

INFLUENCE OF INSTRUCTIONAL MATERIALS ON ACADEMIC PERFORMANCE OF LEARNERS WITH VISUAL IMPAIEMENT IN PUBLIC PRIMARY SCHOOLS IN RONGO SUB-COUNTY KENYA

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ABSTRACT

Purpose of the study: The study assessed the influence of instructional materials on academic Performance in public primary schools in Rongo Sub County Migori County Kenya.

The specific objectives of the study was to investigate the impact of instructional materials on academic performance of learners with visual impairment. The study employed mixed method.

Problem Statement Learners with visual impairments experience the impairment of visual system that has an impact Mon their ability to learn. In Kenya learners with visual impairment also experience problems in interaction with learning environment.

Methodology: The target population included 29 head teachers of public primary schools with integrated program, 40 Special Needs Education (SNE) teachers and 5 Curriculum Support Officers (CSOs) giving a total of 74 respondents. Purposive and Saturated sampling techniques were used to get a sample size of 29 Head teachers, 40 SNE teachers and 5 CSOs. Two questionnaires were used to collect data; one for SNE teachers and another for head teachers. An interview schedule was used to collect data from the Curriculum Support Officers. Piloting was done in the neighboring Uriri Sub County. Quantitative data was analyzed using descriptive statistics, frequencies, percentages and means. Inferential Statistics analysis was analyzed using Pearson

Results The study established that there was significant relationship between instructional materials and academic performance all at $p < 0.05$. Therefore all null hypotheses were rejected and it was concluded that all the factors affect academic performance in Rongo Sub – County.

Recommendations: The Ministry of Education to organize workshops and seminars for teachers to improve their knowledge and skills: ensure appropriate instructional materials. The Ministry of Education and the Board of Management (BOM) to provide relevant teaching learning materials.

Keywords: *Instructional Materials, Academic Performance, Visual Impairment, Public Primary Schools, Inclusive Education*

INTRODUCTION

Education is important for children because they are the future of the world and should be updated with the current affairs. The role of primary education is to ensure the broad based development of pupils. This means ensuring that all pupils are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, thus preparing them for further school careers providing all students in general education classes with high quality instructions, intervention, and support is a hallmark of inclusive education (Vaporanya 2014). Inclusive schools have a collaborative and respectful school culture where student with disabilities are presumed to be competent, develop positive social relationships with peers, and are full participating members of the school community (Lamichhane, 2017). The concept and philosophy of inclusive education gained international attention when the United Nations promoted the idea of education for all at the world conference on Education for all in Thailand in 1990. Furthermore a policy statement on inclusive education emanating from the 1994 Salamanca conference in Spain challenged all nations, schools, and educators to provide effective education for all students including those with special needs.

Globally, the education of learners with visual impairment in public primary schools is fundamental to a good national outlook and social economic in general. The intellectual potential of the visually impaired were developed through education which made them contributors not only to the national but global economics like their sighted counterparts (Omede, 2015). In the World Conference (1994), more than 300 participants representing 92 governments and 25 international organizations met in Salamanca to further the objectives for Education for All (EFA) by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children particularly those with special educational needs. The government of Spain in co-operation with UNESCO brought together senior education officials, administrators, policy-makers and specialists, as well as representatives of the United Nations and the specialized Agencies, other international government organizations and donor agencies. The conference adopted the Salamanca statement on principles, policy and practice in Special Needs Education and a Framework for Action.

Several education policies aimed at implementing inclusive education in Ghana was passed following the launch of the community-based rehabilitation program in 1992 which piloted inclusive education in 10 districts. The National Disability Policy of 2000, the National Disability Act of 2006, and the Ministry of Education Strategic Plan (2010-2020) provided the foundation in support for inclusive education (Nketsia, 2013). The policy required the Special Education Division of Ghana to work in promoting equal access to educational opportunities for people with special needs. It was only in 2013 that Ghana drafted its inclusive education policy but not much has been done to implement the policy directives (Ministry of Education, 2013). Teachers and school administrators in Ethiopia support the inclusion of students with disabilities in mainstream schools. However, lack of adequate training and resources pose a challenge to

