

**ASSESSMENT OF INSTRUCTIONAL RELATED FACTORS AFFECTING THE
TEACHING OF PHYSICAL EDUCATION TO LEARNERS WITH VISUAL
DISABILITIES WITHIN THE COMPETENCE BASED CURRICULUM IN KENYA**

By

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DECLARATION

This thesis is my original work and has not been presented for the award of degree or any other qualification in this or any other University or institution of higher learning.

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DEDICATION

This work is dedicated to my mother Elizabeth Akinyi Odhiambo, father John Odhiambo Jakinda and my siblings for their adoration and support. This passion has seen me through this study with encouragements, love and devoutness.

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List of Abbreviations

CBC	- Competency Based Curriculum
KCSE	- Kenya Certificate of Secondary Education
KNEC	- Kenya National Examination Council
PE	- Physical Education
UNESCO	- United Nations Educational, Scientific and Cultural Organization
UNICEF	- United Nations Children's Fund
VD	- Visual Disability
VI	- Visual Impairment

ABSTRACT

This study investigated the assessment of instructional factors affecting the teaching of physical education to learners with visual disability in Kenya. The study looked at the schools that are pursuing the competent based curriculum and are segregated for the blind spread all over the country. The dependent variable was the teaching of physical education to learners with visual disability. The independent variables included: the teacher qualification, the teaching practices, the curriculum implementation and the administrative support evident in the teaching of PE. The target population was the head teachers in schools for the blind, the teachers and the learners with visual disability. The researcher adopted descriptive research survey method and simple random sampling was used in order to sample the respondents. A total of 8 head teachers, 34 teachers and 273 learners with visual disability participated in the study. The researcher employed use of questionnaires, interview schedules, an observation protocol, an inventory protocol and a document analysis protocol in order to collect the required information for the study. To ascertain the reliability and validity of the tools, a pilot study was done in one school for learners with visual disability. The final data was collected, coded and summarized on the basis of the objectives of the study. The data analysis and results were presented in tables and pie charts. The findings of the study were: the teachers' teaching learners with visual disability were qualified and experienced sufficiently to teach these learners with visual disability, there was a major issue with use of reference books but it was noted that all the teachers had smart phones which with a little investment they would be able to get a lot of information on the subject content. It was also found that the schools incorporated the CBC syllabus and that the teachers were interpreting and adapting the curriculum to suit the needs of the learners. It was recommended that a syllabus for learners with visual disability be created; there need for teachers to use personal initiative to seek for information about PE. It was further noted that there was need for in-service training to develop creativity to enable teachers exploit use of equipment and facilities resourcefully. It was noted that there were dissenting feeling about the allocation of time for activities, with a few teachers seeking for more time. The study recommended a need for further investigation of the amount of time allocated for the teaching of physical education. This suggested the need for double period to be allocated to physical education for learners with visual disability.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Quality instruction is an important part of any education programme. UNESCO is in the forefront of promoting quality education worldwide since its creation in 1945 (UNESCO, 2011). The need for every citizen's to be educated is a drive every nation in the world holds dear. That is the situation that has led to movements such as *Education for All* (UNESCO, 2011). Jomtien (1990) being the founder of *Education for All* at the World Conference held in 1990, stressed that education was a human right and outlined a holistic vision which entails lifelong learning. *Education for All* entails all learners including those with visual disability (VD). This study intends to look at teaching Physical Education (PE) to learners with visual disability.

Kenya has not been left behind on matters to do with quality education. Limukii and Mualuko (2011) agree that quality education is widely recognized as an important element in a country's development strategy. Education is considered the surest and most powerful way to promote economic and social progress and to produce responsible and productive citizens (UNICEF, 2001). Kenyan Constitution (2010) Article 27 states that the nation shall not discriminate directly or indirectly against sex or disability amongst other principles. This guarantees people leaving with disabilities same rights as their peers including rights to education. Kenya is a signatory to the Salamanca Statement that reaffirms the rights to education for every individual, including those with disability (UNESCO, 1994). The Government however does not seem to provide a clear policy guideline for the provision of special needs education (Republic of Kenya, 2009). According to Strategic plan vision 2030 (2018), the Ministry of Education has outlined clear policies on matters to do with education

from pre-primary through to university education. However, the document does not have clear policies in place to guide education for learners with disability. Vision 2030 emphasizes that education for learners with disability should be inclusive and not segregated as the situation is on the ground (Mugambi, 2011). Have there been policies put in place to enable these plans to be laid down? As a country, is Kenya able to handle learners with disability in an inclusive environment? Sessional Paper Number One of 2019 on reforming education and training (Republic of Kenya, 2019) has a page on Special Needs Education where it outlines the challenges and suggest strategies on how to deal with them, but what is the situation on the ground. This study was an attempt to look at the status position for learners with visual disability. This is significant since learners with disability require a little more effort and support than their normal peers (Lieberman & Lepore, 2019). This outlook points to the need to find out the situation of education for learners with visual disability. This is more so in the area of physical education for learners with disability in segregated institutions. If policies have been put in place how are they being applied? These amongst other questions are what the current study went out to explore.

It has been suggested that learners with disabilities are often left behind by their peers in physical activity participation and in motor skills (Munayi, 2015). In order for children with visual impairments to become physically active and self-determined adults, they must be provided with the same opportunities as their peers with support necessary to provide full access to the physical education curriculum (Lieberman & Lepore, 2019). Ideally this curriculum must be crafted specifically for their use. Was this the situation on the ground? This study went out to look at the curriculum used for learners with visual disability. Advocates of physical education and sports have noted that involvement in physical activities has numerous health benefits. Physical activities contribute towards the integrated

development of: mind and body, positively enhances self-confidence, self-esteem, enhances social and cognitive development and academic achievement. The benefits of physical activities cut across for everybody including those with disability (Bailey, 2016). Physical education has become an important part of our daily lives. Learners with disability should not be left out of this. They also need to be involved in physical activities in order to gain these benefits stated by Bailey (2016). Most importantly, these learners need teachers who are knowledgeable and professional. This, in addition to teacher experience, facilitates learning since learners with disability just like other learners; depend on their teachers to be able to execute these physical activities properly.

The art of teaching and learning is the interaction that occurs between the teacher, student and learning resources in a classroom setup (Gardner, 2019; Munayi, 1989). MacBeath (2012) noted that the art of teaching as a profession should entail interaction in the procedures, being a process to guiding learners to the information and challenging them to engage in problem solving and being creative. This study went out to assess how the teaching of learners with visual disability takes place and the kind of interaction that takes place in a classroom during physical education lesson. Secondly, the study went out to assess how these teachers relay the content to learners with visual disability. Further, the current study assessed whether the curriculum used was effective in obtaining the set goals and objectives. Effective teaching and learning determine whether a programme has achieved its set objectives (Anderson & Arsenault, 2002). Can the programme for learners with visual disability create a situation for achievements of the programme's objectives (Munayi, 2015)? For effective learning to be achieved, expected outcomes include: the level of fitness of the learners should improve, all learners should participate in the lesson, the learners should enjoy the lesson such that they are looking forward to the next PE lesson and by the end of the term the syllabus that was to

be covered should have been covered. Quality instruction has been linked directly with effective teaching. (Musengenyana & Dzimba, 1997).

It has been known that teacher's academic, professional and experience qualification affects students' performance in that a teacher who is more experienced would find it easy to impact the learners (Musau & Abere, 2015). Does this apply for the student with visual disability? What are the teacher qualifications for physical education teachers? It is acknowledged that teachers affect the performance of learners (Musengenyana & Dzimba, 1997). A teacher that is qualified and experienced in teaching physical education to learners with visual disability should ideally understand the needs of these learners Udoba (2014). These qualified teachers tend to work towards providing the best and most convenient learning activities with the available resources for these learners in order to achieve the learning outcomes like improved level of fitness Wanyama (2011). A qualified physical educator understands the importance of living an active life and hence would promote this lifestyle at every opportunity.

The basic goal of a well-executed programme assessment is to establish the level to which the learning process, as directed by the learning programme objectives, is successful in producing the desired learning results (Nieveen & Folmer, 2013). Most of the time teachers closely examine the curriculum to determine whether the students are learning the necessary skills and concepts. The methodology used should enable the student to understand the skill (Kressly, 2010). Teaching practices are indicators for ideal results in education. One should be comprehensive in teaching practices coming at the level of the learners by understanding their psychology as well Kendra (2021).

When looking at the administrative setting of a class, the tendency is to look at the size of the class, which is a popular education reform among many stake holders, including students, parents, teachers, school administrators and educationists (Jepsen, 2015). Reducing class size is popular among policymakers (Krueger & Whitmore, 2001). Intuitively, students in smaller classes should have better learning outcomes than students in larger classes (Jepsen, 2015). The class size relates closely with the teacher student ratio which has been studied by researchers (Krueger, 1999; Nye, Hedges & Konstantopoulos, 1999) they conclude that number of learners per teacher is generally associated with class size and it is believed that smaller classes provide a better teaching and learning outcomes (Blatchford & Lai, 2012). Is this the case for learners with visual disability? The class size and the teacher student ratio greatly affects learning outcomes more so in a physical education class (Adimonyemma, Akachukwu & Igboabuchi, 2018). One of the instruction methods known to be used in a PE class for learners with VD includes tactile modelling. This is whereby a learner is allowed to feel the movements the teacher is performing and allowing the learner to copy such movements. A question arises from this. What happens in a situation whereby the class size is big? This means that the teacher will not be able to employ such instructional methods constraining the teacher to certain teaching practices. This study is an attempt to look at the teaching of physical education to learners with visual disability.

When looking at the curriculum, the idea is to try and assess whether it makes sense and allow the attainment of the objectives. The syllabus used is an important prop in education (Munayi, 2015). Researches have been conducted to look at different curriculums used in physical education for persons with disability (Faroog, Ajmal, Rehman & Nafees, 2011; Arjmandnia & Kakabaracee, 2011). Faroog, Ajmal, Rehman and Nafees (2011) evaluated the curriculum of vocational subjects for learners with hearing impairment in secondary school in

Pakistan. Gathua (1990) also noted the absence of an appropriate curriculum for physically challenged learners in primary schools in Kenya. Gathua recommended that there was need for an apt syllabus that made sense and further research in the need for specific curriculum for special needs learners. Munayi (2015) espoused that curriculum of physical education for learners with disability had not been given much thought. The current study, assessed the curriculum for learners with visual disability, it assessed the physical education curriculum for learners with visual disability and tried to see how physical education is taught to these learners, if at all physical education is taught in institutions of learners with visual disability.

Gender inequality is still an obstacle to Education for All movement. Two out of three countries in the world face gender disparities in primary and secondary education (UNESCO, 2010). UNESCO developed a set of gender mainstreaming training tools to build gender equality considerations into policies and programmes and sensitized educators. Although all these policies have been put in place to curb gender disparity, gender issues are still a challenge all over the world. The current study looked at instruction of learners with visual disability to find out whether there was any disparity in the way gender was handled by the teachers.

1.2 Statement of the Problem

The problem in this study is that the learners with disability require more effort to teach physical education. These learners need: more support and patience from their teachers, different equipment and facilities, careful choice of physical activities, a differentiated curriculum and; adopted facilities to have a meaningful PE lesson (Brain, 2014, Munayi 2015). Everyone has a right to education according to Article 26 of the Universal Declaration of Human Rights (1948). Article 26 of the Universal Declaration of Human Rights is considered a “litmus test” for the individual to assess the governments’ commitments to

fundamental right. As it is the governments' duty is to ensure all children get education and leave no learners behind (Suryani & Sordarso, 2020). The UNESCO Convention against Discrimination in Education (1960) has been a key pillar in fighting against discrimination in education. This document expresses the principle of equality of educational opportunities. In order for these learners with disability- in this case visual disability, to participate in physical education, they would need active steps towards ensuring the accessibility of education through specific material, financial support and knowledgeable teachers to take them through their learning experiences. This study went out to assess the situation on the ground in Kenya for learners with visual disability.

1.3 Purpose of the Study

The purpose of the study was to assess the instructional factors affecting the teaching of physical education to learners with visual disability in Kenya.

1.4 Objectives of the Study

The objectives that guided this study included:

1. To determine the academic qualifications, professional qualifications and experience of physical education teachers for learners with visual disability.
2. To establish teaching practices used by physical education teachers for learners with visual disability.
3. To establish the administrative setting evident in the teaching of physical education to learners with visual disability.
4. To assess the curriculum implementation during the teaching of physical education for learners with visual disability.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the academic qualifications, professional qualifications and experience of physical education teachers' for learners with visual disability?
2. What are the teaching practices used in the teaching of physical education for learners with visual disabilities?
3. What are the administrative settings evident in institutions supporting the teaching of physical education for learners with visual disability?
4. What are the curriculum implementation processes that are involved in the teaching of physical education for learners with visual disabilities?

1.6 Significance of the Study

It is expected that the findings of this study may give education planners a practical insight on how physical education is taught to learners with visual disability. This may allow the assessment of the relevance of the programme of physical education in learning institutions for learners with visual disability. The findings of this study may also act as an enlightenment of the interactions that goes on between the learners and the physical educators. These findings may guide the education stakeholders and provide useful information that may guide the policy formulation regarding instruction for learners with visual disability in order to make the teaching of physical education for these learners with visual disability to be more effective.

1.7 Limitations of the Study

While looking at teacher's qualification, the study relied on participant's self-reported data from the sampled teachers which could have been biased. However, the participants were assured of confidentiality and that the information given would not be used against them but would be for education purposes only. This study being a survey assessed the situation of teaching and learning process as it was then though this situation could change in future.

1.8 Delimitations of the Study

This study was an assessment of the teaching and learning of physical education process for learners with visual disability. Learners with visual disability are divided into: those that are mild, those that are moderate, those that are severe and; those that are totally blind. Those with conditions that are mild and moderate get enrolled in normal schools with special units. While, those with severe visual disability and those who are totally blind, get enrolled in schools referred to as schools for the blind. This study is delimited to those learners enrolled in schools for the blind. This study was also delimited to the instructional factors that affected the teaching of learners with visual disability in physical education.

1.9 Basic Assumptions

The study made the following assumptions:

1. Time tabling and teaching of physical education as required by the ministry of education actually took place at the sampled institutions.
2. Gender of the learners did not affect the teaching and learning process.
3. The information given by the sampled respondents was truthful and honest reflection of the situation on the ground.

1.10 Operational Definition of Key Terms

The key terms in this study include:

Administrative settings: This entailed managerial and organizational issues in the institution sampled that enhanced the teaching and learning process. These included: funding allocation, supervision, time tabling, purchasing of necessary equipment, holding of meeting.

Assessment: in this study assessment meant a systematic process of making judgments about a programme to see the quality and the value it adds to the learners. The assessment gave a status report on the situation on the ground in schools for learners with disability.

Curriculum implementation: in this study this involved the formal instruction which included the use of lesson plans, schemes of work and other activities that involve qualitative teaching of physical education.

Teaching of physical education: the formal teaching programme of physical education that is timetabled in a learning institution.

