

Perception of Parents and Teachers in Education of Learners with Low Vision in an Inclusive Regular Public Primary School in Keiyo South Sub-County Kenya

BEATRICE BARAZA¹, DR OMOKE CHARLES², DR MWEBI BENARD³

^{1,2,3} JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

Abstract: The purpose of this study was to examine Perceptions of parents and teachers on the education of learners with low vision in an Inclusive regular public primary school in Keiyo South Sub-County, Kenya .The objectives of the study were to: establish the attitude of parents in the education of learners with Low Vision, find out the attitude of teachers in the education of learners with low vision, examine challenges facing parents in education of learners with low vision and determine challenges facing teachers in education of learners with low vision in an Inclusive regular public primary school in Keiyo South Sub-County. The study used a case study research design within a qualitative approach. The study was guided by Hoover Dempsey and Sandler theory. The target population was twenty-three (23) informants namely: 15 parents of learners with low vision, 6 teachers, 1 head teacher and 1 quality Assurance standards officer. Saturated sampling technique was used to select 15 parents, 6 teachers, and 1 head teacher. Purposive sampling was used to select 1 quality assurance of standards officer. Interview schedules, questionnaires and focus group discussion guides were used as instruments for data collection. Trustworthiness and Authenticity of qualitative Instruments were ensured by use of multiple sources of data. Validity was established through expert vetting by two supervisors in the department of Special Needs Education and Early Childhood Development. Reliability issues were addressed by doing piloting in an inclusive regular public primary school in Eldoret. Qualitative data was analyzed thematically in an ongoing process as themes and sub-themes emerged in the study. The study findings revealed that both parents and teachers had positive attitude in educating the low vision learners. The challenges facing parents of children with low vision were: Lack of knowledge on handling learners/children with low vision, parents / women were stigmatized, poverty, ignorance and negligence from their spouses for having given birth to children who are visually impaired. The challenges facing teachers in teaching learners with low vision were: lack of teaching/ learning materials and equipment in implementing the daily living skills and in implementing core curriculum skills, poverty on the side of parents, absenteeism of children and lack of physical facilities in terms of adaptation in the physical environment that would accommodate low vision learners .The study concluded that though parents had a positive attitude to educate the low vision learners, poverty and stigmatization pull them back due to lack of knowledge on what core – curriculum and daily living skills entails. The study then recommends that parents need skills and knowledge on how to handle learners with low vision through seminars and workshops. Provide guidance and counseling to parents of these children with low vision and educate them just like their able - siblings. A study on mitigation measures against challenges that learners with low vision face would expound the present study.

Keywords: examine Perceptions, Regular Public Primary School, low vision learners.

1. INTRODUCTION

1.1 Background to the study

According to the World Health Organization (WHO), billions of people live with disabilities and most of these disabilities are hearing impaired, physically challenged, mentally handicapped and visually impaired. Parents to these children provide education to their children privately and more so in their homes (Taylor, 2004). This implies that parents of children with special needs and disabilities expect their children to access quality education in a conducive environment. WHO has programmes on improving lives of people living with disabilities in the World and children with blindness are not exceptional. There is the networking force from the International council for education of visually impaired person and children with low vision to see and get free and quality education (ICEVI, 2012). This networking has boosted Parents' positive attitude towards education for visually impaired children.

A survey of the legal and policy issues on special needs education at the international level indicates that, there is a rapid initiative on improving the education of learners with special needs (Puri and Abraham, 2004). Education is a human right with power to transform an individual and it is the cornerstone of freedom, democracy and sustainability of human development (UNICEF, 2001). So all children have right to free and quality education. Children with special needs also have the equal rights to free and appropriate learning environment which is conducive for their disability and learners with visual impairment are not exceptional.

The historical development of education for children with special needs has had various dimensions and its global scenario has a long history which starts with the era of exclusion (Smith and Tyler, 2010). This was the time of extermination and abandonment of children with disabilities totally from the mainstreaming of general population through horrifying measures such as killing, mutilating, burning and sacrificing them to gods (McFerran, 2005). Then the era of discrimination and witchcraft; whereby they were neglected and isolated from others and were not tolerated in any way (Tremblay, 2007).