Ethiopia's inclusive education (Franck, 2017). Similarly, it has been revealed in South Africa that the lack of needed resources and proper management questions the implementation of inclusive education (Mabunda, 2015). The Dakar Framework for Action (2000) declared that, access to quality education was the right for every child and affirmed that quality was at the core of education. This was supported by No Child Left behind Act of 2001 which maintained that, learners with disabilities were required to be held to the same academic standards as their

classmates. Learners with visual impairment were taught together with their fellow counterparts without impairment. Besides emphasizing on education in general there was also a great importance in encouraging inclusive education which was a critical component in the development of the whole child whose principle was a framework within which all children regardless of ability, gender, language, ethnicity and cultural background could be valued equally, treated with respect and provided with equal opportunity at school (Ambogo, 2012). According to Lyons (2012) learning was a complex activity that involved interplay of pupils' motivation, physical facilities, teaching resources and skills of teaching curriculum demands.

Availability of the teaching learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance. In Kenya, formal educational services for individuals with visual impairment date back to 1946 when the first school, a rehabilitation center established by the Salvation Army and meant to assist blind veterans of the Second World War was turned into a school for children with visual impairment. Educational placement for students with visual impairment in Kenya include special schools, separate classrooms in regular education schools, and regular education classrooms alongside students without visual impairment. The Low Vision Project working hand in hand with the Ministry of Education, Science and Technology (MOEST) played a major role in improving the overall standard of education of children with visual impairment in Kenya. Services provided to students with visual impairments depend on the category of visual impairment for each student. Students who are totally blind and those who have little usable vision that they cannot rely totally on their visual sense to acquire visual information are trained in orientation and mobility skills and learn academic skills through the use of Braille.

The Ministry of Education (1995) established guidelines for teachers of students with visual problems especially students who are integrated in regular education classrooms. Teachers of these students were encouraged to a) expose students to many activities to stimulate and maximize their potential, b) not move about when teaching to enable students to focus and hear instruction, c) have a classroom seating arrangement that enables visually impaired students to avoid glare, too much or too little lighting directed to them, and to sit at an appropriate distance to view materials on the board, d) use contrasting colors to help low vision students to identify features, and to e) use large clear, and grammatically correct print on the board. Teachers were also encouraged to give large and easy to manipulate learning aids to students with visual impairments and to use extensively students' auditory and tactile senses. The Dakar Framework for Action (2000) declared that access to quality education was the right for every child and affirmed that quality was at the core of education.

STATEMENT OF THE PROBLEM

Vision plays a critical role in an educational setting. Visual impairment which is severe enough to interfere with progress is considered a visual handicap. Learners must be able to see clearly, focus on objects far and near, be able to co-ordinate hand and eye, discriminate small differences and remember what they see. Difficulty in these areas may pose problems in the classroom. For pupils with visual impairment to access learning effectively instructional material plays a major role. Despite the effort of the government in identifying learners with visual impairment and integrating them into public primary school system, the problem of instructional materials still pose a great challenge to academic performance to learners with visual impairment. The study therefore sought

to investigate the influence of instructional materials on academic performance of learners with visual impairment integrated in public primary schools in Kenya.

LITERATURE REVIEW

Primary education is central to people's lifelong learning and the economic development of their societies. Recent micro-economic evidence shows that core skills, such as literacy and numeracy, are best learned during the primary stage of education and that there are very high returns in the labor market to these basic forms of expertise. Related research shows that early educational attainments are crucial determinants of future educational outcomes (Lowenfeld, 2017). The Basic Education Act (2013) provides for the right of every child to free basic education and the right of every child in a public primary school to equal standards of education. Therefore this study aims at determining the influence of instructional materials on academic performance to learners with visual impairment in public primary schools. Generally, the major obstacles to learning are lack of knowledge about diversity, traditional and poor instructional materials. Consequently, it is a challenge for schools and teachers to integrate students with special needs and force them to accustom to the schools rather than adjusting the school to the learner requirements.

Influence of Instructional Materials on Academic Performance

According to Mng'ong'ose et al (2017) adequacy of teaching and learning resources means satisfactory or reasonable quality and amounts of material resources, physical facilities and human resources. Mng'ong'ose et al (2017) argues that sufficiency of educational materials such as textbooks, which is the major learning material is the most cost effective input impacting academic performance of learners with visual impairments. Adequacy of teaching and learning materials determines the efficiency of learning system. For effectual teaching and learning of pupils with disabilities, textbooks and resource materials are primary tools, their deficiency or inadequacy makes instructors handle subjects in a haphazard manner, depicting it as dry and boring. It is also necessary to have the right personnel plan for satisfactory educational materials and physical facilities in supporting learning effort. Therefore, lack of textbooks, libraries and physical facilities will limit educational system from being completely responsive to the fresh demands.