Teaching practices: In this study, teaching practices has been used to mean teaching techniques used these included the use of lesson plans, syllabus and the actual interaction between the teacher and the learners.

Visual disability: In this study visual disability meant a condition of loss of vision that cannot be corrected by refraction. It involved all the learners that have been formally registered to study in the schools usually referred to in Kenya as schools for the blind irrespective of their actual state.

Organization of the Study

This study is presented in five chapters. Chapter one comprises of background of the study, the statement of the problem, followed by the purpose of the study, the objectives of the study and the research questions. The other section in chapter one includes: the significance of the study, followed by limitations, delimitations, basic assumptions the operational definition of key terms and at the end of chapter one is the organization of the study. Chapter two contains literature review which is done along the themes of the objectives. This is followed by the theoretical framework and conceptual framework of the study. Chapter three expounds on the methodology, which includes, the research design, the target population, sampling procedures, instruments used in the study, validity of the instruments, reliability of the instruments, collection of data, data analysis and finally ethical considerations. Chapter four entails the analysis of the findings and discussion of collected data along the themes of the

objectives. Chapter five consists of the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is organized under the following headings: literature related to teaching of PE to learners with visual disability, literature related to teacher qualifications, literature related to teaching practices used by PE teachers to teach learners with visual disability, literature related to administrative settings evident in the teaching of PE to learners with visual disability, literature related to implementation of curriculum; the chapter closes with the theoretical framework and the conceptual framework that guided this study.

2.2 Teaching of PE to Learners with Visual Disability

Wang'ang'a (2014) researched on teaching strategies used by teachers to enhance learning for learners with multiple disabilities in four selected counties in Kenya: Baringo, Kisumu, Kiambu and Nairobi. The researcher adopted a triangulation mixed method design that had both qualitative and quantitative approaches and adopted purposive non-random sampling to select the sample size. The researcher used questionnaires with a Likert scale, researcher-made interview guides and an observation guide. The current study will also adopt similar data collection tools to be able to obtain useful information for the study. The reliability of this study was determined by a test-retest method. The content related validity was used to evaluate how the question items were understood by the respondents to enable them give information required from the question items on teaching strategies used by teachers when teaching learners with multiple disability. The target population was made up of teachers for the learners who are deaf, learners who are blind, learners who are autistic, learners with cerebral palsy, learners with intellectual disability and; head teachers in selected special

schools and units in selected counties. The target population was 123 teachers and head teachers. The results obtained from this study outlined that teachers were not adequately trained to teach learners with multiple disability. Wang'ang'a's study worked on teaching strategies for learners with multiple disabilities and having to look at multiple disability, may not have been able to look deeply into effective teaching of physical education for learners with visual disability which the current research study assessed.

Udoba (2014) did a study on developmental disability which looked at the challenges faced by teachers when teaching in local primary schools in Tanzania. The researcher used a qualitative research design and adopted a purposive sampling process to sample the subjects. The researcher used semi-structured interviews as the main method and also informal observation of learners and informal talks with the parents as supplementary methods. The current study also used an observation protocol as a data collection tool. The reliability of the research was considered by conducting a pilot study before this study was conducted and its validity was also looked into. The researcher made sure that the questions were understood by the respondents by translating the questions from English to Kiswahili language that is understood by many respondents. In the same way, the current study also used Kiswahili during the focus group discussion to be able to reach all the learners. These questions were then checked by a language professional. The target group was two schools that had special unit in the area. The result obtained from this study was that teaching learners with developmental disability in an inclusive environment posed numerous challenges. The current study looked at teaching of physical education in a segregated environment and so the researcher went to find out if the numerous challenges faced in an inclusive environment exist in a segregated environment. Udoba discovered that the teachers teaching these learners were not adequately trained to handle learners with developmental challenges. This creates a gap

the current research presumed to want to fill on effective teaching of physical education to learners with visual disability. The current study was delimited to schools for the blind and not normal schools with special unit in an inclusive setup.

Mwakyeya (2013) undertook a case study of one secondary school in Tanzania on teaching students with visual impairments in an inclusive classroom. The researcher used qualitative research design. A secondary school in southern part of Tanzania was sampled, the study noted that the school is officially recognized by the Government to include learners with visual impairments. The researcher used two instruments for data collection; use of an interview schedule and observation schedule. Alongside a questioner, the current study also used an interview schedule and an observation schedule to collect data. In order for Mwakyeya to ensure validity of the study, triangulation methods were employed; member checking and reflexivity were used to ensure the credibility of the study. Due to the language commonly used in Tanzania, the researcher translated the question items to Kiswahili to enable the respondents understand better what information was required of them. The study selected four general teachers teaching inclusive classrooms. The results obtained from the study concluded that general teachers are not knowledgeable enough to teach learners with visual disability. This case study was conducted in an inclusive set up with most of the teachers being general class teachers. The current assessed effective teaching for learners with visual disability in a special school for the blind to see if the case is any similar.

Husain, Hasan, Wahab and Jantan (2015) conducted a research on determining teaching effectiveness for physical education teachers. The researchers adopted use of a model known as Bella Joseph Teacher Effectiveness Model that looked at 5 aspects: personal, professional, intellectual, teaching strategies and social aspects. The study adopted inference descriptive

design methods. For data collection the researchers used questionnaires, observation protocol and use of interviews similar to the current study. The data collected was descriptively analysed. It was noted in the findings of this research that the teacher made efforts in order to increase the interest of the learners towards physical education as it was noted that only 64.6% of the learners indicated that physical education is an interesting subject. The Husain et al. (2015) suggested that the teachers should uphold professionalism while teaching PE and also they should have a little humour aspect while teaching a physical education lesson to make it interesting for the learners. While looking at physical education lessons in the institutions of learning of learners with visual impairment the aspect of whether learners enjoy the physical education lesson sets in, are the teachers making the subject interesting enough to make the learners look forward to the next lesson? The current study went out to answer this question.

Lembe, Ewamela, Mkoyi, Goma and Massamba (2020) evaluated the teaching of physical education and sports activities by students in physical education. The study was conducted in Marien Ngouabi University in Brazzaville. The researchers did analytical and cross sectional study. The sampled population consisted of 102 masters students. The researchers adopted the use of questionnaires for collection of relevant information used in the study. The response of each item of the questionnaire was assessed using a Likert descriptive digital scale at level 4. In the results for this study, it was noted that formulation of teaching objectives proved to be relevant and at the end of the lesson the learners had acquired the skills taught in the lesson. It was also noted that the course provided favoured sufficient participation for 74.4% of the learners. The current study also looked at whether all students get to participate in the lesson and whether the subject of physical education is allocated adequate time in the time table.

2.3 Teacher Qualification for Teaching PE to learners with VD

Wanyama (2011) in a study tackled the challenges of teaching physical education in Kenya and Victoria (Australia). This qualitative research study was done using in-depth interviews and document analysis for data collection. The current study also used a document analysis tool to seek information from schools for the visually impaired learners. In the study by Wanyama, four teachers were selected to answer the research questions posed by the research. For the research to be reliable, the researcher used documents to support information provided by the respondents. For validity the researcher took copies to the respondents to confirm the accuracy of their own information. The findings of Wanyama's study explain the similarities and challenges faced by teachers of physical education for both Kenya and Victoria. The researcher gave thought to teachers of normal physical education learners. What about the case of teachers teaching physical education to learners with visual disability was this the same? The current study was an attempt to answer this question. The research looked at specifically the qualification of teachers teaching PE to learners with visual disability.

Mugambi (2011) undertook a study on challenges facing teachers teaching learners with visual impairments in an integrated school conducted at Moi Girls School Nairobi, Kenya. The researcher ensured the validity of the research by discussing the items with her peers and lecturers from the department of special education and then used questionnaires to collect data. The reliability of the instrument was established using test-retest method. The respondents were selected using purposive random sampling for the study and target population was all teachers teaching at Moi Girls School which was 63 in number. The result obtained from this study was that teachers in Moi Girls School had requisite professional qualifications. However, the teachers teaching visually impaired learners were not motivated enough and lacked support from the school administration. This being an integrated school, it

was interesting to establish what goes on in a non-integrated or in special school for the visually impaired. The current study purposed to do this.

Udoba (2014), in conclusion of a study found that teachers teaching children with developmental disability did not receive any special needs training from the university and they felt that they were not qualified to teach these learners. Is this case any different when looking at learners with visual disability in Kenya? Are the teachers teaching physical education to learners with visual disability qualified enough to do so? The current study went out to establish the qualification and experience of teachers teaching physical education in schools for the blind.

Haegele and Lieberman (2016) embarked on a study looking at the current experiences of physical education teachers at schools for blind students in the United States. The researchers adopted use of questionnaires for data collection similar to the current study. The data collected was analysed descriptively using frequencies and percentages. The findings of this research noted that the schools hires qualified teachers who are certified physical educators and have knowledge of adapted physical education. The study also noted that an additional training for teachers dealing with deaf and blind and also ones with visual impairment and autism needed to be trained further. Is this the case in Kenya? The current study went to shade some light in this area.

Bonney, Amoah, Micah, Ahiameny and Lemaire (2015) conducted a study looking at the relationship between the quality of teachers and pupils academic performance in a junior high school in the western region of Ghana. The researchers adopted descriptive survey design similar to the current study. Questionnaires were used to collect relevant information needed

for the study; questionnaires were also used as one of the data collection method in the current study. For data analysis, the researchers analysed the obtained data descriptively into frequencies and percentages. The findings of the study noted that teachers' qualification, pedagogical skills and teaching experience are important in the teaching and learning process. However the quality of the teacher in this region did not reflect in the pupil's academic performance as the pupil's performance was relatively below average while the teachers had necessary qualifications needed. The study noted that there is need for the teachers to be motivated to participate in in-service training programmes to update their knowledge and pedagogical skills. The current study also went out to find if the situation was similar to this or if it is any different.

2.4 Teaching Practices used by Teachers Teaching PE to Learners with VD

Atandi, Gisore and Ntabo (2019) undertook a study on the influence of teaching methods on students' academic performance in Kiswahili subject in public and private secondary schools in Lang'ata Sub-County. The target population was nine secondary school principals, forty-five teachers of Kiswahili language and one hundred and eighty students bringing the total number of participants to two hundred and thirty-four. The research adopted mixed methods research design that combined both qualitative and quantitative methods concurrently. The study adopted stratified simple random sampling to select the participants of the study. For data collection, interview guides were constructed for the principals. For both teachers and students questionnaires were provided. The results obtained from this study indicated that teaching methods influence students' performance in Kiswahili. While looking at physical education for learners with visual disability, will this be the case? What are the teaching practices applied in physical education for learners with visual disability? The current study was an attempt to answer these questions amongst others.

Musau and Abere (2015) conducted a study on teacher qualification and students' academic performance in science, mathematics and technology subjects in Kenya, target population being students in Kitui County. The study adopted ex-post-facto survey research design. Simple random sampling was used to select eight secondary schools of which the participants were acquired: eight head teachers, forty teachers and six hundred KCSE candidates of 2012. The current study used simple random sampling to sample institutions that were involved in the study. Collection of data was carried out using a questionnaire and document analysis instrument as in the current study will also adopt similar data collection tools. The data obtained was analysed using descriptive and inferential statistical tool. In order to ensure the validity of the research the data was collected from national results from KNEC and the reliability of the research was obtained by researchers making sure that the items on the questionnaire were clear and understandable. The outcomes obtained from this study was that teacher qualification and experience did not significantly influence students' performance in science, mathematics and technology subjects; but in-service training held for teachers somehow motivated them to acquire more knowledge for better results. Do physical education teachers also go through such trainings? This is based on the fact that is assumed that teachers' qualifications affect the learning outcomes of learners with visual disability.

Yusuf and Dada (2016) did a study on impacts of teachers' qualification and experience on the performance of students in colleges of education in Kaduna State, Nigeria. The study population was one twenty teachers and one thousand six hundred and thirty students. A total of twenty teachers and one hundred students were randomly selected from two colleges in this State. The researchers used questionnaires and students test scores for data collection which was then analysed using frequency counts, percentages and t-test. The research design used here was descriptive survey and ex-post factor. The researchers used test- retest method to

ensure the reliability of the study and for the validity of this study, the students' test scores were obtained from their past and previous semester examinations which were analysed. The results obtained from this research showed that a significant difference existed in the performance of students taught English language by professional and experienced teachers. This study creates a gap for the current study in that it dealt with the students under normal school set up, begging the question, would it be any different when teaching physical education to learners with visual disability?

Mupa and Chinooneka (2015) undertook a study on factors contributing to ineffective teaching and learning in primary schools in Zimbabwe. The research was a qualitative study and the researcher employed convenience sampling in the study. The researcher employed use of semi-structured interviews for data collection which is also one of the data collection methods that was used in the current study. Some of the findings of this study showed that teachers did not employ varied teaching methods while teaching and they lack effective pedagogical skills to influence effectiveness of teaching and also harsh environments which lack incentives have destroyed the morale in teachers. Is this the case in Kenya? What is the situation in the institutions for the blind while teaching physical education to learners with visual impairment? This current study went out to find the situation. The findings are in chapter four.

Munawaroh (2017) carried out a study on the influence of teaching methods and learning environment to the students learning achievement of craft and entrepreneurship subjects at vocational high school. The researcher employed simple random sampling to sample the respondents in a class similar to the current study. The data collection tools used in the study was use of questionnaire, observation tool and interviews schedules, which is also one of the

methods of data collection tools used in the current study. The researcher noted in the findings that the learning environment created during learning process and the instructional methods employed by the teacher affected the learning outcomes. Is this the situation in schools for the blind for teachers and learners? Does teaching methods and learning environment also affect the teaching and learning of physical education for learners with visual impairment? The current study went out to answer these questions.

2.5 Administrative Setting Evident in Teaching of PE to Learners with VD

Munayi (2015) conducted an evaluation of primary school physical education teaching and learning process for learners with intellectual disability in Kenya. The study used an evaluation method as a research design targeting principals, teachers and learners from forty-four schools of learners with intellectual disability and their parents. The research targeted final year learners from thirty-five schools that were sampled. Simple random sampling was adopted in this study and thirty-four parents and forty-eight students were sampled for the study. The researcher used questionnaire for teachers and principals and also an observation tool and conducted interviews for the learners as the current research also adopted the same data collection tools. A pilot study was conducted to ensure the validity of the research tools. The reliability of the research instruments was obtained by the use of test-retest method. The data collected was then analysed using content analysis for qualitative data; for quantitative data, frequencies and percentages were used. The results obtained from this study were that there is need for clear criteria of allocation of funds to help in the administration of the PE programmes. The researcher noted that the allocation was haphazard and undocumented, it completely depended on the principal of each school. If this happens in institutions for learners with intellectual disability what exactly is happening in institutions for the blind? Are the school administrations supportive of PE departments? The current study went out to try and establish the answer to these questions.

Mugambi (2011) undertook a study on challenges facing teachers in teaching students with visual disability in an integrated school, the study looked at related literature on teacher qualification. One of the findings in this study was that teachers teaching learners with visual impairment were not motivated enough and lacked support from the administration. This poses a question on whether the situation is the same for non-integrated or special schools. Does the administration offer enough support to physical education department in schools for the blind? In the past physical education was not given much thought and support. What is the current situation in schools for the blind? In this era where the new competent based curriculum is being rolled out this becomes a significant question. This creates a need to find out and answer these questions.

