

INFLUENCE OF TEACHERS' TRAINING ON ACADEMIC PERFORMANCE OF LEARNERS WITH VISUAL IMPAIRMENT IN RONGO SUB-COUNTY KENYA

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ABSTRACT

Purpose of the study: To investigate the influence of teachers training on academic performance of learners with visual impairment in public primary schools in Rongo Sub County Migori County Kenya. The study was based on Bandura (1968) Social Cognitive Theory of learning which outlines the process of learning as a result of the surrounding environment. The objective of the study was to establish the influence of teacher training on academic performance of visually impaired learners in Rongo Sub-county.

Methodology. The study employed descriptive survey design. The study population included 29 head teachers of public primary schools with integrated program of which 25 participated, 40 Special Needs Education (SNE) teachers of which 36 participated 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. To establish reliability of research instruments, a pilot study was carried out on 4 SNE teachers, 3 head teachers and 1 CSO in Uriri sub- County. Using test- retest technique, a reliability index of 0.79 and 0.81 was attained for teachers' and head teachers' questionnaires respectively. Quantitative data was analyzed using descriptive statistics of frequencies, percentages and means and Inferential statistics of Pearson Correlation Coefficient and Chi square. 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. Frequency and percentage tables were used to present collected data.

Results: The study established that there was significant relationship between teacher training, and academic performance all at $p < 0.05$. Therefore the null hypotheses was rejected and it was concluded that teacher training affect academic performance in Integrated Primary Schools in Rongo Sub – County.

Recommendation: It was recommended that teacher training should be regular through in service to help teachers in handling visually impaired learners and update their skills and knowledge in handling visually impaired learners to improve on their academic performance.

Keywords: *Teacher Training, Academic Performance, Visually Impaired Learner*

INTRODUCTION

According to Omede (2016), inclusive education concentrates on the learning needs of all children, with special attention on those that are vulnerable to discrimination, marginalization and exclusion. Children with or without disabilities have the same rights to educational opportunities under the United Nations Convention on the Rights of the child (Simon, 2010). According to Vaporanya (2014), the provision of general education to all students in their respective classes with high quality instructions, support and intervention is a key indicator of inclusive education and integrating schools have a collaborative and same school culture where pupils with disabilities face underlying presumptions relating to competence, development of positive social relationships with peers, and are expected to fully participate as members of the school family. This is supported by United Nations Educational Scientific Cultural Organization (UNESCO, 2014) which says that education is a human right for all throughout life and that access must be matched by quality. United Nations promoted the idea and philosophy of integration education globally through championing Education for All at the world conference on Education For all in Thailand in 1990 and the 1994 Salamanca conference in Spain (UNESCO, 2017).

Studies in Saudi Arabia indicate that some pupils without disabilities liked the practice of integration education since they felt that pupils with special education needs were able to keep in step with lessons taught in class (Felimban, 2017). In Ghana, several education policies aimed at the implementation of integration studies were passed. They emanated from the launch of the community-based rehabilitation program in 1992 which piloted integration education in ten districts. In this scenario, the National Disability Policy of 2000, the National Disability Act of 2006, and the Ministry of Education Strategic Plan (2010-2020) provided the base in support of integration education (Nketsia, 2013). The policy mandated the inclusive Education Department of Ghana with the task of enhancing the promotion of equal access to opportunities in the Education sector for persons with special needs. However, there is still a lot to be done particularly with regard to the implementation of the policy directives (Ministry of Education, 2013). Minnaert et al. (2011) state that teachers exhibited a negative attitude towards the whole idea of integration on the basis of the lack of resources and inadequate training they received.

According to Frank (2017), although teachers and school administrators in Ethiopia support the integration of students with disabilities in mainstream schools, lack of enough resources and training were major areas of challenge to Ethiopia's integrated education. An almost similar scenario in South Africa reveals that the lack of key resources and proper management raise challenges to the implementation of inclusive 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. They were also taught together with their fellow counterparts without impairment (Mabunda, 2015). Inclusive education 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).

In Tanzania the government is implementing inclusive education program according to the Salamanca statement of 1994. Parents are being sensitized by the Ministry of Education to send their disabled children to inclusive schools, The government is becoming more positive towards the rights of people with disabilities. Today there are several primary schools in Tanzania that are involved in inclusive programs. (Akinyi, 2015).