To improve the quality of education, its effectiveness and output, better learning materials, physical facilities and qualified and competent personnel are necessary. A study was conducted by Okongo et al (2015) to investigate the effect of availability of teaching and learning resources on the implementation of inclusive education in pre-school centers in Nyamira North Sub-County, Nyamira County, Kenya. Okongo et al (2015) classifies teaching and learning resources that affect academic performance into three major components: material resources, physical facilities and human resources. The researchers argue that, based on previous studies, teaching and learning resources are not adequately available in schools posing a serious concern to educators. The study which was done by conducting surveys to a sample population indicated that there was lack of teaching and learning resources amongst the pre-school which affects the implementation of an integrated education system.

According to Maindi (2018) learning is a complicated process involving interaction of learner's motivation, physical facilities, learning resources, and instructional methods and curriculum needs. Accessibility of teaching and learning resources improves the effectiveness of schools since they are the fundamental resource that results in outstanding academic performance in learners. Mboshi (2018) argues that the essential resources that need to be available for education and learning include material resources, personnel such as educators and support staff, and physical facilities

comprising of laboratories, libraries, and classrooms. Instructional materials helps in improving access and learning outcomes since learners are less likely to absent themselves from schools offering interesting, vital, and relevant experiences for them. These resources need to be delivered in quality and quantity in schools for successful teaching and learning process.

Numerous studies have been done on the effect of instructional materials on the learning outcome of learners. Mboshi (2018) discussed the concept of visual impairment and its aspects as it relates to teaching outcomes in an integrated education setting in Cameroon. Drawing majorly from existing literature the researcher concluded that maximum academic achievement can be realized in learners with visual impairment in an integrated education environment if appropriate support technology is mastered. In addition, Mboshi (2018) argues that satisfactory classroom organization ensuring ease of learner movement and interaction, adoption of effective ways of using chalkboard by ensuring that vital information are written fully on the chalkboard for visually impaired to see, and use of appropriate tactile diagrams or models while teaching is necessary for the best learning outcome. When teaching and learning resources are insufficient, the quality of learning is compromised and this is unavoidably reflected in poor academic performance, high school dropout rates, social problems, poor teacher motivation, and unmet educational goals.

Provision of Braille Machines and Paper

Educators need to order all class textbooks in Braille upon noticing that they have blind learners or learners with significant visual impairments. Learning materials and printed documents can as well be transformed into Braille by making use of Braille translation software. According to Mushome and Monobe (2013) Braille is the most effective code for reading, which has been created in a standard paper and book format. Learners with visual impairments can write and read Braille using portable note takers that displays Braille or computer output. Generally, fast Braille readers can read just as fast as print readers.

Provision of Enlarged Print Materials

Most learners with visual impairments will require their written material presented in an enlarged format and in high contrast to enable them see and read. It is necessary for educators to provide enlarged print materials if they need the best outcome of their learners. Typically, it is essential to write using black marker on whiteboard and write marker on blackboard to achieve a good contrast. Educators are also encouraged to write using large fonts and letters to aid in reading. As much as possible, educators should avoid using colors and restrict their usages sparingly for large images, or when writing titles.

Provision of Embossed Maps

The use of embossed maps is an essential skill for learners with visual impairments. For learners with visual impairments, map reading is a crucial step towards independence, as well as a way of participating more completely in the regular geography and social education programs. The embossed sheets may be provided as templates for thermoforming. AL-Ghafri, (2015) recommends photocopying images into a capsule paper, adding labels, lines and symbols and creates a raised imagery for improved learning for students with visual impairments.

Provision of Magnifying Glasses

The major benefit of using magnifying glasses is that they help in enlarging images and writings presented in any book or handout. Page magnifiers are important for learners with visual

impairments as it helps the students to see the content of the printed learning materials. Magnifying glasses are rather easy to use and cost effective. Generally, handheld devices can enlarge images to nearly 2.5 times the normal size while electronic page magnifiers can enlarge texts to approximately 10-15 times the regular size. Since the major challenge of learners with visual impairment lies in their ability to see, providing magnifying glasses is likely to help them overcome this challenge and improve their academic performance in the long run.