In the USA the blind children lived in a cottage and were surrounded by others whom would identify them. The aim was to identify an educational system that was unique to the population of children who were blind because of prevalence of their condition. The American Foundation for the Blind's National Education Programme (2002) advocates for highly individualized instruction for learners with visual impaired, involvement of professionals, parents, specialized equipment and appropriate material for proper placement, moving away from segregation to a conducive learning environment of inclusive where individualization approach in learning is essential to acquire specialized skills; communication skill, daily living skills, career or vocational skills and utilization of the low vision devices. The above foundation portrays professionals who are teachers, and parents who are key figures in the education of learners with visual impairment and therefore their perception determines the destiny of the learners with this condition. Keller, (2009) contends that those parents and teachers who attend in any type of meetings, seminars, or special programmes, such as training and workshop sessions for families of children with disabilities, gain knowledge in managing children/learners with disabilities both at home and in schools. This enhance networking and collaboration between home and school creating opportunity for the child to exploit his/her potentials. Feuerstein (2000) assert that institutions or schools which have low vision devices introduced to learners admits that the use of low vision devices, reshaped the school work and communications in the institution, meaning that good classroom performance and school achievements were well attained in an inclusive setting.

In Europe inclusive education grounds the right to quality education which must be given to all learners irrespective of their disabilities (UNESCO 1994: 2002). Learners with disabilities do benefit a lot from inclusive education, especially the visually impaired learners, who are taught by specialized teachers in teaching skills like daily living skills, expanded core curriculum programmes for learners with visual impairment. These learners benefit both academically and socially as they attend inclusive regular school. Parents of these children do play an important role of participating in school decision making of their children, assessment and school placement for their children (Piji, Nakken and Mand, 2003).

Flem and Keller (2000) explains that inclusive schools in Germany have incorporated their parents into their school activities; making classroom time tables for their children, involvement of various skills; self determination skills, social, emotional and academic progress that is consistent with the goals of inclusive approval. Working with teachers on daily advisory and together with instructional materials for their children in the School. The European education commission

International Journal of Novel Research in Education and Learning

Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

also indicates that school excellence is because of positive role of parents and teachers towards children with special needs (Reynolds and Clements 2005). Therefore teachers and family members are a major contributing factor for excellence of learners who have unique features and are undergoing education in an inclusive setting (Taylor, 2004). Learners with low vision are not excepted since they also need quality education which is appropriate to them, enable them to have self esteem and self independent skills in the community.

In African, Engelbrech (2005) explains that both parents and teachers in Namibia play an important role in motivating their children who have special needs and learners with low vision are not excluded. The most evident motivation for parents in including their child into inclusive education is that they want the child to be socially included, social interaction and become self independent bearing in mind that learners with low vision do keep to themselves and experience a lot of problems in social interaction and they are always socially withdrawn limiting their self esteem. Most of the parents said honestly that their child's placement is more of social than academic. This recommendation is so by the parents and teachers who have learners in inclusive schools with the study that daily living skills helps to promote higher standards of living, develops self social independent skills and good rapport granted to the learners. Mutasa, Goronga and Gatsi (2013) also confirms that there is a lot of untapped potential within the heritage of African communities that would be used to enhance inclusive education for learners with special needs and so promoting individual potential in the community resulting to self esteem and self dependence in the society, and the VI learners are not an exceptional.

In Kenya the provision of special schools were sponsored by religious and charitable organizations (Ndurumo, 2006). This include Thika school for the Blind which started in 1945 and Mumias school for Hearing impaired in 1961. In these special schools, there is integration taking place resulting in learners with special needs being integrated alongside with their peers. Ndurumo (2006) further explains that these learners are then integrated with their sighted learners in the mainstream schools thus inclusive education. According to Randiki (2002) and Tremblay (2007), the process of inclusive education involves many changes and adaptations at all levels to suit the learners' needs both those with disabilities and those without disabilities. UNESCO(2005) defines "Inclusive education" as a form of education that involves the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of all the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within the regular school.

The attitude of teachers and parents can create a good inclusive setting where diversity among the learners is emphasized. Randiki (2002) ascertains that Inclusive education is meant to foster friendship and provide access to full curriculum in conjunction with the Kenya integration education programme which involves self determination skills, independent living skills, social interaction thus socialization skill, vocational or career guidance skills. The Education management information source (EMIS, 2014) of Keiyo south sub county further explains that Parents involvement in children assessment, decision making and proper school placement of the child makes the child appreciated, cared for and secure protection. Though Learners with visual impairment are always placed in classroom without specialized teachers to teach areas such as Braille, daily living skills, lack of support from education stakeholders and parents hence learners withdrawing from inclusive setting.