In Kenya, a rehabilitation center established by the Salvation Army and meant to assist blind veterans of the Second World War was changed into a school for children with visual impairment. Today, pupils with visual impairment in Kenya are placed in different learning environments including special schools, separate classrooms in regular education schools, and regular education classrooms alongside students without visual impairment. The Low Vision Project and Kenya society of the Blind working hand in hand with the Ministry of Education, Science and Technology (MOEST) played a big role in improving the overall level of education of children with visual impairment in Kenya. There are pupils who are totally blind and those who have little usable vision that can hardly be relied on to acquire visual information. The same are trained to learn academic skills through the use of Braille and in orientation and mobility skill (MOEST, 2009).

The Ministry of Education (2009) established regulations for teachers of learners with visual challenges especially learners who are integrated in normal education classrooms. Teachers of these learners were encouraged to Provide sufficient exposure by use of activities to stimulate and maximize their potential; limit movement in the classroom during the lessons to enable students to focus and hear instruction; put into consideration the visually impaired as the sitting arrangement is put in place to ensure they sit at an appropriate distance to view materials on the board to avoid glare and minimize the excesses of light or darkness directed at them; use contrast of colors to enable low vision students identify features and use grammatically correct, large and clear print on the board.

According to Kochung (2011), some factors present challenges in the efficient provision of educational services to students with visual impairments, the most significant being inadequate funding. The same makes it impossible to provide required grade level text books and leisure reading materials. Similarly, it impedes maintenance of Braille machines and purchase of basic specialized equipment along with learning and teaching materials for curriculum areas that are adapted to meet the needs of students with visual impairments. The lack of professionals in the area of special education in general in Kenya is a reality to grapple with. Moreover, inadequate number of trained personnel for students with visual impairments presents obstacles to efficient servicing of the population (Oluremi, 2013).

With the implementation of Free Primary Education in 2003, Kenyan Government aimed to increase enrollment in schools throughout the country, This increased enrollment enabled a variety of disabilities access to schooling. According to the Constitution of Kenya, it was clearly stated that people with disability should not be discriminated. The Kenyan government has laid great importance on support of inclusive education by establishing special units in regular public schools in Kenya (Kenyan Constitution, 2010) and (MOEST, 2009).

According to Lyons (2012), learning is a complex activity that involves the interplay of not only pupils' motivation and physical facilities but also teaching resources and skills of teaching curriculum demands. Availability of materials for teaching and learning hence propagates the success of schools since they are generally assumed to be the basic resources that enhance the realization of good academic performance. Hence from the foregoing paragraphs, the current investigated the influence of instructional strategies, teacher training, teacher attitude and resources on academic performance of visually impaired learners. The learners with visual impairment in Rongo Sub-County have exhibited poor academic performance over the years in KCPE. The average mean scores were obtained by calculating the mean scores from twenty nine primary schools with integrated programs. The mean scores were below 250, which was an

indication that learners with visual impairment were not performing well academically. The study therefore sought to investigate factors influencing academic performance of learners with visual impairment integrated in Public Primary schools in Rongo Sub-County.

A report from Migori county education office (2018) indicates a worrying trend that academic performance of visually impaired children is poor in Rongo Sub County. The academic performance ranking in Migori County is summarized in Table 1.

Table 1: Performance of Visually Impaired Learners in Migori County 2015-2018 in KCPE

Sub-County	2015	2016	2017	2018
Kuria West	199	251	199	198
Kuria East	149	150	189	159
Suna West	152	150	190	16
Suna East	151	149	188	178
Rongo	132	139	131	140
Awendo	149	148	161	149
Uriri	149	147	170	168
Nyatike	152	150	151	154
Ntimaru	149	149	180	177
Mabera	148	150	176	169

Table 1 indicates performance of learners with visual impairment in Migori County from 2015-2018. It shows that Rongo Sub County lagged behind in academic performance. Factors which contributed to this phenomenon are not yet known, hence there is need to find out factors influencing performance of Visually Impaired children. 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 pose problems in the classroom for pupils with visual impairment to access learning. Despite the effort of the government in identifying visually impaired learners and integrating them into public primary school system, their performance in KCPE is consistently poor over the last four years as shown in table I. The study therefore investigated factors influencing academic performance of visually impaired learners integrated in public primary schools in Rongo Sub-county.