Provision of Reading Stand

Providing reading stands to learners with visual impairments is necessary as it helps them to position their reading at the right height and angle to make reading much easier. The use of reading stands together with vision aid provides an optimum view to learners and makes it easy for them to read printed instructions. In addition, reading stands supports an upright, orthopedically the right position, and prevents back aches. In most cases, they are fitted with edge stopper at the bottom for preventing slipping and clipping attachment is provided to hold large papers.

Provision of Well-Lit and Ventilated Classrooms

Learners with visual impairments regularly experience light sensitivity issues. Therefore, it is helpful to have them sit away from windows and other glaring light. Mushome and Monobe (2013) asserts that educators should make efforts at controlling the glare of classrooms by making use of blinds and curtains. Light need to be spread evenly all through the classroom for optimum visual effect. In addition, so as to give learners with visual impairments or blind learners an equal opportunity for success in the class, they should be encouraged to sit in front row of their classroom near the board as this enhances better vision.

RESEARCH METHODOLOGY

The target population included 29 head teachers of public primary schools with integrated program, 40 Special Needs Education (SNE) teachers and 5 Curriculum Support Officers (CSOs) giving a total of 74 respondents. Purposive and Saturated sampling techniques were used to get a sample size of 29 of which 25 responded Head teachers, 40 of which 36 responded SNE teachers and 5 CSOs. Two questionnaires were used to collect data; one for SNE teachers and another for head teachers. An interview schedule was used to collect data from the Curriculum Support Officers. Piloting was done in the neighboring Uriri Sub County. The research employed content validity and test-retest reliability techniques with a reliability index of 0.79 and 0.81 for teachers and head teachers respectively. Quantitative data was analyzed using descriptive statistics, frequencies, percentages and means. Inferential Statistics analysis was analyzed using Pearson Correlation Coefficient. Qualitative data was analyzed based on emerging themes generated from the study objectives. Data was analyzed using the Statistical Package of Social Sciences (SPSS) version 20.

FINDINGS AND DISCUSSION

Analysis of respondents' perception on influence of instructional materials on Academic performance.

Table 1: Provision of Braille Machines and Paper

	N=36		N=25	
Valid	frequency	Percentage	Frequency	Percentage
Very Low	29	80.6	13	52
Low	1	2.8	2	8
Moderate	2	5.6	1	4
High	4	11.1	4	14
Very high	-	-	5	21
Total	36	100	25	100

The study established that 29(80.6%) of the teachers rated very low (with a weighted average of 1.75) meaning teachers view on provision of Braille machines and paper was very low hence poor performance, 1(2.8%) of them rated low, 2 (5.6%) were moderate and 4(11.1%) rated high. The study further noted that 13(52%) of the head teachers rated very low (with a weighted average of 2.3) meaning head teachers view on provision of Braille machines and paper was very low hence poor performance, 2(8%) rated low, while 1(4%) were moderate. The study also established that 4 (14%) rated high and 5(21%) rated very high. All CSOs said that "Braille machines and paper were not provided in the schools" "The results indicate majority of the respondents say Braille machines and paper are not provided and this could be affecting performance of the learners with VI. Mushome and Monobe (2013) concur with the findings that, Braille is the most effective code for reading, which has been created in a standard paper and book format for learners with visual impairment. Teachers need to help each pupil become successful member of their communities and equip those in vision field with a reality, availability of resources to meet the wide range of needs of the pupils they serve to enhance academic performance

Table 2: Provision of enlarged print materials

	N=36		N=25	
Valid	frequency	Percentage	Frequency	Percentage
Very Low	14	39	9	37
Low	6	16.7	3	12
Moderate	2	5.6	4	17
High	3	8	3	10
Very high	11	31	6	24
Total	36	100	25	100

The study established that 14(39%) of the teachers rated very low (with a weighted average of 2.3) meaning teachers on provision of enlarged print materials was very low hence poor performance the statement on provision of enlarged print materials, 6(16.7%) of them rated low,