Pihkala, Oikkonen and Hamalainen (2018) conducted a study on principals promoting entrepreneurship education, the relationships between development activities and school practices. The target population was teachers and principals. A total of 153 principals were selected for the study. The researchers adopted use of questionnaires for data collection which were then analysed using a measurement tool for entrepreneurship education which allowed the teachers and principals to respond anonymously and voluntarily in an attempt to make the research valid. For the reliability of this research, the researchers used test-retest. The results obtained from this study were that the principals' development activities affect the schools directly and positively. According to this research heads of institutions are able to influence the developments in an institution. This suggests the need to find out what is the situation on the ground?

Adimonyemma, Akachukwu and Igboabuchi (2018) did a research on impact of class size on students' academic performance in Biology in Idemili North. The researchers adopted descriptive research survey that is similar design used in the current study. A sample of 150 students from 3 different secondary schools was randomly sampled for the study. Questionnaires were administered to these learners and 140 questionnaires were filled and 10 of the questionnaires were not given back. The data analysis was done using descriptive statistics where the data was presented in percentages and frequencies. The researchers found that large class size had negative effects on performance in biology. It was recommended that the teachers apply group formation during learning to enable learners learn in groups. In a situation in schools for the blind more so during physical education class where learners depend mostly on the teacher for guidance to be able to perform a skill correctly and the teacher is the only one in a class what happens? What is the teacher learner ratio in special school for the blind? The current study answered these questions.

Adhiambo and Ndolo (2020) conducted a study that was looking at the effects of school policies on academic performance in mixed day schools in Kenya. The researchers adopted descriptive survey research design similar to the current study. Simple random sampling technique was used to sample the respondents used for the study. 10 head teachers, 10 head of examination departments and 348 students were the sampled population. The researchers employed use of questionnaires and interviews to be able to collect relevant information required for the research. The validity and the reliability of the instruments used were ascertained by a discussion with experts in education and a pilot study conducted respectively. The data was analysed qualitative and quantitatively. The qualitative data was transcribed according to themes as they emerged while the quantitative data was tallied and presented into bar graphs, percentages and frequencies. It was noted that policies such as the attainment of

40% to be promoted in the next class enhance students to try and perform better to be promoted to the next class. The policy of subject selection in form 2 enhanced performance as the weight of having to study for many subjects was lifted. The availability of school policies affects students' performance. Looking at the special school for the blind, is their school policies laid down in relation to physical education? The current study was an attempt to answer this question.

2.6 Curriculum Implementation in Teaching of PE to Learners with VD

Kigwilu and Akala (2017) conducted a research on resource utilization and curriculum implementation in colleges in Kenya. The research investigated how colleges utilize physical facilities, teaching and learning resources for effective implementation of artisan and craft curricula. The researchers adopted mixed method research design. The study target population comprised of 331 students, 25 teachers and 4 directors of the colleges. Sampling was conducted and out of the target population; 172 students, 18 teachers and 4 directors were selected to participate in the study. The data for this research was collected using questionnaires, in-depth interview. Quantitative data was analysed using frequencies, percentages, means and standard deviation while qualitative data was transcribed using pre-set themes. A pilot study was conducted to ensure the study's validity while for its reliability test-retest method was adopted. The results obtained from this study was that even though some colleges had adequate physical facilities and teaching and learning resources there was underutilization of the resources. This has hardly been the case for physical education in learning institutions. In most institution there is hardly enough facilities and equipment. The current study went out to try establish the situation of physical education in schools for the blind. The findings are in chapter four.

Munayi (2015) noted in relation to curriculum implementation, that there was a need for a clear policy on the issue of physical education being timetabled, instructionally taught and learners not only given time to play as it usually happens. It has been suggested by different researchers that learners with intellectual disability need to be taught at instructional level and not just normal play (Asembo, 1997; Wekesa, Abosi & Amusa, 1997). Teaching of physical education has not been given much thought and usually in normal school set up other subjects are given priority simply because they are examinable and teachers tend to use the allocated time for PE to do these examinable subjects. This creates a gap for a study to be conducted to determine what goes on in these learning institutions for the blind.

Gichia, Njoroge and Mwisukha (2014) undertook a study on instructional constraints facing adapted physical education in Joy town secondary school for physically handicapped. The researchers employed random selection to sample learners and purposive sampling to sample teachers and administrators. The use of questionnaires and observation schedule was used for data collection. The researchers used test-retest technique to ascertain the reliability of the instruments used in the study. The data collected was descriptively statistically analysed into frequencies and percentages. The study revealed that the facilities and equipment were inadequate and also the available facilities and equipment lacked relevant adaptations to accommodate these learners. The current study shades light on the situation of the virtually impaired in the learning institutions segregated for the blind.

Njororai, Gathua and Owiye (1997) conducted a study on physical education and sports in primary schools in Kenya focusing on the case of central province of Kenya. A total of 118 teachers with physical education background participated in the research. Questionnaires were used to collect relevant information for the study. some of the suggestions that were made by

the respondents on ways of enhancing the teaching of physical education and sports are: providing more facilities and equipment in schools, allocation of more time for the teaching of the subject on the timetable and the head teachers to ensure that there is proper schemes of work and lesson plans and that teachers actually attended and conducted the lessons. If this is the situation in most primary schools for normal school learners as this study noted, then what is the fate of the learners in learning institutions segregated for learners with visual impairment? The current study went out to find out more on this.

Zvapano (2017) conducted a research on an assessment of the state of sport infrastructural facilities in universities in Zimbabwe. In the study the researcher adopted descriptive survey design similar to the current study. A total of 100 team captains from 11 universities affiliated to Zimbabwean Universities Sports Association were sampled using purposive sampling and 15 team coaches were sampled using convenient sampling to participate in the study. The researcher employed use of questionnaires, focus group and observation protocol as instruments of data collection. The data collected was analysed qualitative and quantitatively. Quantitative data was presented in frequencies and percentages while the qualitative data was presented in a narrative form. The study established that universities had challenges in relation to sports facilities and equipment and this was as a result of inadequate funding. It was noted that the core business of the university was academic fields and sports was secondary and so funding was done in order of priorities. If institutions of higher learning for normal learners face this kind of challenges in sports then where does the fate of institution for learners with special needs, in this case schools for the blind, lay? The current study was an attempt to answer this question amongst others.

2.7 Summary of Literature Review

Mwakyeje (2013) indicated that general teachers are not knowledgeable enough to teach learners with disability. This begs the question, who is teaching learners with VD PE in Kenya? This current study was an attempt to answer this question in terms of teachers' qualification. Most of the studies reviewed in the current study look at teachers in integrated institutions (Mwakyeje, 2013; Udobe, 2014, Mugambi, 2011). It suggested the need to note the situation in segregated institutions. Udoba (2014) noted that special needs teachers in Nigeria did not receive any special training. This led to the question on whether the situation in Kenya was any better.

Atandi, Gisore and Ntabo (2019) noted that the methods employed in teaching influences the learners. What are these methods teachers are using to teach PE? The current study was an attempt to look at these methods for learners with VD. Munayi (2015) had noted that there was need for school administrations to have clear criteria for allocation of funds. The current study went out to look for what was going on in schools for VD as far as the teaching of PE was concerned. Mugambi (2011) noted the lack of support by school administrations leading to ineffective teaching. Pihkala, Oikkonen and Hamalainen (2018) also noted the influence of principals in schools influencing the direction of teaching. Kigwilu and Akala (2017) noted that in some institutions facilities and equipment are available but are under-utilized. The current study was an attempt to look at the usage of facilities in schools for learners with VD. Munayi (2015) noted the need for timetabling of PE lessons and instructional teaching of PE for learners with intellectual disability. The current study went out to look at the situation for learners with VD.

Njororai, Gathua and Owiye (1997) noted the ways of enhancing the teaching of PE include: the provision of facilities and equipment, allocation of more time for the subject and proper supervision by the head of schools to ensure that the PE lessons were actually taught. The current study went ahead to find out if the situation was any different in the institutions for learners with VD. Zvapano (2017) noted that the universities had challenges in relation to sports facilities and equipment due to inadequate funding; sports being non-academic area, funding was dispersed in order of priorities. Gichia, Njoroge and Mwisukha (2014) also noted the inadequate facilities and equipment and the available ones lacked relevant adaptations to accommodate the learners who are physically challenged. The current study went ahead to find out if the situation is different for learners with VD.

Adimonyemma, Akachukwu and Igboabuchi (2018) noted that the class size affected the performance of the learners in biology. Learners with VD depends on their teachers to learn this is even more in physical education lessons and so the current study went out to find the class size and the teacher learner ratio and how it affects the teaching and learning of PE for learners with VD. Adhiambo and Ndolo (2020) noted that the availability of different policies in a school affected the performance of the learners, for example the policy of attaining 40% for a learner to be promoted to the next class enhanced learners' performance. The current study went ahead to find out the availability of school policies on PE in learning institutions for learners with visual impairment. Husain, Hasan, Wahab and Jantan (2015) noted that 64.6% learners agreed that physical education is an interesting area. The current study went out to determine if all the learners participate in the PE lesson and if they get to enjoy the lessons.

Munaworah (2017) noted in a study that the learning environment created and instruction methods used by a teacher affected the learning outcomes. The current study went ahead to find out if teachers use varied teaching practices and how effective they are in achieving the learning objectives. Mupa and Chinooneka (2015) also noted that teachers did not use varied teaching methods and that they lacked effective pedagogical skills to influence effectiveness of teaching. It was also noted that lack of incentives affected teachers' morale in teaching. The current study went ahead to find out if it is any different for teachers teaching the learners with visual impairment. Bonney, Amoah, Micah, Ahiamenyo and Lemaire (2015) noted that the teachers qualification, pedagogical skills and the teaching experience are important in the learning process however the quality of the teachers in this region did not reflect in the students' academic performance although the teachers had necessary qualification. The authors noted that the teachers were not motivated enough and also more in-service trainings were needed. Haegele and Lieberman (2016) noted that schools hires qualified teachers in regards to physical education and also adapted education however more training was needed in regards to other disabilities due to situations whereby the learner has multiple disabilities. The current study went out to find if the situation was similar for schools for learners with visual disability.

2.8 Theoretical Framework

This research is under-pinned on the theory of normalization which was theorised by Wolf P. Wolfensberger (1980). The theory of normalization was later looked at by Akhilesh Kumar (2016) who was mainly looking at giving equal opportunities to learners with intellectual disability. Normalization is the principle that encourages people with disability to experience normal day to day living in normal places and participating in normal activities such as exercise, play, recreation and so on. It involves acknowledging and accepting people with disability in the society to enable them live as normal lives as they can, by offering them the

same conditions just like any other normal human being. In his theory of normalization, the emphasis is on the ‘dignity of risk’ rather than ‘protection’ of persons with disability; to mean that people with disability are not to be viewed as ill, sick or abnormal but rather as people who require support in order to live normal. Wolfensberger talks about the society often times, using ‘protection’ in order to single out these persons with disability from the society. In line with the current study, it is suggested that if the teachers teaching learners with visual impairment are qualified, they tend to understand the learners with visual disability, accept them and provide them with a normal environment possible compared to less experienced teachers. If or when the administration supports the department of PE just like any other subject, then both teachers and learners with visual disability would feel wanted and included hence the principle of normalcy being put to use. When qualitative or preferable teaching practices are used and the curriculum practices are implemented as they are supposed to, then learners with visual disability are able to experience a qualitative physical education lesson hence promoting the principle of normalization which puts emphasis that learners with disability should be treated normally just like their other peers.

Mugambi (2011) adopted the theory of Normalization in her study that looked at the challenges facing teachers in teaching students with visual impairment in an integrated school. The author noted that the theory of normalization involves being aware of the normal rhythm of the day. It involves normal conditions of life such as housing, schooling, exercise, freedom of choice and recreation. The researcher also emphasizes need for people living with disability to be given equal opportunities to be able to live as normal as possible. The current study also employed use of this theory of normalization in this research that looked at the assessment of the instructional factors affecting the teaching of physical education for learners with VD in a segregated setup.

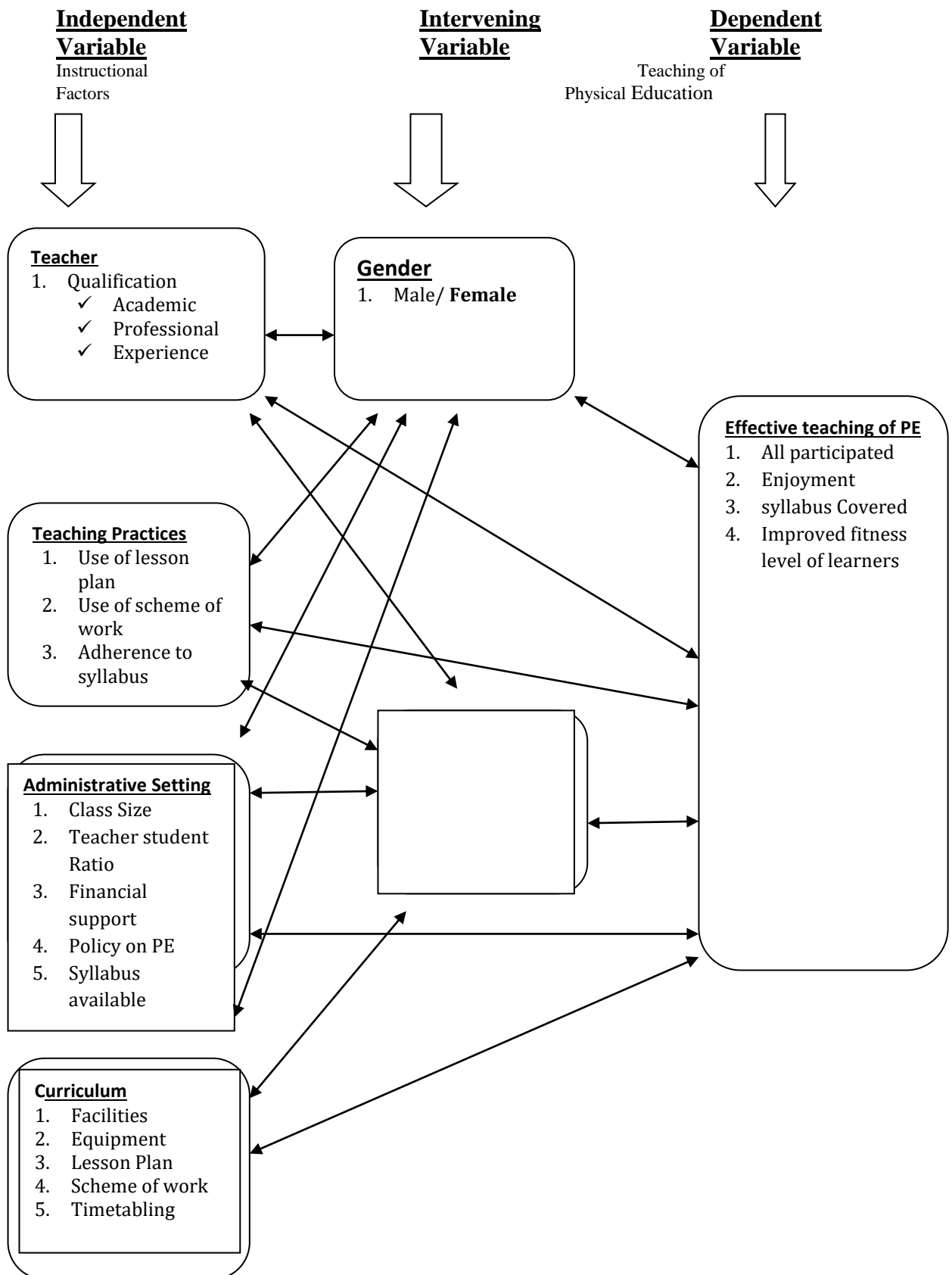
2.9 Conceptual Framework

Effective teaching of PE is affected by the teacher, the teaching practices, the administrative setting and the curriculum. Figure 1 shows the conceptual framework of this study and indicates how the author sees the relations between the various variables in this study.