Republic of Kenya (2003) calls for equal opportunities for learners with disabilities to access and to obtain education and participate in everyday activities, within their families, in schools and in their communities. The special needs education policy (Republic of Kenya, 2009) also emphasizes on individual participation, parental involvement of learners with special needs in socio- economic issues such as; decision making in education matters; assessment in the preparation of the Individual education plan, daily living skills, self determination skills and school placement as a crucial role for parents. Learners with low vision are expected to acquire daily living skills, career or vocational training skills in an Inclusive setting so as to depend on themselves and be able to fit in the community. Besides, the Special Needs Education Policy (2009) in Kenya also recognizes that parents, teachers and the community are important partners in the education of children with special needs and this includes learners with low vision. They play a crucial role in the education and socialization of the child and yet most parents, families, teachers and even the community may at times not be involved in the education of their children with special needs and disabilities, and consequently play a minimal role in supporting their children to access education. This then results to many dropping out of schools (MOE, 2008).

International Journal of Novel Research in Education and Learning

Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

It should be noted that parental involvement in education of children with special needs in developed world is centered on meetings, seminars and workshops to design and evaluate individual education plan (IEP) for their children / learners. Although the individual education plan for learners with special needs exists in the SNE policy (2009) of Kenya, there is no evidence that teachers hold meetings with parents over the same. With the implementation of the Kenya integrated education programme Action plan 2012- 2016 some parents take their children with low vision to inclusive schools while others do not. The Kenya integrated education programme provides skills which are beneficial to the learners of low vision so as to develop most of them on self dependant skills. These skills are important to them and they include self determination skills, daily living skills, vocational training and career guidance skills. The skills are progressively acquired as stipulated in table 1;1 of(EMIS 2014) both in school and at home with the help of parents involvement in the education of their children.. The table shows the Importance of parents and teachers involvement in their children education and the skills that children should acquire from inclusive regular public primary schools.

1.2 Statement of the Problem:

The Kenya integrated education programme , Kenya institute of curriculum, currently Kenya institute for curriculum development, ministry of education, Kenya institute of special education and the report from the education management information source of Keiyo south sub county has implemented the daily living skills to be taught to their learners who are visual impaired/ Low vision in their school. Some parents do support their children by taking them to this school while others do not. Learners in inclusive school are not only provided with education by their teachers, but also work on the expanded core-curriculum skills ;self determine skills, daily living skills, career or vocational skills, socialization skill, assessment and school placement. Despite the fact that these skills are expected to be taught in inclusive regular public primary school by teachers, the extent in which these skills are taught and how they help the learners with low vision both in school and at home so as to participate in the community is unknown .Being a day school from the (EMIS-2014) report, most teachers may not focus on the core-curriculum/ daily living skills .The teachers and parents perception towards quality education that encompass even the mentioned skills have not been established in Keiyo South sub county in Kenya hence the need for the current study.

1.3 Purpose of the study:

The purpose of the study was to examine the perception of parents and teachers on the education of Learners with low vision in an inclusive regular Public Primary School in Keiyo south sub county Kenya.

1.4 Objectives:

The study was guided by the following objectives:

- i) To establish the attitude of parents in the education of learners with low vision in an Inclusive regular public primary school.
- ii) To find out the attitude of teachers in the education of learners with low vision in an Inclusive regular public primary school.
- iii) To examine challenges facing parents in the education of Learners with low vision in an Inclusive regular public primary school.
- iv) To determine challenges facing teachers in education of learners with low vision in an Inclusive regular public primary school.

1.5 Research Questions:

The study attempted to answer the following research questions:

- i) What is the attitude of parents on the education of learners with low vision in an Inclusive regular public primary school?
- ii) How is the attitude of teachers on the education of learners with low vision in an Inclusive regular public primary school?

iii) Which challenges do parents face on education of learners with low vision in an Inclusive regular public primary school?

iv) What challenges face teachers on the education of learners with low vision in an Inclusive regular public primary school?

1.6 Significance of the Study:

The findings of this research may be of significant to scholars and policy makers in education especially on implementing the policies. The study may help parents and teachers to understand better the plight of their children and get to understand the importance of educating them so as to acquire various skills .The study may also provide practical solutions to the challenges of parents and teachers in educating learners with low vision in the area of special needs education, and parents who have children with visual impairments (low vision) may benefit more ,since they may realize their roles in taking care of their children in all aspects and even assisting them. The study results may help the government in planning and policy formulation in the area of SNE and particularly on perceptions of parents and teachers in educating learners with low vision in an Inclusive regular public primary school by allocating more funds for them to improve in the area of weakness. The research findings may also be instrumental to the policy makers such as the Ministry of Education Science and Technology (MOEST) Ministry of Labor and Security, Ministry of Gender and Social Development and the Ministry of Sports, Culture and Art may realize the need to revisit the implementation of policies concerning provision of supporting parents in taking care of these children and also in drafting policies that may benefit all the stakeholders in the education sector.