LITERATURE REVIEW

Literature was reviewed on factors influencing academic performance of visually impaired learners. There are four sub topics discussed in this section: Influence of instructional methods on academic performance of visually impaired learners integrated public primary schools; Influence of teacher training on academic performance of visually impaired learners integrated public primary schools; Influence of attitude of teachers on academic performance of visually impaired learners integrated public primary schools and Influence of teaching learning materials on academic performance of visually impaired learners integrated in public primary schools in Rongo Sub-County, Kenya.

Zwane and Malale (2018) investigated barriers teachers face in the implementation of inclusive education in high schools in Gege branch, Swaziland. Data was through semi-structured research interviews and document analysis. The study reveals that there is lack of facilities in the government schools and teachers incompetence in identifying learners facing learning challenges in their classrooms are barriers to inclusivity. Only qualitative data was obtained. Purposive sampling was used in the study. However, the study neglected the use of quantitative data and did not use questionnaires. The current study used both interview and questionnaires. The current study involved primary school children.

Makundu (2017) examined the impacts of teachers' training and students' performance in secondary schools in Narok County. The study employed a descriptive research design. The study participants were 50 teachers both untrained and trained and 384 students. Stratified random sampling was employed to stratify 47 counties. Questionnaires were used for teachers and observation schedule for students. Both qualitative and quantitative data was collected. However, study area was too big in that all the 47 counties were involved and did not involve curricular support officer. The study only used stratified random sampling. The current study used purposive and simple random sampling technique. The current study involved pupils, teachers and curricular support officers.

Everling (2013) who examined qualities of teachers' effectiveness in teaching and learning in primary schools. The study used mixed methods. The study found out that teachers do not employ a variety of teaching methods and they do not prepare a variety of media for use in the teaching and learning. This was a qualitative study and convenience sampling. Semi-structured interviews were used. However, the study did not collect quantitative data. The current study used both qualitative and quantitative, the study used descriptive design and purposive sampling technique.

Khurshid et al. (2011) investigated the satisfaction level of prospective teachers towards their training course. Sample of 100 prospective teachers through administration of questionnaires. The study employed descriptive quantitative research. However, the study fell short of sample in that only college students were involved. The study only used questionnaires as a way of data collection. The current study used both questionnaires and interviews, and curricular support officers and teachers were involved in the study. The current study used purposive and saturated sampling.

Sarwart et al. (2014) in their study, they examined teaching speaking skills in English language using classroom activities in secondary schools level in Eldoret, Kenya. The study was based on Krashen's (1985) Monitor Model. They adopted mixed methods design and simple random sampling. Purposive sampling technique was also used. Data was collected by use of questionnaires and students direction observation. The study found out that there was variation in use of classroom activities. However, the study did not include the use interview. The current study employed the use of both questionnaires and interview schedule and the use of descriptive research.

Ngala et al. (2010) established the influence of adequately trained teachers on retention of pupils with disabilities in mainstreamed primary schools in Bomet County, Kenya. The study employed correlation research design with a sample of 271 teachers. Questionnaires were used to collect data from the respondents. The study concluded that adequately trained teachers influence retention of pupils with disabilities in mainstreamed primary schools. It also revealed that trained teachers influence academic performance of learners with visual impairment. The current used study both

questionnaire and interview schedule. The current study also used both quantitative and qualitative data to investigate the influence of teacher training. The current study used descriptive research design.

Barikena (2012) in his study on factors contributing to ineffective teaching and learning in primary schools in Zimbabwe. He used mixed method to collect data. The study revealed that teachers did not employ a variety of teaching methods and teachers' instruction materials were also limited. The study did not use any instrument. However the current study used questionnaires and interview to collect raw data from the field. This study also captured learners with visual impairment in integrated primary schools.

Morgan (2010) investigated the influence of teacher training on the performance of students in Mixed Secondary schools in Gem District, Kenya. The study used descriptive design and the sample consisted of 58 trained and untrained teachers giving a total of 107. The study confirmed that there were many untrained teachers in the district. The study was not specific on learners with visual impairment. It was carried out in secondary school and not primary. There were no instruments used in the study. This study used questionnaire and interview schedule to collect raw data.