The figure suggests if or when the independent variables which are: the level of teacher's qualification, practices of teaching are right, the class size is not too big or if the learner-teacher ratio is manageable, the administration is supportive of the activities of PE department and curriculum instruction is effectual then the learners would be able to learn effectively and the learning objectives would be achieved. Teachers' qualifications, teaching practices, administrative settings and curriculum implementation all influence the effective teaching of physical education and sports in learning institution. In a situation whereby a teacher is not experienced to handle learners with visual disability, the learners may not get to experience a meaningful physical education class.

Teaching practices also affects the effectiveness of a physical education class hence when a teacher is experienced, they would be able to understand what works best for these learners with visual disability for achievement of set objectives. Support from the administration of an institution would affect positively the performance of that particular subject and so when the administration supports activities of the physical education department then the teachers would be more productive. When the curriculum is implemented as required then the learners with visual disability will experience effective physical education since appropriate policy put down and followed promotes effectiveness of learning.

Figure 2.1: Instructional Factors in the Teaching of Physical Education



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section is divided into eleven subsections. They include: the research design, the location of the study, the target population, sampling and sampling procedures, instruments for data collection, validity of the research instrument, reliability of the research instruments, the pilot study, data collection procedures, data analysis and finally ethical considerations.

3.2 Research Design

This study adopted a descriptive survey research design method to assess the teaching of physical education to learners with visual disability. McCombes (2019) suggests that descriptive research tends to systematically describe a population, situation or phenomenon. It tends to answer when, what, where, and how questions that are popular in this research. This tends to suit the current study. Data collected was both qualitative and quantitative allowing the researcher to seek for information from key informants such as the head teachers. Adimonyemma, Akachukwu and Igboabuchi (2018) note that descriptive survey is used to observe, describe and document situations as they occur rather than explaining them. They noted that descriptive survey allows for wide and varied information to be acquired from the sampled population using set questions. Bonney, Amoah, Micah, Ahiamenyio and Lemaire (2015) noted that descriptive design involves drawing a sample from the population of interest and observing and describing their characteristics. They also noted that this design is used to obtain information concerning the current status of a phenomenon and to describe what exists and the condition of the situation.

3.3 Location of the study

This study was conducted in schools for the blind, which are spread all over the republic of Kenya. It is suggested that about 20 percent of a population lives with some form of disability; about 17 percent of this 20 percent of the population is suggested to have visual disability (Republic of Kenya, 2016). These persons are spread all over the country. This study targeted those learners in schools segregated for the blind. It was expected that since these schools actually cater for this kind of learners then all the props to support this kind of learning must be in place.

3.4 Target Population

Primary schools for visually impaired learners are spread all over the country. They are 10 in number. The target population for this study was: all the head teachers of these schools for the blind, teachers and the learners with visual disability in grade 3 and 4. At the point of this study, CBC which is the new curriculum being implemented had reached class four. Since these are the most senior pupils, it was expected that they would be most suitable for the focus group discussion. According to Republic of Kenya (2016), the total number of learners with visual disability in grade one to four was 543 of which: 298 males and 245 females. The head teachers are 10 in number and the teacher population for the two Grades was 45.

3.5 Sample Size and Sampling Procedure

All the schools for the blind were used for the study. Since the schools for the blind are 10 the researcher involved all 10 schools. One of the institutions was randomly selected for the pilot study. The one institution was used for the pilot study was not used for the final study. This was expected would allow the researcher to be able to get rich information that would be useful for this study. 9 principals of the 10 schools were used for the study. Kenya is in the process of implementing a new curriculum system popularly referred to as Competent Based Curriculum (CBC). At the time of the data collection, the curriculum was dealing with

learners in Grade one, two, three and four. It was expected that the learners in Grade three and four were most advanced in the learning of PE in these schools. In this regards the Grade three and four in the selected schools became the subjects of this study hence in each learning institution it was expected that 2 classes of a population of about 18 learners in each grade would be used. Out of the class of an average of 18 learners two or three groups of learners were expected to be created for the focus group discussions in each class for the last 10 minutes of the lesson. Teachers of each sampled class were expected would participate in the study. This study dealt with these groups that were taught physical education as required in the competency-based curriculum which was first launched in 2017 (competency-based curriculum framework, 2018).

Table 3.1: Target population and sample size

Respondents	Target population	Sample size
Principals	10	9
Teacher	45	43
Learners with visual disability	360	273

3.6 Instruments for Data Collection

The researcher adopted the usage of questionnaires, interview schedules, focus group schedule, observational protocol, document analysis protocol and use of inventory protocol in order to collect information needed for the study. Questionnaires were administered to the sampled teachers (Appendix I). The questionnaires constituted both open ended and closed ended questions, the reason being that open-ended questions were expected to enable the researcher to obtain in-depth information (teaching practices and administrative support) while closed ended questions would allow the researcher to obtain specific and direct

information required such as inquiries about the qualifications of teachers (Mugenda & Mugenda, 2003). Interview schedules were held for the sampled head teachers (Appendix II). Interview schedules are important in that they give room for the researcher to capture every detail required. They also provide an opportunity for the informants to explain further to allow for clarity and also for the informant to talk freely (Mathers, Fox & Hunn, 2000). Focus group schedule were held to allow the sampled learners with visual disability to participate (Appendix V). Rankin and Ali (2014) suggested that focus group method is useful for the researcher to obtain in depth knowledge concerning attitudes and opinions of individuals regarding a specific issue. Zvaparó (2017) notes that an advantage of focus group is provision of information about similarity and differences which allows the researcher to draw clear conclusions. Further the focus group allows the researcher to pick a lot of information in a limited time.

For the selected classes the learners were divided into small groups of between 5-8 pupils each. These were used to obtain information from the learners about their opinions on the physical education lessons. The researcher also adopted the use of observational schedule (Appendix III) and document analysis protocol (Appendix IV) in the classroom and; also, used field notes. Observation schedule is whereby a researcher spends considerable time with the sampled group in order to get a sense of how they interact with each other and with their teachers while the document analysis protocol looks at the documents used by the teacher to make effective teaching of PE a reality (Yusuf, 2018). Finally, the researcher used an inventory to find out the equipment and facilities in the institution and in what quantity (Appendix V). Where information arose that did not fit into the instruments mentioned above, the researcher took field notes to compliment the instruments.

3.7 Validity of Research Instruments

Validity refers to how accurately a method measures what it is supposed to measure, the extent to which a researcher can obtain the same results when the same research is repeated under the same circumstances (Middleton, 2019). The validity of the instruments used: the questionnaire (Appendix I, II and V), observational schedule (appendix III) and an inventory protocol (Appendix IV) was established by the researcher discussing the instruments used with the peers and the lecturers from the Department of Physical Education and Sport who are experts in research. The comments from the discussions were incorporated in order to improve and control all possible factors that would have threatened the validity of the research.

A pilot study was also conducted in one schools for the blind that was randomly selected and the instruments: the questionnaires for the teachers, questionnaires for the head teachers, interview schedule for the learners, observation schedule and resources inventory were put to test. This was to help the researcher to find out if the instruments would able to answer the research question. The school that was used for the pilot study was not used for the main research.

3.8 Reliability of Research Instruments

Reliability is the how consistently an instrument measures something and is able to achieve same results under the same circumstances (Middleton, 2019). The reliability of this study was established using test-retest method. The test and retest as part of the pilot study. The retest was held two weeks later and then the results were compared to ascertain reliability. An inter reliability coefficient of 0.60 or above was sought from the computation using the Pearson correlation index for all the tools to be used. The results founds for the Pearson's correlation index are shown in Table 3:2.

Table 3.2: Pearson correlation index for the Research Tools

No	Research Tool	Pearson Correlation Index
1	Questionnaire for Teachers	0.91
2	Interview Schedule for Head Teachers	0.89
3	Focus Group Discussion Schedule	0.93
4	Observation Schedule	0.92
5	Inventory Protocol	0.94

From the table above it is noted all the tools met the threshold of 0.6 which had been suggests by Middleton (2019) as being adequate. In this regard, the researcher went on to use the tools.

3.9 Data Collection Procedures

The researcher administered the questionnaires to the teachers and held interview schedule with the head teachers to be able to capture all the information including the emerging information which was captured as field notes. All the questionnaires were collected the same day. The researcher divided up the pupils into groups of five to eight depending on the class size to hold focus group discussions. The researcher recorded the information from the learners into the focus group discussion schedule to ascertain the accuracy of the information. The researcher attended PE lessons in each sampled learning institution in order to observe the interaction of the PE teacher and the learners with visual disability; use of inventory protocol in order to find out the kind of equipment and facilities available and those in use. This being a subject taught in the open field, the research organized with the teacher to come out earlier than the learners so that the researcher was settled in a secluded place to avoid distracting the learners. The researcher used the document analysis protocol to access the syllabus, scheme of work and lesson plans used in the new competency-based curriculum.

3.10 Data Analysis

Data that was obtained using questionnaire for the teacher (Appendix I), from the interview schedule with the principal (Appendix II) and data that was obtained from the focus group

schedule with the sampled learners (Appendix V) was summarized and qualitatively and quantitatively analysed. This was done thematically based on the objectives of the study. The data that was obtained using observation tool was qualitatively analysed. For the qualitative data obtained the researcher analysed to identify the similarities and differences of the characteristics emerging from the data. For the quantitative data obtained the researcher computed it into mode, median and percentages and also the results are presented in graphs and pie charts. The data was characterized into themes for the items representing the dependent variables on the questionnaires and interview schedules and discussed descriptively.

3.11 Ethical concerns

Permission letter was sought from the Department of Physical Education and Sport of the Faculty of Education, University of Nairobi after which the researcher filled an online form on the NACOSTI website for further approval. The researcher further sought the permission of the head teachers and explain to them individually that the purpose of the research is solely for pursuing a degree and the information obtained was confidential. The head teachers however insisted they must have a letter from the County Education Officers. Who in turn insisted they must have permission from the relevant County Commissioners. The researcher obliged to this as noted in a sample letter from a County Commissioner. Once the permission had been granted the teachers sampled were all assured of confidentiality. The sampled learners were issued with consent letters at least two weeks before observation for approval by their parents to allow for any objections to be raised before the researcher took to observing PE lessons. There was no parental objection; otherwise those pupils would not have been used in the study. It was also noted that the teachers were very willing to give information sometimes with pride, but sometimes also as a way to show their dissatisfaction

and lack of motivation. In both these circumstances the field notes were used to capture these different situations.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents the data analysis, results and discussion of the research findings. This is done in the following manner: First is the research instruments response rate, then the demographics data analysis and the research findings that are discussed according to the research objectives as follows:

1. To determine the academic qualifications, professional qualifications and experience of physical education teachers for learners with visual disability.
2. To establish teaching practices used by physical education teachers for learners with visual disability.
3. To establish the administrative setting evident in the teaching of physical education to learners with visual disability.
4. To assess the curriculum implementation during the teaching of physical education for learners with visual disability.

4.2 Research Instrument Response Rate

The research instrument response rate is defined as the totals number of expected participants' vis-à-vis those that responded to the instrument. The return rate is pegged on the kind of approach the researcher uses in administering his/her research instruments. In the case of the current study the researcher invested in spending time at each of the institutions that was sampled. Indeed, the researcher went first to consult and clear with the administrative encumbrances that could have interfered with the data collection. This included the issuance of consent letters for the pupils. This was to allow for the maximum time to the respondents to react to the various instruments in this regard, an interview schedule, a questionnaire, focus

group schedule, an observational protocol, document analysis protocol and an inventory protocol. Table 4.1 captures the response rate noted in this study.

Table 4.1 Research Instrument Response Rate

Respondents/Instrument	Sample	Respondent	Response Rate %
Head Teachers' Interview Schedule	9	8	88.89
Teachers' Questionnaire	43	34	79.08
Inventory Protocol	43	34	79.08
Observation Protocol	43	34	79.08
Learners' FGD Tool	360	273	75.83

Table 4.1 shows that for the Interview for the head teachers the target was nine (9) head teachers. However the researcher managed to interview eight (8) head teachers. This added up to 88.89% response rate. One head teacher was away the whole period the researcher was in the field.

In the case of the teachers. The target was 45 teachers involved in the instruction of physical education. Two teachers had been used for piloting the study. That left 43 teachers as target for the main study. However 34 questionnaires were finally filled. This brought the response rate to 79.08%. Where the teachers filled in the questionnaire, they were also requested to fill in the inventory protocol and an observation of the physical education class ensued. Hence in all these cases the response rate was also 79.08%. In the case of the learners, the focus group discussions were undertaken in the last ten minutes of each class with the group of learners that had gone through the physical education lesson. A total of 273 learners were involved in this process. This brought the percentage response to 75.83%.

Mundy (2002) noted that there is no exact percentage that would be considered a magic number in terms of response rates. In this regard, Mundy notes that a response rate of 60% would be marginal, 70% reasonable while 80 % should be considered good. In essence all the tools were above the expected threshold.

4.3 Demographics

The demographics of the respondents were sought in the study to appreciate if there was a tendency towards any gender and age for the head teachers and gender for the learners. In terms of the head teachers Diagram 4.1 describes the gender patterns found.

