that learners are given additional time to complete their work. 2(5%) were very low rating, 5(12.5%) low rating and 11(27.5%) of moderate rating (with a weighted average of 3.5). This is an indication that teachers moderately give the learners with visual impairment additional time to complete work. The research also established that 2 (7%) of the head teachers have very low rating, while another 7 (24%) low rating with the statement. The other 5(17%) of them were moderate (with a weighted average of 3.4). It was further noted that 8 (28%) and 7(24%) of the head teachers rated highly and very highly respectively. 1 (20%) CSO said '*Pupils with visual impairment are given extra time to finish tasks given by their teachers*'. Results show that learners are given time to do their work and this helps them to understand the curriculum hence good academic performance. This is further supported by Odumbe (2015) who said instructional methods depend on a number of factors such as time, developmental level of students, goals, intent and objectives of the teacher, content, and environment including physical setting and resources. The researcher sought to find out from the teachers and headteachers about giving the VI additional time to complete the work on table 10.

The table below shows the response of teachers and head teachers on the use of projected sound.

		N =40		N =29	
		Frequency	Percent	Frequency	Percent
Valid	Very low	4	10	5	17
	Low	7	17.5	6	21
	Moderate	16	40	9	31
	High	12	30	6	21
	Very high	1	2.5	3	10
	Total	40	100	29	100

Table 4: Use of Projected Sound

The data in Table 4 established that 4 (10%) of the teachers rated very low use projected sound during instruction, 7(17.5%) rated low, 16 (40%) of them were found to be moderate (with a weighted average of 3.0) meaning the projected sound by teachers was moderate. Another 12(30%) rated high while 1(2.5%) rated very high.

Regarding headteachers, 5(17%) rated very low, 6(21%) rated low, 9(31%) rated moderate (with a weighted average of 3.0) meaning projected sound during instruction was moderate by the headteachers, 6 (21%) rated high and 3(10%) rated very high.1 (20%) CSO said 'Majority of the teachers are not audible in classroom teaching'. The results therefore show that the use of projected sound was moderate; meaning some of students could not be getting the instruction clearly and therefore contributing to poor performance. Agesa (2014) maintains that the easiest and cost effective way of improving the learning environment and academic performance for learners with visual impairments is providing projected sound during instruction. Learners with VI are limited to acquiring information through incidental learning since they are often unaware of subtle activities in their environment. The researcher sought to find out from the teachers and headteachers about use of projected sound on table 11

The table below shows the response of teachers and head teachers on the use of appropriate instructional methods.

		N =40		N =29	
		Frequency	Percent	Frequency	Percent
Valid	Very low	5	12.5	-	-
	Low	7	17.5	6	20
	Moderate	13	32.5	7	24
	High	13	32.5	8	28
	Very high	2	5	8	28
	Total	40	100	29	100

Table 5: Use of Appropriate Instructional Methods

The data in table 5 established that 5 (12.5%) of the teachers rated very low on the statement that effective and appropriate instructional methods enhances performance, 7(17.5%) rated low and 13(32.5%) rated moderate (with a weighted average of 3.0) meaning the effective and appropriate instructional methods enhances performance in a moderate way by teachers. The other 13 (32.5%) rated high and 2 (5%) rated very high. On the head teachers, 6 (20%) rated low while 7 (24%) of them rated moderate. The findings also shows that 8 (28 %) rated high and 8(24%) rated very high (with a weighted average of 4) meaning the effective and appropriate instructional methods enhances performance in a moderate way as was shown by headteachers. Majority of teachers therefore agree that effective and appropriate instructional methods enhance academic performance. The researcher sought to find out from the teachers and headteachers about use of appropriate instructional methods on table 12.

The table below shows the response of teachers and head teachers in giving instruction for every assignment and activity.

		N =40		N =29	
		Frequency	Percent	Frequency	Percent
Valid	Very low	4	10	4	13.8
	Low	2	5	6	20.7
	Moderate	15	37.5	4	13.8
	High	12	30	9	31
	Very high	7	17.5	6	20.7
	Total	40	100	29	100

Table 6: Giving Oral Instructions for Every Assignment and Activity

The data in table 6 established that 4(10%) of the teachers rated very low on the statement that oral instructions are given for every assignment and activity, 2(5%) rated low and 15(37.5%) rated moderate (with a weighted average of 3.4). The other 12 (30%) rated it high and 7 (17.5%) rated very high. On the headteachers, 4(13.8%) rated very low, 6 (20.7%) of them rated low and 4(13.8%) rated moderate (with a weighted average of 3.2). The findings also show that 9 (31 %) rated high and 6(20.7%) rated very high. Majority of teachers therefore agrees that giving oral instructions for every assignment and activity enhance academic performance.1 (20%) CSO said 'Teachers give explanations orally before learners do any activity'. The researcher sought to find out from teachers and headteachers about giving oral instructions for every assignment and activity on table 13.