Tim (2012) studied the effect of teacher training, teacher quality and student achievement at Madison University of Wasconsin. The study revealed that content-focused teacher professional development is positively associated with productivity in middle and high school maths and that more experienced teachers appear more effective in teaching Maths. However the study did not indicate the type of instruments used to collect data, the research design, study population and the type of validity and reliability used. The current study used descriptive research design, 74 respondents were involved, validity was established by presenting the instruments to experts and lastly reliability was established by administering the test twice to the respondents.

Dolores et al. (2018) examined training and development of teachers and how it can enhance their performance in delivery under the Ghana Education Service (GES). The study was based on a case study and quantitative research design, Respondents (teachers) were 40 teachers selected through simple random sampling technique. Questionnaire was used to collect data from teachers. The study revealed that poor performance of teachers was due to lack of frequent in-service training, lack of teaching learning materials lack of incentives and motivation and improper supervision. The study did not use questionnaire and qualitative method of collecting data to get in-depth information from the respondents. The current study used both quantitative and qualitative data and purposive sampling used because the respondents had relevant information for the study. Questionnaire and interview schedule were employed to get raw data.

Kesiktas et al. (2011) in their study investigated the teachers' challenges in teaching pupils with visual impairment in inclusive classrooms in Ghana. A sample size of 50 teachers was chosen, representing 3 inclusive basic schools. A questionnaire was administered on the teachers. The study revealed that teachers had challenges in teaching pupils with visual impairment. However the study used one instrument to collect raw data from the respondents. The current study used questionnaires and interview schedule. Qualitative data was not employed in the study. Quantitative and qualitative methods were used in the current study.

John (2012) investigated challenges and strategies of working with learners with low vision. The study was carried out in six schools for the visually impaired. The study involved 78 participants. Survey design was used to gather data. The study revealed that challenges faced by teachers are; lack of appropriate devices for learners' teachers are not trained. However teachers were the only respondents used in the study. The current study involved SNE teachers, head teachers and CSOs. The current study revealed the challenges faced by learners with visual impairment as Instructional methods and attitude of teachers.

METHODOLOGY

This study used descriptive research design. It describes characteristics of the population or the phenomenon that is being studied. The advantages of this type of research design includes: subjects or participants are observed in a natural and unchanged environment; it is effective to analyze non-quantifiable topics and issues and it also provides the opportunity to integrate the qualitative and quantitative methods of data collection. Quantitative method has the advantage of getting responses of the same questions from a large number of people which are quantifiable for conclusions to be drawn from them (Creswell, 2014). The researcher targeted 29 head teachers from public primary schools with integrated programs of which 5 responded, 40 Special Needs Education (SNE) teachers of which 36 responded and 5 Curriculum Support Officers. The entire population of the study was 74.

Table 2: Target Population

Stratum	Target population
CSOs	5
Teachers	40
Head teachers	29
Total	74

Source: Education Office Rongo Sub-County, 2018

RESULTS AND DISCUSSION

Influence of Teacher Training on Academic Performance

The second objective of the study was to establish the effect of teacher training on academic performance of visually impaired learners in Public Primary schools in Rongo Sub- County. The researcher sought to find out from head teachers and teachers the effect of teacher training on academic performance and results summarized below. Table 1 shows the response of teachers and head teachers on attending seminars and workshops.

Table 3: Attending Seminars and Workshops

		N =36		N= 25	
		Frequency	Percent	Frequency	Percent
Valid	Very low	10	27.8	-	-
	Low	15	41.7	6	24
	Moderate	5	13.9	6	24
	High	4	11.1	8	32
	Very high	2	5.6	5	20
Total		36	100	25	100

Data in Table 3 established that 10(27.8%) of the teachers rated very low, 15 (41.7%) rated low with an average of 2.2. Meaning teachers attending seminars and workshops were low while 5 (13.9%) were moderate, 4(11,1%) of the teachers rated high while the other2 (5.6%) of them rated very high. Regarding head teachers, 6(24%) rated low, 6(24%) were moderate, 8(32%) high (with a weighted average of 3.5). Meaning head teachers attending seminars and workshops were rated high and 5(20%) rated very high hence majority of the teachers do not attend refresher courses but head teachers do. 1(20%) CSOs said “*Teachers are trained through seminars and workshops.*” This indicate that few teachers have training in Special Needs therefore this contributed to poor performance among the VI because teachers as curriculum implementers are not acquiring new teaching skills and knowledge. According to Khurshid and Malik (2011) simply getting an initial training to become an educator for visually impaired learners is not enough to become or remain an effectual instructor. Teachers of learners with visual impairment should be trained on how to cater for individual needs of learners. The researcher sought to find out from teachers and head teachers about attending seminars and workshops on Table 3. Table 4 shows the response of teachers and head teachers on training in special needs education.