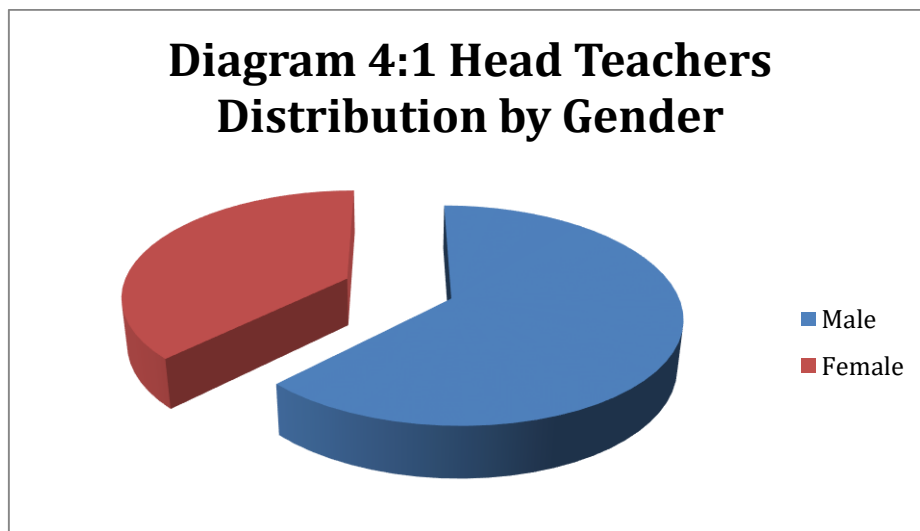


Diagram 4.1 shows the distribution by gender of the head teachers. It is noted that there were more males (62.50%) than females (37.5%) heading schools for leaders with VD. While this meets the constitutional one third gender rule. The tendency has been that Kenya being a patriarch society, there is a tendency to have more males in the higher echelons of power. There is a need to correct this so that males and females have equal opportunities in leadership positions.

Diagram 4.2 shows the distribution by gender of the teachers of physical education that teach learners with VD.

Table 4.2 Distribution of Teachers by Gender.

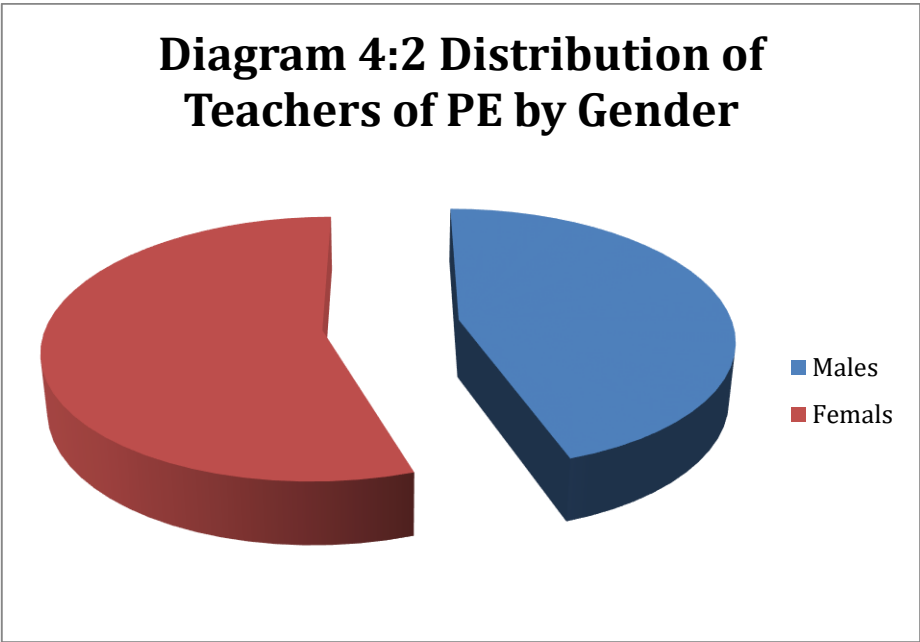


Diagram 4.2 shows that two thirds (61.76%) of the teachers engaged with teaching physical education for learners with visual disability are female. While 38.24 were males. The

Diagram 4.3 shows the gender patterns of learns with VD that were involved in this study.

The study sampled 273 learners. Diagram 4:4 indicates the breakdown of the students by gender.

Diagram 4.3 Learners in this Study by Gender

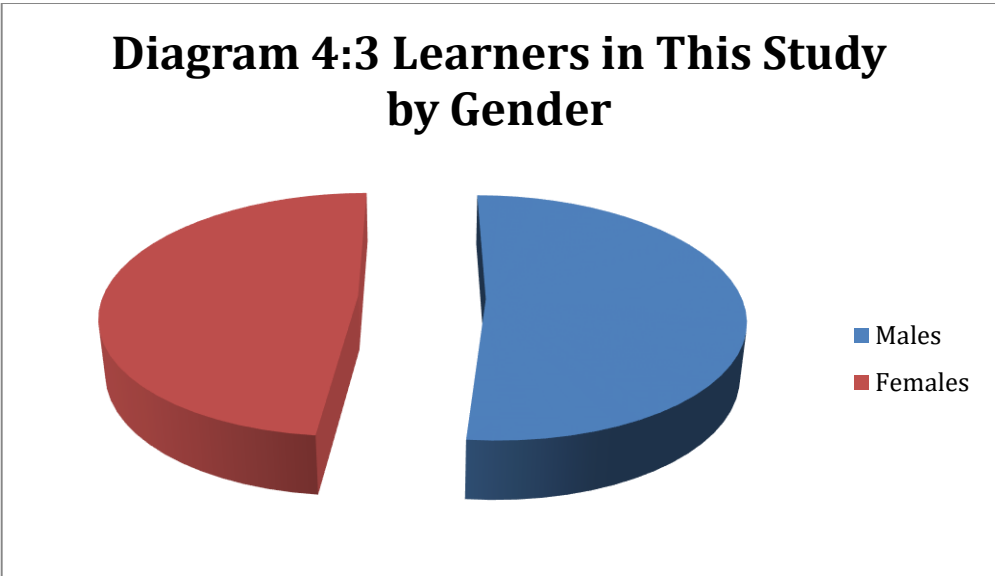


Diagram 4.3 shows that there are slightly more males (51.65%) than females (48.35). This is however not significant. Hence it is noted that the learners with visual disability have a blend of what the female teachers would provide and also what the male teachers would provide.

Table 4.2 Distribution of Head Teachers and Teachers by Chronological age

Variable	Head teachers		Teachers	
	f	%	f	%
51-60	5	62.50	10	29.41
41-50	3	37.50	13	38.24
31-40	-	-	7	20.59
26-30	-	-	4	11.76
20-25	-	-	-	-
Total	8	100.0	34	100.0

(F-Frequency)

Table 4.2 indicates that all the head teachers were mature chronologically. With all the head teachers above the age 40. This indicates that the Teacher Service Commission (TSC) has a tendency to post teachers who are chronologically mature to heads schools for learners with visual disability. This is a positive attribute which allows the more experienced teachers the control of the schools. This ties in well with the role of the head teachers as supervisor of teachers. The older more experienced teachers tend to be respected easily. Mupa and Chinooneka (2015) noted the need for head teachers to supervise the teachers under them authoritatively to allow for quality teaching in Zimbabwe.

Table 4.2 indicates that apart from under 25 years, every category of teachers was represented. Meaning that the schools for learners with visual disability have mixed

knowledge and physical ability. This is positive in the respect that the various age cadres allow for a full range of activities for the learners. It is expected that the younger teachers' bring in a mix of physical youth, while the older teachers bring in a blend of experience and wisdom.

4.4 Objective One: To determine the academic qualifications, professional qualifications and experience of physical education teachers for learners with visual disability.

Teachers' academic qualifications and professional qualifications determine the manner a class will be taught. This is true for physical education. The teacher's qualification and experience determine the exposure a teacher will have. The more exposed teachers are, the easier they are able to create a conducive classroom environment that leads to the learners experiencing the best situation available. The interpreting of the syllabus vis-à-vis the resources available is subject to how exposed the teachers are.

4.4.1 Teacher Academic Qualification

Table 4.3 indicates the academic qualification of the teachers in charge of physical education at schools for the blind spread all over the country.

Table 4.3 Academic Qualifications of Teachers for Learners with Visual Disability

Highest Qualification	f	Percentage
Certificate	-	-
Diploma	19	55.88
Degree	13	38.24
Postgraduate	2	5.88
Total	34	100.00

The study indicates that all the teachers' had commensurate certification for teaching at that level. 55.88% of the teachers had at least a Diploma in Education which is the requisite certificate to be able to teach at the level of primary school. Up to 44.12% had higher than expected educational qualifications to teach at this level. The expectations of the government of Kenya is that teachers at this level would have a P1 certificate. All these teachers have a Diploma, which is considered slightly higher than a P1 certificate. With 5.88% of the teachers with a postgraduate training. This implies that the teachers teaching learners with VD have all the requisite education level to teach these learners. In the same manner Munayi (2015) also discovered that teachers that had been allocated to teach learner with intellectual disability had high academic credentials, technically preparing them to be quality teachers.

4.4.2 Special Education Qualification of Teachers

Whether teachers have the correct qualifications to teach learners with visual disability is significant. When it comes to teaching physical education to learners with visual disability this demands that one must be trained in special education to do so. The study went out to find what the qualifications were for teachers for physical education for learners with visual disability. Table 4.4 captured this Information.

Table 4.4 Qualifications for Teaching Special Education

Highest Qualification	f	Percentage
Diploma in Special education	19	55.88
Degree in Special education	13	38.24
Postgraduate Degree in Special Education	2	5.88
Total	34	100.00

Table 4.4 indicates that all the teachers involved in teaching physical education to learners with visual disability are all trained in special education. This means they are suitable to

handle learners with visual disability. The findings of the study were in stark contrast to the finding of Mutia (2020) on what actually goes on in secondary schools in Kenya. Mutia found that though the teachers in secondary schools had degree in subject areas, their ability to handle learner with visual disability was considered low. This was attributed to the low training about these special learners. Indeed Mutia concluded that there was need to train these teachers to enable better handling of learners with disability. Mupa and Chinooneka (2015) attributed failure to unqualified teachers in Zimbabwe. Emphasizing the need for qualified teachers across the schooling system to assure quality teaching. In this regards it may be induced that teachers for learners with visual disability teaching physical education in Kenya have the appropriate qualification for quality instruction to be carried out. Indeed on the question on whether they had any training in physical education instruction. All the teachers affirmed they had been trained to teach physical education to learners with visual disability. Haegele and Lieberman (2016) found that schools were hiring certified teachers, a finding they concluded was positive. It is imperative to note that the current study can also authoritatively state the same about Kenya. The Teachers Service Commission, the body mandated to employ teachers seems to be employing only teachers who meet the requisite standards for teaching learners with visual disability. Miyauchi (2020) noted that PE is one of the subjects where students with disability can feel excluded if the teacher is not trained or keen. Mutia (2020) undertook a study which agreed with the present study on adequacy of training of teachers. In a study on visual disability in a secondary school in Kenya Mutia also noted that the training of teachers for learners with visual disability in secondary schools was adequate.

4.4.3 Experience of Teachers of Learners with Visual Disability

The number of years a teacher is involved in the teaching process plays an important role in his/her interpretation of the syllabus. The current study went out to look at the number of years the teachers of physical education for learners with visual disability had been teaching. This experience plays a major role in making the teaching process rich in the sense that experienced teachers tend to create varied learning opportunities. Table 4.5 goes out to capture the experience of the teachers.

Table 4.5 Experience of PE Teachers for Learns with Visual Disability

Experience in Years	f	Percentage
10-15 years	5	14.71
16-20 years	7	20.59
21-25 years	9	26.47
Over 25 years	13	38.23
Total	34	100.00

Table 4.5 indicates almost two thirds of the teachers have 21 and above years of experience in teaching. This is an indicator that the teaching fraternity at schools for learners with disability is mature and experienced. Miyauchi (2020) categorized visual disability as a low incidence and high need disability. This was explained as a low occurring disability though it required a lot of attention to deal with. This implies that the more experienced teachers will have a better way to deal with the challenges that are brought about by the high needs associated with visual disability. Tutt, Liebeman and Brasher (2012) noted that learners with visual disability must have physical activity that is adapted to their specific needs. This they noted would enable the learners to develop both gross and fine motor skills. Hence the need for experienced teachers cannot be over emphasized when it comes to learners with visual

disability. Mupa and Chinooneka (2015) noted that effective teaching was directly related to experience.

4.5 Objective Two: To establish teaching practices used by physical education teachers for learners with visual disability.

4.5.1 Supervision of Teaching Plans

The main teaching implements in a school are the lesson plan and the scheme of work. The Schemes of work designate the interpretation of the syllabus over a term while the lesson plan distinguishes the daily programme of the lesson. These are documents that are significant in the teaching learning process. They depict the fact that a teacher has organized him/herself sufficiently to be able to teach whatever may have been planned.

This study went out to discover the part head teachers played in the supervision of the teaching learning process. Table 4.6 captures whether the head teachers expected lesson plans to be used during the teaching learning process for physical education to learners with visual disability.

Table 4.6 Head Teachers’ Perceptions of Whether Lesson Plans were used

Lesson Plans Use	f	Percentage
Yes	8	100.00
No	0	0.00
Total	8	100.00

From Table 4.6 the head teachers ascertained that lesson plans are used for all classes including those of physical education for learners with visual disability. This is an indicator that all (100%) lesson taught at these institutions are actually planned for. This is a positive

aspect. Munayi (2015) discovered that teachers for learners with intellectual disability tended not to use lesson plans for their lesson. The teachers had attributed this to their experience hence they claimed they did not require a lesson plan once they looked at their schemes of work.

4.5.2 Inspection of Schemes of Work and Lesson Plans by Head Teachers

The head teachers were asked how often they inspected the lesson plans and the schemes of work. This would go a long way in ascertaining that the lesson plans that were created were actually used. Schemes of work are more long term plans and an inspection ones a term would suffice. Table 4.7 indicated how often the head teachers claimed they inspected the lesson plans and schemes of work for learners with visual disability.

Table 4.7 How Often Head Teachers Inspected Lesson Plans and Schemes of Work

Lesson Plans /Schemes of Work Period	f	Percentage	f	Percentage
Daily	-	-	-	-
Weekly	3	37.5	-	-
Monthly	5	62.5	-	-
Every Term	-	-	8	100
Annually	-	-	-	-
Total	8	100	8	100.00

From Table 4.7 is indicated that all the head teachers inspect the lesson plans at least monthly. With 37.5 percent of the head teachers actually inspect the lessons plans weekly. This is a good practice because it ascertains that the teacher has all his/her work well guided. If anything was incorrect, head teacher would be able to notice it in good time hence facilitating change.

The schemes of work were actually inspected once a term. These are long term plans and once a term actually suffices for this plan. Little change if any would be expected. Unless the teacher is absent or some other administrative reasons comes up. The scheme of work however usually has a column on remarks. This constitutes a mechanism that allows the scheme of work to be self-adjusting and self-regulating.