2 (5.6%) were moderate, 3(8%) rated high and 11(31%) rated very high. The study further noted that 9(37%) of the head teachers rated very low (with a weighted average of 2.7) meaning head teachers on provision of enlarged print materials was very low hence poor performance, 3 (12%) rated low, while 4(17%) were moderate. The study also established that 3 (10%) rated high and 6(24%) rated very high. The CSOs said that, enlarged print materials were not provided in the schools”. The results indicate majority of the respondents say enlarged print materials are not provided and this could be affecting performance of the learners especially with severe VI. In order to realize this, it is essential that students have access to a wide curricular. Mboshi (2018) argue that adoption of effective ways of using chalkboard by ensuring that vital information are written fully on the chalkboard for visually impaired to see while teaching is necessary for the best learning outcome. Braille, larger prints, optical devices, tactile symbols and recorded materials should be provided to learners with VI to assist the learner to access all the areas of the curricular

Table 3: Provision of Embossed Maps

	N=36		N=25	
Valid	frequency	Percentage	Frequency	Percentage
Very Low	23	64	10	38
Low	5	14	3	10
Moderate	4	11	3	10
High	4	11	4	18
Very high	-	-	5	24
Total	36	100	25	100

The study established as shown in table 3 that 23(64%) of the teachers rated very low (with a weighted average of 1.7) the statement on provision of embossed, 5(14%) of them rated low, 4(11%) were moderate, and 4(11%) rated high. The study further notes that 10(38%) of the head teachers rated very low, 3 (10%) rated low (with a weighted average of 2.7), while 3(10%) were moderate. The study also established that 4 (18%) rated high and 5(24%) rated very high. CSOs said that, embossed maps were not provided in the schools “The results indicate majority of the respondents say embossed maps are not provided and this could be affecting performance of the learners with VI. This is supported by AL-Ghafri, (2015) who recommended that photocopying images into a capsule paper, adding labels, lines and symbols created a raised imagery for improved learning for students with visual impairments. When materials and class supplies were organized and visible within centers, children increase their appropriate use of these centers.

Table 4: Provision of Magnifying Glasses

	N=36		N=25	
Valid	frequency	Percentage	Frequency	Percentage
Very Low	23	63.9	9	36
Low	4	11.1	8	32
Moderate	3	8.9	1	4
High	3	8.3	4	16
Very high	3	8.3	3	12
Total	36	100	25	100

The study established as shown in table 4 that 23(63.9%) of the teachers rated very low (with a weighted average of 1.8) the statement on provision of magnifying glasses, 4(11.1%) of them rated low, 3(8.3%) were moderate, 3(8.3%) rated high and 3(8.3%) rated very high. The study further notes that 9 (36%) of the head teachers rated very low, 8(32%) rated low (with a weighted average of 2.1), while 1 (4%) were moderate. The study also established that 4(16%) rated high and 3(12%) rated very high. CSOs said that “magnifying glass were not provided in the schools “The results indicated majority of the respondents said magnifying glasses were not provided and this could be affecting performance of the learners with VI. This is supported by (IRIS Center, 2005) asserts that the purpose of visual accommodation is to enlarge print materials, to increase contrast and clarity of print materials, or to decrease glare and visual clutter to make items easier to view, The teacher can make these changes directly to the materials or students can achieve the changes using devices in class.

Table 5: Provision of Reading Stand

	N=36		N=25	
	frequency	Percentage	Frequency	Percentage
Very Low	19	52.6	8	32
Low	3	8.3	7	28
Moderate	8	22.2	3	12
High	3	8.3	4	16
Very high	3	8.3	3	12
Total	36	100	25	100

The study established as shown in table 5 that 19(52.6%) of the teachers rated very low (with a weighted average of 2.1) meaning teachers on provision of reading was very low hence poor performance the statement on provision of reading stand, 3(8.3%) of them rated low, 8(22.2%) were moderate, 3(8.3%) rated high and 3(8.3%) rated very high. The study further notes that 8 (32%) of the head teachers rated very low, 7 (28%) rated low (with a weighted average of 2.5), while 3 (12%) were moderate. The study also established that 4(16%) rated high and 3(12%) rated very high. CSOs said that “reading stand was not provided in the schools”. The results indicate majority of the respondents say reading stands are not provided and this could be affecting performance of the learners with VI. Turnbull (2007) concurs with the findings by saying that the freedom to make choices in a resource rich environment where student thoughts and feelings are respected is vital to the development of lifelong learners.