Table 4: Trained in Special Needs Education

		N = 36		N = 25	
		Frequency	Percent	Frequency	Percent
Valid	Very low	3	8.3	8	32
	Low	6	16.7	4	16
	Moderate	8	22.2	7	28
	High	10	27.8	3	12
	Very high	9	25	3	12
Total		36	100	25	100

Data in Table 4 revealed that 3 (8.3%) of the teachers rated very low teachers training in SNE, 6(16.7%) rated low, 8(22.2%) of them were moderate (with a weighted average of 3.5) meaning teachers trained in special needs were trained moderately. The research further notes that 10(27.8%) rated high and 9(25%) rated very high. 8(32%) of the teachers rated teacher training very low, 4(16%) rated low, 7(28%) of them rated teacher training in SNE moderate, 3(12%) rated it high and 3(12%) rated very high. 1(20%) of the CSOs said, “*A small number of teachers have been trained in Special Needs Education*”. The results therefore indicate majority of teachers

are trained in SNE but most of head teachers are not. Teachers are hence competent and qualified to teach. Mukundu (2017) concurs with the finding that teacher training has a positive and significant effect on academic performance of learners with visual impairment and teachers in high performing schools took more interest in staff training programs compared to their colleagues in the average and low performing schools. The researcher sought to find out from teachers and head teachers about training in special needs education in Table 4. Table 5 shows the response of teachers and head teachers on seeking further study.

Table: 5: Response of Teachers and Head Teachers

		N =36		N =25	
		Frequency	Percent	Frequency	Percent
Valid	Very low	2	5.6	3	12
	Low	7	19.4	4	16
	Moderate	12	33.3	10	40
	High	4	11.1	4	16
	Very high	11	30	4	16
	Total	36	100	25	100

Data in Table 5 established that 2 (5.6%) of the teachers rated very low the statement on teachers seeking further study, 7(19.4%) rated low, while 12(33.3%) were moderate (with a weighted average of 3.4) meaning teachers seeking further studies were moderate. The study further noted that 4 (11.1%) rated high and 11 (30%) rated very high. Concerning head teachers, 3(12%) rated very low, 4 (16%) rated low, 10 (40%) moderate (with a weighted average of 3.1) meaning head teachers seeking further studies were also moderate, 4(16%) rated high, and 4(16%) rated very high. From these results, majority of the teachers seek further studies while head teachers advancing their studies are moderate. 1 (20%) of the CSOs said, “*Few teachers seek further studies*”. This is supported by Maende (2012) who says that teacher professional development has high influence on pupil motivation, communication skills, teaching methodologies, organization of content, planning of lessons and teacher confidence. Table 6 indicates response of teachers and head teachers on internal Insets conducted in schools.

Table 6: Internal Insets Conducted in School

		N = 36		N = 25	
		Frequency	Percent	Frequency	Percent
Valid	Very low	10	27.8	3	12
	Low	7	19.4	6	24
	Moderate	11	30.6	9	36
	High	6	16.7	4	16
	Very high	2	5.6	3	12
	Total	36	100	25	100

Data in Table 6 established that 10(27.8%) of the teachers rated very low the statement that internal insets are conducted in school, 7 (19.4%) of them rated low, while 11(30.6%) were found to be moderate (with a weighted average of 3.0) meaning internal insets conducted in schools by teachers were moderate. The study further reveals 6(16.7%) rated high 2(5.6%) rated very high. The study also establishes that 3(12%) of the head teachers stated very low, 6(24%) rated low (with a weighted average of 2.6) meaning internal insets conducted by head teachers were low, while 9(36%) were moderate. The study further notes that 4(14%) rated high and the remaining 4(16%) rated very high. The respondent therefore, as shown in table 21 say that the conduct of internal insets is low and this could be negatively affecting academic performance. However, 2(40%) of the CSOs said, “*INSETS are conducted in schools.*” Omede (2015) concurs with the finding that internal insets are recommended for educational change in school systems and support their implementations, a teacher with less experience in dealing with students with VI tended to place those pupils in more restrictive placement, have less confidence in their own abilities to deal effectively with the pupils.