4.5.3 Teaching Practices Used by Teachers

The teaching methodology a teacher uses plays a significant part on whether a conducive atmosphere for learning is created. This is true for any other discipline and at every level of learning. Isa, Mammam, Badar and Bala (2020) noted that teaching practices determines learners' performance. Atandi, Gisore and Ntabo (2019) noted the centrality of teaching practices in the teaching/learning process by stating that effective teaching is dependent on the teaching practices used. They further noted that a teacher follows a curriculum to enable important information to be passed to the learners throughout the year. They noted practices of teaching impacted heavily on learners' performance. The study went out to verify whether what was said by the head teachers about the use of the lesson plans and schemes of work was correct. The teachers were asked a number of questions that would verify the use of the schemes of work and the lesson plans. Table 4.8 goes out to show this information that triangulate what the head teachers had set:

Table 4.8 Triangulation of the Teaching Practice by Teachers for Learners with Visual Disability

Variable	Yes	f	%	No	%
1.	Use of Lesson Plan	34	100.00	0	0.00
2.	Did you follow scheme of work	34	100.00	0	0.00
3.	Is the lesson plan concurrent with the scheme of work	34	100.00	0	0.00
4.	Does the scheme of work adhere to the syllabus	34	100.00	0	0.00

5.	Is the time Provided Sufficient	32	94.12	2	5.88
6.	Did teachers provide sufficient time for practice	28	82.35	6	17.65
7.	Were objective of the lesson achieved	34	100.00	0	0.00

From Table 4.8 on the various methods used in teaching the following concepts were noted:

4.5.3.1 Use of Lesson Plan

On the use of the lesson plan as noted by the head teachers, all (100%) the teachers used lesson plan. This is a good practice and indicates that every lesson that was taught to these learners with visual disability was actually prepared for before being executed.

4.5.3.2 Use of Scheme of Work

On whether the teachers followed a scheme of work it was noted just as the head teachers had noted that all (100%) of the teachers followed a scheme of work. On whether the scheme of work was concurrent with the lesson plan. It was noted that all schemes that were used in the teaching of the learners with visual disability actually adhere to the scheme of work. This ideally should be the practice. This indicates that the kind of teaching and learning going on at schools for learners with disability is of high quality. Mupe and Chinoeoka (2015) noted that effective teaching is affected by scheming and planning. This suggests the significance of these complimentary methodology tools in teaching and learning process.

4.5.5.3 Adherence to Syllabus

On whether the scheme of work adhered to the syllabus, all the teachers (100%) acknowledge that the scheme adhere to the syllabus. When they were however requested to show the syllabus, all the teachers noted that the syllabus they used was the general syllabus as opposed to a special needs syllabus. The teachers were quick to remark that

they simply adopted the general syllabus given as CBC syllabus though it was important to take cognizance that none of the teachers actually produced one to show the researcher. The issue of adopting tends to be sticky in the sense that these were learners with disability and needed adaption. Most motivated teachers would be the ones who would consider adaption of equipment and sport to the situation. Teachers' who are not motivated would tend to be happy to do what is easiest for them (Munayi, 2015). Mutia (2020) noted that adaption of syllabus and equipment was marred with challenges. It was suggested that there was need to review policies about adaption to improve service delivery in schools for learner with visual disability

4.5.3.4 Time for Lesson

In terms of whether the time provided for the activities was sufficient, an overwhelming number of teachers (94.12%) felt it was adequate. However a small number of teachers (5.88%) had a dissenting voice. They felt that the time given for the activities may not be sufficient. Could this be due to the fact that the classes were allocated a similar time as that given in a normal class; meanwhile the response to situation by learners with visual disability is slightly different.

Haegele and Lieberman (2016) suggested that learners with visual impairment tend to be more delayed in motor skills than their more sighted colleagues. Could this be an explanation on why some of the teachers are raising a red flag about the time allocated for physical education for learners with visual disability not being sufficient? The study by Haegele and Lieberman noted that some teachers preferred to give learners with visual disability longer sessions by utilizing blocked schedules as opposed to one lesson. Gichia, Njoroge and Mwisukha (2012) noted that in a case study of students with physical disability in Joy-town Thika, Kenya, that the set syllabus had anomalies in terms of time allocation being inadequate since the activities were difficult to perform. Could the few

dissenting voices be a case in point which may have noted this finding? McCullick, Baker, Tomporowski, Templin, Lux and Isaac(2012) noted that an increase in one hour a week of physical education in grade one as opposed to kindergarten had the effect of impacting the basic metabolism index(BMI) of the learners significantly.

In terms of whether the teachers felt that they gave the learners with disability sufficient time for practice, it is important to note that the dissenting voices seen earlier on whether time was sufficient for a lesson have tended to increase up to 17.65%. This suggests that the time allocated to lessons of physical education may either be an issue to discuss or, a few of the teachers involved in teaching physical education may not have managed their time well.

4.5.3.5 Achievement of Objectives

On whether the objectives set for the lesson were achieved, all (100%) the teachers felt that they had met their set objectives for the observed lessons. In this regard, the expectations of the syllabus had been met.

4.5.4 Learners Reactions to Teaching Practices

The learner's feel is the ultimate determinant in teaching learning process. In this regards teaching practices must revolve around the learner and his/her satisfaction. This study went out to discover the learners' satisfaction in the teaching/ learning of physical education for learners with visual disability. Learners were grouped into groups of between 5 and 8 depending on the sizes of the classes for the focus group discussion. Table 4.9 captures the responses from the learners about the teaching practices used by the teachers in teaching physical education.

Table 4.9 Learners Responses to Teaching Methodology

Variable	Response
1. How Lesson was taught	Consensus lesson well taught right across the
2. List of subject most enjoyed	Consensus PE did not top three subjects
3. On liking of PE Teacher	Consensus was emphatically yes
4. Part of PE lesson Liked	Consensus was game element
5. On liking of PE lesson	Consensus due to Play aspect
6. Teachers audibility & easy	Consensus clear and audible
7. On availability of equipment	Consensus not sufficient
8. On variety of skills taught	Consensus was only a limited number

From Table 4.9 the following observations were made based on the focus group discussion with the learners. The consensus was all the lessons were taught well. This ties down with the fact that all the teachers were well trained for the discipline and the learners with disability. This also agrees with Munayi (2015) that learners in whatever form tend to enjoy the teaching of physical education. In the case of the study by Munayi, the learners had intellectual disability. Hence the finding by consensus was that the teacher taught well and the learners enjoyed the class. This suggests that learners with visual disability in Kenya receive quality teaching.

The learners with visual disability also showed a clear consensus on the fondness of the physical education teacher. It is important to be liked as a teacher as the central pillar in the teaching process. The like factor becomes part of the creation of a conducive climate in the classroom. This finding agrees with that of Husain, Hasan, Wahab and Jantan (2015), in a study on determining effective teaching, which found that learners had a high regard for their

teachers. This is said to have made the teaching effective. The current study can thus state that teachers of physical education for learners with visual disability are effective.

The teaching of physical education lesson is composed of six parts: The introduction which entails the warm up, the compensatory activity stage which comprises the stretching, the class activity part that comprises the learning of the new skill, the group activity stage which involves the practice of the activities learnt both on the day of teaching and previously. This is then followed by the games section where the learners are given a session of fun and free play before the final session also referred to as the lumber down session, which involves a cool down session to allow the learners to processed to the next class back to normal in terms of their body homeostasis. When the learners were asked which part of the lesson they enjoyed most, the consensus was the game aspect. The learners also noted that they appreciated physical education because it was a fun discipline.

In the case of how audible the teachers were. There was consensus amongst learners with visual disability that the teachers were well audible and easy to follow. Hence whatever the teachers intended to get to the learners they did receive well. Husain, Hasan, Wahab and Jantan (2015) noted that excellent teachers simplify their teaching to make it easy for the learners to follow and internalize.

The learners were emphatic about the availability of equipment and facilities where the consensus was that there was an insufficient amount of equipment for their use during lessons. The learners corroborated what the teachers and the head teachers suggested by noting they would have been happier with better quality, quantity and varied equipment for their use. The learners were also in agreement with the consensus that only a few facilities

were available, the learners noted that only a few skills were taught by the teachers. This suggests the need for the teachers to invest in equipment, or be creative in the development of alternate equipment that could be used to make their lessons more interesting and richer for the learners.

4.5.5 Challenges of Instruction

Challenges in teaching play a part in distorting the class environment. These challenges may be related to content, equipment or even the training of the teacher. This impacts on whether the learners will internalize the information the teacher will be imparting. Table 4.10 looks at the challenges that were listed by the teachers who instruct physical education for learners with visual disability.

Table 4.10 Challenges by Teachers Instruction PE for Learners with Visual Disability.

Challenge	f		Percentage	
	Yes	No	Yes	No
1. Content	14	20	41.18	58.82
2. Equipment	34	0	100.00	0.00
3. Facilities	21	13	61.76	38.24
4. Teacher Training	0	34	0.00	100.00
5. Students	0	34	0.00	100.00

From Table 4:10 up to 41.18% of the teachers indicated they had an issue with content during instruction of physical education classes for learners with visual disabilities. When probed further on what they meant, the teachers indicated that this entailed issues such as they could

only teach a few skills. They would have loved to teach more but the information on how to teach those other skills was lacking.

All the teachers (100%) felt the main challenge was equipment. When probed the issue of price and availability of the equipment was glaring. The teachers were emphatic that they had tried as much as possible to adapt the equipment they could, but they all agree that equipment was expensive and elusive. Sports shops did not sell equipment for persons with visual disability because the market was not worth their while. Gichia, Njoroge and Mwisukha (2014) in a study in schools for learners with physical disability in Kenya found similar results. They found that schools lacked sufficient equipment to mount successful lessons

In terms of facilities, 61.76% of the teachers felt the number and quality of the facilities was wanting. Unfortunately facilities are an expensive venture to deal with. The observation schedule found that the teachers used their facilities very well. The teachers used space within their facilities to full effect.

For the teachers, neither their teacher training nor the students were actually a challenge for them. None of the teachers actually indicated that they had a problem when it came to their relation with the students or their preparation for the teaching field was below par. This confidence is good for the learners, because that meant that the teachers had good attitude towards teaching learner with visual disability.

4.6 Objective Three: To establish the administrative setting evident in the teaching of physical education to learners with visual disability.

Management practices which are gauged by the administrative settings play a major role in the creation of an enabling environment for learning. Nyakundi, Kalai, Nyaga and Munayi (2020) noted the significance of a number of players including the head teachers in

ascertaining the correct environment for the teaching and learning process. Institutions that have better administrative practices are bound to have more productive results for the learners.

4.6.1 Use of Documents in Teaching

This study used a document analysis protocol to find out about the uses of various documents in the teaching learning process. Table 4.11 shows the use of the various books and documents in schools for learners with visual disability as far as physical education is concerned.

Table 4.11 Use of Document in the Teaching of PE to Learners with Visual Disability.

Documents	f		Percentage	
	Yes	No	Yes	No
1. Use of Syllabus	34	0	100.00	0.00
2. Use of reference	4	30	11.76	88.24
3. Use of scheme	34	0	100.00	0.00
4. Use of Lesson Plan	34	0	100.00	0.00

From Table 4.11 indicated that all the teachers (100%) claimed they use the syllabus for their teaching. When the teachers were however asked to show a copy, they all indicated that the one copy is kept by the administration. They also noted it is the same syllabus that is used for all CBC lessons they simply adopt the syllabus to their situation of dealing with learners with visual disability. Two schools of thought exist about the adoption of syllabus. Those that believe all syllabi should be the same but teachers should adapt to their situation. The second school believes that when you leave the syllabi to teachers to interpret, the number of options are too many to make sense in terms of quality (Munayi, 2015). When the situation is left to

the teacher to adapt the syllabus the issue of subjectivity rings out loud. Munayi noted that many of the teachers that are allocated special needs classes tend not to be necessarily self-motivated. This creates a situation that leaves the classroom environment unpredictable. Gichia, Njoroge and Mwisukha (2014) discovered that a majority of the teachers found it difficult to interpret the syllabus and recommended a diverse syllabus to march the uniqueness of different learners. They declared the syllabus for learners with physical disability as irrelevant. The current study just like the study by Gichia et al. (2014) proposed the need to interrogate the syllabus for learners with visual disability.

Only 11.76 percent of the teachers indicated that they used reference books other than the syllabus for their preparation for lesson. This they attributed to the lack of reference books in the discipline of physical education and sport. One teacher noted she uses the lecturer's notes she had created while a student at training ten years ago. Another teacher noted that while at the training college they had been assured that there were no books for physical education. So the teachers made no effort to seek for material in the discipline of physical education. They mostly taught how they were taught. From the field notes the teachers were asked whether they had smart phones. All except one (97.06%) of the teachers asked acknowledged that they had smart phones. The teacher that did not have a smart phone was apparently none sighted. The teachers gave the impression they did not understand that the internet was a very rich source of information. Mupa and Chinooneka (2015) noted that inadequate reading material led to inadequate learning. In their study they reviewed other studies and came to a conclusion that availability of books and reference material was directly related to effectiveness of teaching.

The use of schemes of work and lesson plans are a good management practice. This study found that both these planning documents were consistently used by the teachers and checked by the head teachers to conform to the required standards of teaching. Hence the schools for learners with visual disability actually conform to the good practice of planning for the lesson they teach. In this regard it can be assumed that whatever was set to be taught actually does get delivered to the learners.

4.6.2 Allocation of Funds

The study went out to look at what percentage of vote was allocated for physical education on an annual basis. The percentage of cash allocated to physical education would be an indicator of how important the administration took the discipline of physical education. Physical education requires books and equipment for the teachers to be able to accomplish the classes successfully. Table 4.12 shows the answers given on the question of fund allocation.

Table 4.12 Allocation of Funds for PE at Schools for Learners with Visual Disability

Type of Schools	f	Percentage
Schools with allocations	3	37.50
Schools with no allocations	5	62.50
Total	8	100.00

Table 4.12 indicates that 37.50% schools had allocation specifically for physical education while 62.50 % did not have a specific allocation annually for physical education. When the head teachers were asked what their criteria was for allocation of school funds to different activities within school, one of the head teachers from one of those that showed no allocation stated they used the wholesome budget system. It was noted that other head teachers used on a need basis budgeting, which meant the institution paid for what was an emergency at that point hence no budgeting was actually done. One of the head teachers noted that Kenya

shillings 1,112 was allocated by government for each student. The head teacher clarified that this was the same allocation given to sighted learners. Yet, the equipment required for the sighted learners was less expensive and could be used for more learners at a time. One head teacher gave an example of how a normal football could be used for a whole class while a goal ball for learners with visual disability could be used for only six to eight learners at one time. Further the head teachers noted that the equipment was difficult to find. However it is important to note that it depends on what activity one wishes to engage the learners in. Even with one-goal ball the choice of activity could lead to many learners being engaged. Munayi (2015) noted that there was need for a clear allocation of funds otherwise some disciplines get forgotten. Physical education is one of the disciplines that get easily forgotten in situations where a clear allocation is not made.

4.6.3 Expectations for Coming Year

Secondary to the allocation of funding, is the plan the school administration may have for the discipline that year. Head teachers were asked what plans they had for physical education in the current and the next year. Table 4.13 captures the results of this information.

Table 4. 13 Expectations for physical Education Next Year

Expectations	f	Percentage
1. Improve on facilities	3	37.50
2. Increase Equipment	3	37.50
3. Not sure yet	2	25.00
Total	8	100.00

Table 4.13 indicates that 25% of the head teachers had no real plan for physical education in the coming year. Where one is not part of the plan they should expect nothing from the administration. In this regard 25% of the teachers for learners with visual disability should realize that they are not part of the schools priorities when it comes to physical education.