4.1. Testing of the Null Hypothesis

The relationship between instructional methods and academic performance was expressed in terms of KCPE mean scores. Correlation coefficient and Chi-square were used at 0.05 level of significance.

4.2. Pearson Product Correlation Coefficient for Instructional Methods and Academic Performance

The study sought to determine the impact of instructional methods on academic performance of learners with visual impairment in integrated public primary schools in Rongo Sub- County. Significant correlation between KCPE mean scores for the period 2015 to 2018 and the results obtained from teachers and head teachers responses was determined

by conducting correlation analysis. The results are presented in Table 7 and 15 for the teachers and head teachers respectively.

Factors	Correlation with KCPE Mean (2015-2018)		
	Correlation r	signifN	
Instructional methods	0.152	0.004*	29

Table 7: Correlation Coefficient for the Teachers' Responses
Significant at $p < 0.05$

Results in Table 7 revealed there was significant correlation between KCPE mean scores (2015-2018) and instructional methods at $p < 0.05$. Instructional methods had a positive value. This meant the more appropriate and adequate the instructional method, the better the academic performance. Schools putting more emphasis on this variable recorded improvement in KCPE mean scores than those putting less emphasis on them. However, there was a weak relationship because the correlation coefficient r was low.

Factors	Correlation with KCPE Mean (2015-2018)		
	Correlation r	signifN	
Instructional methods	0.129	0.020*	29

Table 8: Correlation Coefficient for the Head teachers' Responses
Significant at $p < 0.05$

The results in Table 8 shows that there was significant correlation at $P < 0.05$ between KCPE mean scores (2015-2018) and instructional methods. The correlation coefficient for this variable was positive, meaning that it influences academic performance in the integrated primary schools.

However, the correlation coefficient, r , was low, meaning that although significant, the relationship was weak.

4.3. Hypothesis Ho1

There is no significant relationship between instructional methods and academic performance in integrated public primary schools in Rongo Sub County.

	Instructional Methods
Chi-Square	176.528 ^a
Df	37
Asymp. Sig.	.004

Table 9: Chi-square for Teachers' Responses

	Instructional Methods
Chi-Square	162.583 ^a
Df	14
Asymp. Sig.	.001

Table 10: Chi-Square for the Head Teachers' Responses

To test the effect of instructional methods on academic performance Chi-Square was used. Summary of the analysis on Table 9 and 17 indicate that there was significance relationship between instructional methods and academic performance at $P = 0.004 < 0.05$ and $P = 0.001 < 0.001$ respectively. Null hypothesis was therefore rejected and concluded that instructional methods had significant effect on academic performance. Adunola (2011) indicated that, the poor academic performance by majority of the pupils was due to ineffective teaching method. Learners with visual impairment should be taught using relevant teaching methods according to individual needs.

5. Summary, Conclusions and Recommendations

The results indicated that, majority 24(60%) of the teachers moderately used Individualized Education Program while minority 1(2.5%) lowly used it. Majority 12(41%) of head teachers used IEP while minority 1(13%) said the use of IEP was low. 2(40%) CSOs said 'Teachers use IEP in classroom teaching'.

On the provision of tactile experiences majority 16(40%) of teachers moderately rated it. Majority 12(41.4%) of head teachers rated it highly. 1(20%) CSO said 'pupils with visual impairment learn by touch'.

Majority 14(35%) of the teachers highly rated that learners are given additional time to complete work while minority 2(5%) rated it very low. Majority 8(25%) of the head teachers highly rated giving additional time to complete work. 1(20%) said 'Pupil with visual impairment are given extra time to finish tasks given by their teachers'.

On the use of projected sound majority 16(40%) of the teachers said its use was moderate while minority 1(2.5%) said it was highly used. 1(20%) CSO said 'majority of the teachers are not audible in classroom teaching'.

Majority 13(32.5%) of teachers moderately used appropriate instructional methods while minority 2(5%) rated it high. Majority 8(25%) of the head teachers highly rated the use of appropriate instructional methods while minority 6(20%) rated it low.

On giving oral instruction for every assignment and activity majority 15(17.5%) of the teachers moderately rated the use of oral instruction while minority 2(5%) rated it low. Majority of the head teachers rated the use of oral instructions high while minority 4(13.8%) rated it very low. One (20%) said 'teachers give explanations orally before learners do any activity'.

6. Conclusion

The response of teachers, headteachers and CSOs was moderate. The Pearson product Correlation indicated that there was significant relationship between instructional methods and academic performance. It indicated that CSOs, head teachers and teachers were not carrying out their roles effectively according to the findings. Therefore this contributed to the poor performance of learners with visual impairment in Rongo Sub County primary schools in KCPE.

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