Testing of Null Hypothesis

To determine the relationship between teacher training and 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 Teacher Training and Academic Performance

The study sought to determine the Influence of teacher training on academic performance of learners with visual impairment in integrated public primary schools in Rongo Sub-County. To determine significant correlation between KCPE mean scores for the period 2015 to 2018 and the results obtained from the response of teachers and head teachers, a correlation analysis was conducted.

Table 7: Correlation Coefficient for the Teachers’ Responses

Factor	Correlation with KCPE Mean (2015-2018)		
	Correlation r	signifN	
Teacher training	0.126	0.037★	36

★Significant at $p < 0.0$

In Table 7 there was significant correlations between the KCPE mean scores (2015-2018) and teacher training at $p < 0.05$. There was a positive correlation coefficient, meaning teacher training influences academic performance as expressed in terms of KCPE performance. The more appropriate and adequate training, the higher the improvement in academic performance. Quality teacher training leads to improvement in KCPE mean scores.

Table 8: Correlation Coefficient for the Head teachers' Responses

Factor	Correlation with KCPE Mean (2015-2018)		
	Correlation r	signifN	
Teacher training	0.031	0.004★	29

★Significant at $p < 0.05$

There was significant correlations at $P < 0.05$ between KCPE mean scores (2015-2018) and teacher training. There was a positive correlation coefficient meaning teacher training influences academic performance in the integrated primary schools. Low correlation coefficients, r, indicates that although significant, the relationships was weak.

Hypothesis H₀₂

There was no significant relationship between teacher training and academic performance. To test the effect of teacher training on academic performance, Chi-Square was used.

Table 9: Chi-Square for Teachers' Responses

	Teacher training
Chi-Square	263.499 ^b
Df	15
Asymp. Sig.	.020

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

	Teacher training
Chi-Square	282.951 ^b
Df	20
Asymp. Sig.	.010

There was significant relationship between teacher training and academic performance at $P = 0.020 < 0.05$ and $P = 0.010 < 0.05$ as shown on Table 9 and 10. There was a significant relationship between teacher training and academic performance and therefore the null hypothesis was rejected. The results indicated that majority 16(40%) of the teachers rated low the attendance of seminars and workshops while minority 2(5%) of the teachers rated very high attendance of seminars and workshop. Results from Head teachers indicated that majority 9(31%) of head teachers rated high the attendance of seminars and workshops while minority 6(21%) rated it very high.

Majority 11(27.5%) of the teachers rated training is special needs highly while minority 3(7.5%) rated is very low. Majority 10(30%) of the head teachers rated it very low while minority 3(10%) rated it very high Majority 13 (32.5%) of the teachers moderately rated seeking further studies while minority 2 (5%) rated it very low. On the same data majority 10(35%) of the head teachers moderately rated seeking further studies while minority 4 (14%) rated it very low. Majority 12 (30%) of the teachers moderately rated use of internal insets conducted in schools while minority

2 (5%) rated it very high. Majority 11 (38%) of the head teachers moderately rated use of insets conducted in schools while minority 3 (10%) rated it very high.

CONCLUSION

The responses of head teachers and teachers on the provision of teacher training indicated it was moderate. The Pearson Product correlation and Chi-Square results show that there was significant relationship between teacher training and academic performance. It was therefore concluded that teacher training skills was key to better academic performance.

RECOMMENDATIONS

Schools and education stake holders should prioritize continuous teacher training on instructional strategies for learners with visual impairment. This training should equip teachers with skills to adapt lesson delivery, use accessible materials, apply assistive technologies, and assess learners in ways that march their visual needs. Evidence shows that teacher training is linked to improve teaching skills, better use of instructional approaches, and stronger learners' outcome. This study recommend workshops and seminars to prepare teachers for appropriate instructional methods.

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