4.6.4 Sources of Funds

A third issue is where the head teacher sources their funds to run the schools. The more funds sourced the more cash will be available to run activities within the institution. Head teachers were asked what the source of their finances was. All head teachers noted they received capitation from government and the fees they received from parents. The head teachers noted that both these sources were inadequate. When the head teachers were asked where else they sought for finances, Table 4.14 captures their answers.

Table 4.14 Other Sources of Fund in Schools for Learners with Disability

Source of Finances	f	Percentage
1. Donor	5	62.50
2. Parents beyond fees	3	37.50
3. Parents of Alumni	1	12.50
4. County Governments	1	12.50
5. Other	4	50.00

Table 4.14 notes that 62.50% of the head teachers have sourced for funds from donors other than government and schools fees. In one of the cases a donor from out of the country has continued to support one institution for a number of years. In this regard that institution was obviously the most endowed. This institution is by far the best run school for the blind in the country. The donor makes an annual contribution to facilities and equipment and comes in every four years to audit the programme. This was the best model that was noted. If the other

institutions were able to leverage and find such a sponsor for the resources for teaching and learning in those institutions would be exemplary.

Some parents have felt the need to make a contribution towards school. They have felt obligated to make a one-off contribution or support once in a while through donations towards the school kitty both in cash and in kind. Up to 37.50% of the schools have received this sort of donations from a few parents. In one of the schools a parent of a former student made significant contributions to the school way after their child left the school. This meant that 12.50% of the schools met this criteria. Mupe and Chinooneka (2015) in their study on factors contributing to ineffective teaching and learning in primary schools in Zimbabwe also found the same results. They noted that parents' contribution is crucial in a school and stated that parents need to be educated about this.

In one of the schools which was part of the 12.50% the County Government adopted the institution and was in the process of upgrading the institution and the equipment. This particular school looked new and had building material strewn all over the school. The institution also had sufficient teaching staff. The head teacher of the second school in the County sounded a little frustrated and was captured lamenting on why the County would have two school for learners with visual disabilities five kilometres apart, one is overwhelmingly maintained while the other is so neglected that the learners are affected negatively.

Up to 50% of the school indicated that they had received at least a one-of the donations from well-wishers. These were not designated donations. In one case a politician on his way to a function in some part of the County made a significant contribution to the kitty of the institution. In some case the Constituent Development Fund made a contribution. In yet another case a church organization made a contribution. This agrees with Nasiforo's (2015)

finding which noted that religious groups in Rwanda had taken to support schools for learners with disability.

4.7 Objective Four: To assess the curriculum implementation during the teaching of physical education for learners with visual disability.

Learning atmosphere is created by appropriate curriculum implementation strategies. Munawaroh (2017) noted that the learning atmosphere created by appropriate teaching methods impact learning achievements positively. Appropriate implementation of the curriculum has the effect of allowing for quality instruction. This in turn impacts the learners positively.

4.7 Curriculum Implementation

Curriculum implementation entails how the teaching learning process is carried out. The essence of this implementation process is so that whatever the curriculum developers intended is achieved. This study went out to assess the curriculum implementation process in the teaching of physical education for learners with visual disability. Table 4.15 captures the information for curriculum implementation during the teaching of physical education for learners with visual disability.

Table 4.15 Curriculum Implementation For learners with Visual Disability

Curriculum Practice	f		Percentage	
	Yes	No	Yes	No
1. Dress code	34	0	100.00	0.00
2. Good use of equipment	28	6	82.35	7.65
3. Use of teaching facilities	21	13	61.76	38.24
4. Class Environment:				
a. Use of lesson plan	34	0	100.00	0.00

b. Discipline in class	34	0	100.00	0.00
c. Mastery of content	34	0	100.00	0.00
d. Positive personality	34	0	100.00	0.00
e. Audibility	34	0	100.00	0.00
5. Conduct of lesson above 70%	28	6	82.35	17.65
6. Hours per week	34	0	100.00	0.00
a. Sufficiency of time	32	2	94.12	5.88
7. Ratio of 20:1 & below	25	9	73.53	26.47

4.7.1 Dress Code for Teachers

How appropriately dressed the teachers are is important in the teaching learning process. The teachers and learners need to dress up in appropriate gear that allows them to be able to perform skills without encumbrances.

From Table 4.15 all the teachers (100%) dressed up in sporting gear before embarking on the lesson. This could have been driven by the fact that the researcher was around but, all the teachers were actually appropriately geared for the lesson. This meant that the physical education classes were actually taught as per the expectations. One of the teachers had visual disability. But he too was well dressed for his lesson and conducted his lesson with the requisite professionalism

4.7.2 Use of Sports Equipment

Having sports equipment is one issue; however the use of the equipment makes a complete difference. A ball could be used for soccer, but the same ball could be used for tunnel ball relay and allow more contact by the learners with more enjoyment and group work. It also means the quality of the ball does not have to be perfect. Indeed in tunnel ball relays the

improvised ball is just as effective as an expensive manufactured ball. This study found that 82.35% of the teachers used the available equipment in an exemplary manner, making the best use of equipment in the situation. This was a higher percentage than a study by Munayi (2015) discovered. This suggested that to a larger extent the learners with visual disability were well taught. Most schools in the current study indicated they had an average of 3-5 balls for teaching of physical education. These balls were usable. Fifty percent of the schools had bibs and uniforms. The bibs, the teachers indicated were used during external activities. However most teachers indicated that the schools only had one goal ball which was kept away until a special need arose. These were the equipment that were actually required to prop up lessons for learners with visual disability. Basome and Allida (2018) found results similar to the current study. They noted that special schools find the acquisition of equipment a challenge and suggested there was need for these schools to partner with donors to acquire different equipment.

4.7.3 Use of Facilities

The good use of facilities showed a lower percentage in the teaching of learners with visual disabilities. 61.76% of the teachers used the facilities what would be considered well. This was closer to what Munayi (2015) found. The fact that one has a basketball court should not mean the activity that can be performed on the court is a basketball game only. A number of different skills could be used, organized and also a number of different non-conventional games that would be exciting to introduced to the learners. The idea should be to initiate situations where the learners gets the best options. The finding here is that teachers tended to teach only conventional skills as per the layout of the facilities instead of thinking like physical educators whose aim is to teach various lessons through physical activity. Gichia, Njoroge and Mwisukha (2014) noted that teachers of schools for learners with disability

required to learn how to adopt equipment and facilities to make physical education lessons worthwhile and encourage better participation.

4.7.4 Class room Environment

The use of the lesson plan has been noted on Table 4.8. The teachers for learners' with visual disability were excellent. All (100%) of the teachers actually used lesson plans to teach. It is also noted that all (100%) of the teachers managed the discipline within the class very well. Learners were treated with utmost respect, the teachers called the learners by name and their questions were answered. All the teachers (100%) showed clear mastery of the content. All the teachers showed positive personality traits, hence making the classroom environment cordial for learners with visual disability. These are all curriculum implementation props. If dealt with to a large extent it implies that the learners with visual disability are receiving instruction in a suitable environment. Mupa and Chinooneka (2015) agreed with this finding, they noted that, classroom climate played a role in ascertaining a conducive environment for teaching learning process. Munayi (1989) had also found similar results where the teacher impacted the classroom climate intensely.

4.7.5 Conduct of Lessons

From the lesson observation protocol the study was able to note that 82.35% of the teachers conducted their lesson in what the researcher accorded 70% mark for lesson conduct. The other 17.65% were all awarded at least 62%. This included the fact that that all these teachers were able to distinguish the various lesson demarcations of a physical education lesson (warm-up, compensatory activity, class activity, group activity, game and lumber-down) . The lessons met the requisite amount of teaching skills practice and enjoyable game for the learners. This suggested that the learners with visual disability actually received the kind of physical education lessons that the crafters of the new competence based curriculum in Kenya had intended.

4.7.6 Time Allocation Physical Education per Week

In terms of time allocated for the teaching of physical education per week. This study found that all (100%) of the teachers noted that the lessons were allocated between 1-3 hours per week. While for most (94.12%) of the teachers this was sufficient time, for a few teachers (5.18%) the time allocated was not sufficient. This implied the need to look at the issue of time further. Could it have been the learners that were the problem or it was the slow pace of the teacher? Munayi (1989) found that time allocation is a component of classroom environment. It was further noted that the more conducive the atmosphere created in the classroom the more enhanced the learning.

4.7.7 Learner Teacher Ratio

In terms of learners teacher ratio 73.53% of the teachers had a ratio of 20:1 and below while only 26.27% had a ratio above 20:1. The highest was a ratio of 28:1. Ratios are inductive of how much attention a teacher can give a learner. The higher the ratio the less the attention that could be given to the learner. Comparatively, ratios in schools that have sighted learners tend towards 70:1. This implies that a ratio of 28:1 is still an excellent ratio by Kenyan standards. Hence the finding in this study is that learners with visual disability have physical education lessons where the ratio of the teachers to the learners is healthy and suitable for a good lesson of physical education to take place. Nasiforo (2015) noted that class size should not exceed 20:1 ratio if there was one student with a disability of whatever nature. The study by Nasiforo claimed that where possible classroom instruction should be individualized. Adimonyemma, Akachukwu and Igboabuchi (2018) noted that class size has an effect on student's feelings and performance. They note that class size can be used to measure performance in educational system. The study concluded that large classes impact even student- student interaction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations and suggestions for further research drawn from the findings of the study.

5.2 Summary of the Study

The purpose of the study was to assess the instructional factors affecting the teaching of physical education to learners with visual disability in Kenya. Based on this purpose this study developed four objectives. The Objectives of this study were as follows:

1. To determine the academic qualifications, professional qualifications and experience of physical education teachers for learners with visual disability.
2. To establish teaching practices used by physical education teachers for learners with visual disability.
3. To establish the administrative setting evident in the teaching of physical education to learners with visual disability.
4. To assess the curriculum implementation during the teaching of physical education for learners with visual disability

This research was under-pinned on the theory of normalization which was founded by Wolf P. Wolfensberger. Normalization is the principle that gives confidence to people with disability to experience normal day to day living in normal places and participating in regular activities such as exercise, play and recreation. This study adopted descriptive survey research design method to assess the teaching of physical education to learners with visual disability. This study was conducted in schools for the blind, which are spread all over the republic of Kenya. The target population for this study was: all the head teachers of these schools for the blind as they are called in Kenya. The study was delimited to head teachers, teachers for

physical education in Grade three and four together with their pupils. The researcher adopted the usage of questionnaires, interview schedules, focus group schedule, observational protocol, document analysis protocol and use of inventory protocol in order to collect information needed for the study. A pilot study was conducted to test for validity and reliability of the study instruments. To test for instruments reliability test retest method was used. The quantitative data was analysed descriptively using pre-set themes. All the participants were identified by use of codes to ensure confidentiality.

5.3 Summary of the findings

From the data analysis the findings of this study based on the objectives were:

5.3.1 Findings on Objective One

- i. Teachers of learners with disability are well qualified; indeed 44.12% had a first-degree while 5.88% had postgraduate training. This implies that they were much more qualified than the requisite P1 Certificate expected for this level of learners.
- ii. All (100%) of the teachers of physical education for learners with visual disability had trained in special education, hence they were all suited to teach these special needs learners. All the teachers involved with the teaching of physical education to Grade three and four for learners with visual disability had at least ten years of experience and more. This means they had adequate experience to give quality instruction. Some of the teachers (35.23%) had over 25 years of teaching experience.

5.3.2 Findings on Objective Two

- i. It was noted that all (100%) of the teachers of physical education for learners with visual disability used lesson plans. This means that 100% of the classes offered to these learners were structured and planned for. All the lesson plans were periodically inspected by the head teachers. Some head teachers (37.50%) even claimed to have inspected the lesson plans once a week. While all the other (62.50%) inspected the

lesson plans at least once a month. The teachers also used the lesson plan in the instruction of their classes. This implies that the lessons were actually done under supervision of the head teacher. This implied adherence to standards and expectations of the syllabus.

- ii.
- iii. All (100%) head teachers routinely inspected the schemes of work. It was further established that all (100%) of the teachers claimed to have derived their lesson plans from the schemes of work. It was also noted that the schemes of work were in concurrence with the lesson plan of the day when the researcher observed the lesson. This indicated that the lessons were well planned for.
- iv. It was established that the general syllabus for the CBC programmes was used in schools for learners with visual disability. It was also noted that all teachers were expected to adapt this main syllabus to their situation. Whether this was done in a standard manner or not is a question that needs to be investigated further.
- v. While it was overwhelmingly (94.12 % of the teachers) noted that the time given for the lesson was sufficient. It is imperative to note that 5.88% of the teachers noted that because they have learners with visual disability, they did require extra time to fulfil their daily expectations. It could be that the 94.12% of the teachers simply concluded because of time. This is an issue that requires to be interrogated further. Though it is imperative to note that all (100%) of the teachers felt their objectives had been met.
- vi. In terms of learners reactions to the teaching practices used. It was noted that all lessons were taught. The learners responded positively towards the teachers of physical education. It was also noted that all teachers were conversant with the teaching of physical education. The teachers taught through all six section used in the

teaching of a standard physical education lesson. The learners were most fond of the game aspect of a physical education lesson.

- vii. The study found that physical education was not one of the three favourite subjects for the learners with visual disability. It was noted that equipment and facilities were not sufficient to prop up the teaching of learners with visual disabilities. It was also noted that a few (41.18%) of the teachers had an issue with the delivery of content. This they attributed to the lack of reading resources available for the discipline of physical education and sports.

5.3.3 Findings on Objective Three

- i. It was noted the teachers used the syllabus albeit in its form which required adaption to use. It was however noted that when the researcher sought to see a copy from the teachers they all seem to suggest that the only copy in the school is in the custody of the head teacher. It was noted that teachers had a major problem with the use of reference books. It was however noted that almost all teachers (97.06%) except one teacher, had smart phones, hence with minimum investment the teachers are able to access information on the internet.
- ii. It was established that only 37.50% of the schools actually had a documented budget for the expenditure that directly isolated physical education as a discipline for procurement purposes. The majority of the schools (62.50%) did not have a clear budget later on one that considered the needs of physical education as a subject.
- iii. In terms of annual plans that considered development of physical education it is important to note 37.50% of the head teachers claimed, they were considering improving facilities in the next year. Another 37.50% felt they were considering improving on the stock of sports equipment in the coming year. While the other 25%

were unsure about whether they had any consideration for physical education in the future.

- iv. Apart from government of Kenya capitation of K.sh 1,112 per pupil annually and school fees from parents. Other sources of finances for schools for learners with visual disability included: donors 62.50% of the schools, parents of alumni 12.50% of the schools, County Governments 12.50% of the schools and other donors such as religious organizations and agencies 50% of the schools.

5.3.4 Findings on Objective Four

- i. It was noted that all the teachers (100%) dressed up appropriately to attend the physical education lessons. It was noted that with the few equipment available, 82.35% of the teachers made the best use of the equipment during the lessons. It is significant to note that 17.65% of the teachers did not make good use of the little equipment available.
- ii. In terms of good use of facilities, (61.76%) of the teachers made the best use of the facilities, the other (38.24%) of the teachers were not creative mostly trying to use the facilities as it is. For example trying to play soccer on the whole field with 11 a side.
- iii. It was noted that all (100%) the teachers endeavoured to create a conducive environment to learning. This information was triangulated by the learners. Most (82.35%) of the lessons were actually impressive to watch. The teachers constantly adhered to the six sections of teaching a physical education lesson. It was noted that the ratio of learners to teacher for 73.53% of the teachers met the criterion 20:1 or below ratio. Those that were beyond the 20:1 (26.47) had the highest ratio as 28:1.