Table 6: Provision of Well-Lit and Ventilated Classrooms

	N=40		N=29	
	frequency	Percentage	Frequency	Percentage
Very Low	3	8.3	3	12
Low	-	-	1	4
Moderate	16	41.7	7	28
High	10	27.8	4	16
Very high	7	19.4	10	40
Total	36	100	25	100

The study established as shown in table 6 that 3(8.3%) of the teachers rated very low the statement on provision of well-lit and ventilated classrooms, 16 (41.7%) were moderate (with a weighted average of 3.5) meaning teachers on provision of well-lit and ventilated classroom was moderate hence good performance, 10(27.8%) rated high and 7(19.4%) rated very high. The study also indicates that 3(12%) of the head teachers rated very low, 1 (4%) rated low, while 7 (28%) were moderate (with a weighted average of 3.68) meaning head teachers on provision of well-lit and ventilated classroom was moderate hence good performance in schools. The study further established that 4(16%) rated high and 10(40%) rated very high. CSOs said that “well-lit and ventilated classrooms were provided in the schools”. The results indicate majority of the teachers say classrooms are not well-lit and ventilated and this could be affecting performance of the learners with VI. However, most head teachers see classrooms being well-lit and ventilated. The finding was supported by Mushome and Monobe (2013) assert that educators should make efforts at controlling the glare of classrooms by making use of blinds and curtains. This was also supported by Watitwa (2010) that many learners function better with reduction of visual clutter and increasing visual clarity, providing a clear, legible font with reduced clutter and increase clarity.

Hypothesis testing

In order to determine the relationship between instructional materials and the dependent academic performance expressed in terms of KCPE mean scores, Correlation coefficient and Chi-square was used at the 0.05 level of significance.

Pearson Product Correlation Coefficient for Factors and Academic Performance

The study sought to determine the influence of instructional materials on academic performance in integrated public primary schools in Rongo sub- County. To accomplish this, a correlation analysis was conducted to determine whether there was a significant correlation between KCPE means scores for the period 2015 to 2018 and the mean scores obtained from the perceptions of respondents (teachers and head teachers) on the influence of instructional materials. The results are presented in table 40 and 41 for the teachers and head teachers respectively. Factors Correlation with KCPE Mean (2015-2018)

Table 7: Correlation Coefficient for Teachers' Responses

Factor correlation with KCPE Mean (2015- 2018)				
Teaching learning material	0.169	0,012	29	

★Significant at $p < 0.05$

The results in table 7 revealed that there were significant correlations, at $p < 0.05$ between the KCPE mean scores (2015-2018) and instructional materials. The correlation coefficient was positive, meaning it influences teaching and learning as expressed in terms of KCPE performance. The positive value means that the more appropriate and adequate teaching and learning resources the higher the quality of learning and teaching. Again this confirmed that effective schools were characterized by strong instructional leadership and adequate provision and management of teaching and learning resources as noted by Lezotte (2010). However, it should be noted that the correlation coefficients, r , was low, meaning that although significant, the relationship was weak. Factors Correlation with KCPE Mean (2015-2018),

Table 8: Correlation Coefficient for T Head Teachers' Responses

Factors	correlation with KCPE Mean2015 -2018		
	Correlation r	signif N	
	0.019	0.045	25

★Significant at $p < 0.05$

The results in Table 8 shows that there was significant correlations at $P < 0.05$ between KCPE mean scores (2015-2018) and resources. The correlation coefficient for teaching and learning resources was positive, meaning that it influences academic performance in the integrated primary schools. However, the correlation coefficients, r , was low, meaning that although significant, the relationship was weak.

Hypothesis H 0 4

There is no significant relationship between instructional materials and academic Performance.

Table 9: Chi-Square of factors for teachers' responses

	Instructional materials
Chi-Square	214.103d
Df	23
Asymp sig.	.000

Table 10

	Instructional materials
Chi-Square	151.458d
Df	15
Asymp sig.	.002

Asymp. Sig.002

The findings in table 9 and 10 show that there was significant relationship between instructional materials and academic performance at $P = 0.000 < 0.05$ and $P = 0.002 < 0.05$. The study therefore rejected the null hypothesis and concluded that instructional materials significantly affect academic performance.

CONCLUSION

Based on the results, the Pearson's Product correlation coefficient and Chi- Square results show significant relationship between instructional materials and academic performance. Most teachers from the responses were not using a variety of resources in the classroom and so this could be contributing to poor performance in KCPE

RECOMMENDATION

A variety of teaching and learning resources should be provided to the schools by the ministry of education for effective teaching and learning. The teachers should be ready and willing to improvise the available materials for effective teaching and learning to learners with visual impairment.

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