5.4 Conclusions

Based on the findings the study made the following conclusions based on the objectives of the study.

5.4.1 Objective One

For objective one the study concluded that teachers of learners with visual disability were qualified both academically and professionally to be able to handle learners with visual disability. The teachers also were well experienced and were suitable for teaching both at this level and also qualified to handle learners with visual disability. This implied that the expectation of teaching physical education in its proper form were high since the teachers had the requisite professional training and experience.

5.4.2 Objective Two

For objective two, the study concluded that the teachers of physical education for learners with disability planned for their lesson through the use of schemes of work and lesson plans. Further it was concluded that head teachers periodically inspected the schemes and lesson plans before they were used. It was noted there was some dissenting views about the time allocated for the teaching of physical education. It was noted that the learners responded positively towards the teachers of physical education. Though it was noted that physical education is not considered part of the three best subjects for the learners with visual disability. The implication of this is that the issue of the time factor needs to be investigated. Further this implied that the teacher may be teaching mechanically to fit into the time instead of ascertaining that the learners received the requisite knowledge without pressure of time.

5.4.3 Objective Three

For objective three, it was concluded that though the teachers refer to the CBC syllabus, the teachers were allowed to adapt the syllabus to their situation since the syllabus used was the common CBC syllabus and not a specific one for learner with disability. The implication of this was that teachers tended to teach different things since interpretation of the syllabus was dependent on the different teachers. This implied the need to create a specific syllabus for learners with visual disability to cater for the learners needs as opposed to leaving the issue to

teachers who may not be motivated sufficiently to give the very best to learners with VD. It was concluded that even though the teachers had a problem seeking for information, the teachers had an option of using internet since they all owned smart phones. It was concluded that the schools were not very strong in budgeting for physical education. Schools also tended to have a dependency syndrome by not being adventurous in seeking for alternative funding.

5.4.4 Objective Four

For objective four, it was concluded that teachers took their work seriously by dressing appropriately for the lesson. It was noted there was scarce equipment and facilities, however a portion of the teachers did not utilize the equipment and facilities they had creatively. This implied that there was need to give refresher courses to these teachers, this would allow for a more creative approach to the teaching of physical education. It was concluded to a large extend teachers created a conducive environment in the classroom for learning to take place. It was also concluded that teachers administered their lessons professionally by adhering to the six sections evident in teaching a physical education lesson. Finally it was concluded that the learners teachers' ratio was to a large extend good.

5.5 Recommendations

Based on the analysis of data, the study made the following recommendations:

1. The option of having a syllabus that is interpreted by each teacher as they deem fit creates an uncharted situation for the learners. There is need to create a syllabus for learners with visual disability where all the teachers will be interpreting the lesson in one manner only.
2. There is need for the schools to seek for more donors to help support the school programmes.
3. There is need for schools to take the process of budgeting more seriously so that all disciplines including physical education are catered for annually.

4. There is need for the teachers to use personal initiative to seek for information about physical education. The internet is by far the richest source of information world over. The internet is at the disposal of the teachers. There is need for the teachers to use it.
5. In service training will help teachers to develop creativity so as to enable them exploit the use of equipment and facilities more resourcefully.

5.6 Policy Implication

1. The essence of syllabus is to create standardization of learning which can be monitored effectively. If the syllabus is appropriately implemented then the learning evident at the end of the process should be systematic and tangible. In this regard, there is need to create a syllabus for learner with visual disability to avoid a situation where learning is left at whelms of the individual teachers. In cases where the motivation level is low, there is a possibility of poor instruction which may impact poorly on the learners.
2. There is need to increase the amounts of allocation set out for learners with special needs to enable the institutions to provide infrastructure for learners with special needs, The current Ksh 1,112 allocation, which is the same amount of cash allocated to learners without special needs is not sufficient. There is however need for the institutions for learners with visual disability to rethink their strategies of finances. There are options which include grants from international bodied that these special needs institutions may compete for.

5.7 Suggestions for Further Research

The study made the following suggestions for further research:

- i. This study recommends that there is need to look at the issue of time allocation for the teaching of physical education to learners with visual disability in Kenya. The issue of

time can also be looked at in using different populations of learners with disability.

This would include those with physical disability and intellectual disability.

- ii. There is also need to look at the different interpretation practices that the teachers may have in order to create order in the interpretation of syllabi. This may be approached as part of continuous teacher development initiative.

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APPENDICES

Appendix I: questionnaire for the Teacher

Please complete the following items and questions (please tick where you have the option).

A. Basic information

1. Gender: Male Female

2. Please indicate your age

Under 25

26 -30

31– 40

41–45

46 – 50

50-60

Over 60

3. Educational back ground of the teacher

Certificate Diploma Degree Postgraduate (state) _____

4. What qualifications do you have to teach learners with visual disability?

5. How many years have you been a teacher?

Under 5 5 –10 10–15 15–20 20–25 Over 25

6. How many years have you been teaching in this school?

1-2 2-5 5-10 Above 10

B. Information on teaching physical education

1. What is the ratio of learners with visual disability to teachers are in class?

2. What is the actual number of learners with VD actually taught PE?

Below 10 11 – 20 21 – 30 31 – 40 41 – 50 Above 50

3. Equipment/ Facility available for PE class

NO	Equipment Facility	Number	Number of learners	state/remark/type
	Soccer Ball Netball Volleyball Basketball Goal ball			
	Soccer Field Netball Others(state)			
	Uniform			
	Bibs			
	Cones			
	Changing rooms			
	Swimming pool			

C. Information on instruction

1. Number of PE lessons per week

None 1 – 3 3 – 5 above 5

2. Did you use lesson plan?

Yes No

3. Did you follow the scheme of work?

Yes No

4. Is the lesson plan concurrent with the scheme of work?

Yes No

5. Does your scheme of work adhere to the syllabus?

Yes No

6. How many teachers attend PE class at a go?

1 – 3 3 – 5 5 – 7 7 – 9 Above 10

7. What is the teacher: student ratio? _____

8. How many minutes does a typical PE lesson last?

Below 15 16– 30 31– 45 Above 45

9. Is the time provided sufficient for a typical PE lesson?

Yes No

10. Did you provide ample opportunity for practice?

Yes No

11. Were your objectives achievable

Yes No

12. Markon any of the challenges you run into during the PE lesson

1. Content related

2. Equipment related

3. Facility related

4. Training of teachers

5. Communication with students

13. How exposed is the school in relation to PE?

Very exposed averagely exposed Not very exposed

14. Has the school been involved in external games?

Yes No

15. How many times has the school been involved?

Below 5 times 6–10 11–20 Above 20

16. What's the relation of the school with National association/ federations involved with sports?

Good Unavailable Bad

Appendix II: Interview Schedule for Head Teacher/ Deputy Head Teacher

Please provide answers for the following questions:

1. Gender Male Female

2. Indicate your age

Below 30 31 – 40 41 – 50 51 – 60 Above 60

3. Are you trained in physical education for learners leaving with disability?

Yes No

4. Years of training

Below 10 11 – 20 21 – 30 31- 40 41- 50 Above 50

5. How long have you been the Head Teacher/ Deputy Head Teacher of this school?

1-2 2-5 5-10 above 10

6. What percentage of cash is allocated to different subjects in the school?

Sciences_____

Humanities_____

Languages_____

Technical_____

Physical education_____

7. Is this a policy from the Government?

Yes No

8. How many hours is PE allocated in the time table in a week?

Below 1 hour 1 -3 3 – 5 above 5

9. Approximately what percentage is actually taught?

100% 75% 50% 25% 0%

10. Have you taught PE at all in this school?

Yes No

11. Sports facilities in this institution

Fields

Swimming pool

Gymnasium

12. What are your plans for physical education for next year?

13. Are lesson plans used for teaching PE?

Yes No

14. How often do you inspect lesson plans for PE?

Daily Weekly Monthly Annually Never

15. How often do you check schemes of work?

Every Term Never

16. Where do you get financial support from and what percentage?

Government Donors Parents

17. How often do you receive these funds?

Monthly Every Term Intermittently

18. What is the Governments input to your institution?

19. Does your school attend any external games?

Yes No

20. Which level of games has the school attended (tick all appropriate)?

Divisional County National International

21. Are the parents supportive of the school?

Yes No

What kind of support do parents give to the school?

Fees only Structured Contributions for projects Other (state) _____

24. What are your academic qualifications? _____

25. What qualifications do you have to teach learners with visual disability?

Appendix III: Observation Tool for Classroom Interaction

Lesson						
Lesson Section	Very poor	Poor	Satisfactory	Good	Excellent	Duration
Introductory Activity						
Compensatory Activity						
Class Activity:						
Game:						
Final Activity:						
Others						
Dress Code:						
Use of Equipment:						
Use of Facility:						
Use of Lesson Plan:						
Discipline:						
Mastery of Content:						
Personality:						
Voice:						

Appendix IV
Document Analysis Protocol

N0	Document/ Equipment/ Facility	Quality/quantity/usage/ content
1	Syllabus	
2	Books	
3	Scheme	
4	Lesson plans	
5	Hour taught	

Appendix V: Inventory for Availability of Resources in Schools

Location _____ **Number of Students** _____

Equipment	Quantity	Quality	Equipment	Quantity	Quality	Facilities	Quantity	Quality
Soccer balls			Ten quiet			Soccer Field		
Netballs			Bibs			Netball Courts		
Volleyballs			Bean bags			Aquatic Facilities		
Safety Equipment			Tactile Boards			Indoor Facilities		
Wheel chairs			Handballs			Changing Rooms		
Table Tennis Equipment			Goal Ball			Toilets		
Basketballs			Uniform			Gymnasium		
Badminton Equipment			Sports shoes			Athletics Track		
Others: 1. 2. 3. 4. 5.						Others: 1. 2. 3. 4.		

Appendix VI: Interview Schedule for Learners

Gender

Male Female

1. Indicate your age

Below 10 11 – 20 21 – 30 Above 30

2. How was your PE lesson, how did you feel during the lesson?

Very good Good Bad

3. List the subjects you enjoy in order from the most to least enjoyed

Languages Sciences Humanities Technical Physical education

4. How much do you like your PE Teacher?

Very much Averagely Not much

5. Which part of PE lesson do you enjoy most? (*explain the lesson sections to the learners*)

Introduction Skill Development Game Final session

6. Are you able to hear clearly when your teacher is teaching?

Yes No






7. Do you like your classmates?

Yes Some No

8. What makes you like PE most?

The Teacher My Classmates the sports we play My Parents

Appendix VII
Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Ref No: 297488	Date of Issue: 20/May/2021	
RESEARCH LICENSE		
		
<p>This is to Certify that Miss.. ROSE Anyango JAKINDA of University of Nairobi, has been licensed to conduct research in Baringo, Homabay, Kiambu, Kisumu, Mombasa, Nairobi on the topic: INSTRUCTIONAL FACTORS AFFECTING THE TEACHING OF PHYSICAL EDUCATION TO LEARNERS WITH VISUAL DISABILITIES IN KENYA. for the period ending : 20/May/2022.</p>		
License No: NACOSTI/P/21/10562		
297488		
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
	Verification QR Code	
		
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>		

Appendix VIII

Counter Commissioner Permission

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

**REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI**

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.1

DATE: 23rd June, 2021

Rose Anyango Jakinda
University of Nairobi

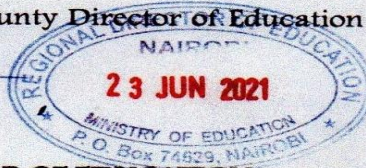
**SUB - COUNTY DIRECTOR
OF EDUCATION
28 JUN 2021
STARBUCK SUB - COUNTY
P.O. Box 30124 - 00100, NAIROBI**

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"Instructional Factors Affecting the Teaching of Physical Education to Learners with Visual Disabilities in Kenya."*

This office has no objection and authority is hereby granted for a period, ending 20th May, 2022 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the County you intend to visit.



**ANTHONY MBASI
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.**

**Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.**

APPENDIX IX

COUNTY DIRECTOR COMMISSION

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING",
Mombasa
Telephone: Mombasa 2315327 /
2230052

COUNTY DIRECTOR OF EDUCATION,
MOMBASA COUNTY,
P. O. BOX 90204-80100
MOMBASA

Ref.No.MC/ED/GEN/23

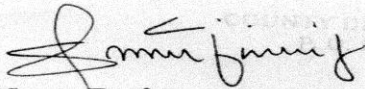
6th July, 2021

To Whom It May Concern

RESEARCH AUTHORIZATION
MS.ROSE A. JAKINDA –E55/37004/2020

This is to authorize the above student from University of Nairobi College of Education & External Studies-School of Education, Department of Physical Education and Sport, to carry out research on ***"Instructional Factors Affecting the Teaching of Physical Education to Learners with Visual Disabilities in Kenya"*** in Mombasa County for the period ending 2022.

Any assistance accorded to her will be highly appreciated.



Moses Bosire
AG-COUNTY DIRECTOR OF EDUCATION
MOMBASA

**Appendix X Time Plan
Time Plan**

Activity	July 2020 to August 2020	September 2020	September 2020	October 2020	January 2021	February 2021 to September 2022
Proposal Writing						
Presentation at dept						
Correction						
Presentation at School						
Pilot data collection and Analysis						
Data Collection						
Data Analysis						
Draft Thesis						
Presentation of Thesis						
Correction of Thesis						
Examination of Thesis						
Correction of Examined Thesis						
Presentation of Thesis						
Graduation						

**Appendix XI
Financial Budget**

	Cost in Kshs
1. Piloting	50,000
2. Research Material video and tapes	200,000
3. Subsistence and travel during Research	100,000
4. Analysis of data	50,000
5. Typing and binding of proposal and thesis	100,000
Total	500,000

Declaration of Originality

Name of the Student: Jakinda Rose Anyango
Registration Number: E55/34007/2020
Faculty/School/Institute: Faculty of Education
Department: Department of Physical Education and Sport
Course Name: **Master of Education (Physical Education and Sport)**
Title of the Work: Instruction Factors Affecting the Teaching of Physical Education to Learners with Visual Disabilities in Kenya.

DECLARATION

1. I understand what Plagiarism is and I am aware of the University's policy in this regard.
2. I declare that this Thesis (Thesis/Project/Proposal/Report/Paper etc.) is my original work has not been submitted elsewhere for examination, award of degree or publication. Where other peoples work or my own work has been used, this has been properly acknowledged and referenced in accordance with University of Nairobi's requirement.
3. I have not sought or used the services of any professional agencies to produce this work.
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his or her own work.
5. I understand that any false claim in respect of this work shall result in disciplinary action in accordance with University Plagiarism Policy.

Signature



Date 4/1/2022