1.7 Scope of the Study:

The study focused on Perceptions of parents and teachers in educating learners with low vision in an inclusive regular public primary school in Keiyo South Sub County, Kenya. The study employed a case study design, within a qualitative approach method which involved interview schedules for teachers, head teacher and QUASO officer. Focus group discussion for parents of learners with low vision and questionnaires for parents and teachers in an inclusive school.

2. LITERATURE REVIEW

2.1 Attitude of parents in education of Learners with Low Vision:

According to World Health Organization WHO (2011) parents should be involved in all aspects of their children's needs and that family is the first source of education for the child and most of the learning take place at home. Taylor (2004) asserts that families are the major contributing factors that validates positive learning outcome for learners in respect of their unique features or difficulties in inclusive early education. This implies that parents with positive attitude will create a favourable environment for their children to interact with the environment meaningfully.

A study was carried out on parents attitude for school placement of their children with VI in Europe by Flem and Keller(2000) .The study used survey design and questionnaires for data collection .The participant were parents. 56% had children in an inclusive regular public schools, while 44% were in residential schools. The results were : 56% parents had a positive attitude that, the school had supportive staff who were familiar with their children's needs together with facilities, the number of learners in each class was accommodative for the teaching staff ,and most of the learners were able to go to school with their siblings .These gave an upper hand for the inclusive public regular schools' enrollment for learners with LV. The reviewed study used questionnaires only for data collection. The current study used interview schedules questionnaire and focus group discussion for data collection giving in-depth information on examining attitude of parents in educating learners with LV in an inclusive regular public primary school therefore adding more knowledge to the existing literature.

A study was carried out in New York by Kara, Columna, Luis, Lieberma and JoEllen (2013) on examining parents attitude on physical activity for children with VI and the barriers to physical activities.11 parents of children with VI participated in the study. The study used one-on-one semi structured interview and then analyzed using comparative analysis .The results had three themes emerging from the analysis; The holistic benefits of physical activities, barriers to physical activities and solutions to physical activity. The study further revealed that parents valued and had positive

expectations for physical activities for their children with low vision. The recommendations were that there is need for adapted physical activities and more recreational facilities. The above reviewed study used questionnaires only. The current study used interview schedule, questionnaires and focus group discussion for data collection and also to explore whether parents are aware of the benefits of adapted physical education to their children in an inclusive setting.

Miller, Keil and Whitehead (2008) conducted a descriptive survey design in Britain on parents of children with VI comparing specialized schools to mainstream /inclusive school. A total of 246 parents of VI participated in the study and 11 specialized schools. The findings were: Three out of four had at least one other impairment. More than half the total of the students had complex needs associated with combination of additional problems of VI. 44% of 246 had attended a mainstream school without specialized resources for an average of four years.

The findings were that: Over 70% of parents justified that specialized schools also had their own drawbacks: lack of qualified teachers, lack of sufficient training and the teachers do not understand low vision students. It is imperative to explore the parental perception on the nature of education expected of their children in a regular primary school without comparing to a specialized school. The reviewed study employed questionnaires only for data collection, while the current study used Interview schedule and focus group discussion for data collection. This gave in-depth data information of filling the educational gap for the study.

In Asia a study was carried out by Revathi (2012) on parents' attitude and challenges in education of learners with visual impairment in India. A survey design was adopted for the study and the participants were randomly selected to participate in the study. Data was collected using questionnaires and observation checklist. The findings were that male and female differ significantly on over parental involvement and attitude in the education of learners with special needs. They recommended that learners with VI are particularly vulnerable to a range of negative attributes all parents of these children are always experiencing stress negative attitude. The above reviewed study used observation checklist for data collection. The current study used interview schedule, questionnaires and FGD for data collection giving accurate information and adding more knowledge body to the existing literature for the study and further more the proposed study also established parental perception towards education of their children without comparing the gender.

In Asia, Eellen Keller (2005) of Bangladesh conducted an assessment of educational opportunities for children with VI in integrated schools using descriptive survey design. The study used purposive sampling for the respondent. The study was investigating on integrating blind school children into regular government and non government schools. The study findings were that there are 64 government integrated education programmes and six nongovernmental integrated education programmes. The findings further revealed that 35 government integrated education programs are functionally active; where 229 visually impaired learners were in regular schools. 23 do not have a permanent resource teacher, the remaining are sharing teachers. The attitude of their peer students and teachers were un-wanting. Parental perceptions for their children were unrealistic, while some want to help their children but did not know the way to do it. The reviewed study used questionnaires to obtain the data for the study. The present study used interview questionnaires and focus group discussion for in deep information of the study, filling the educational gap of parents attitude in education of LV learners in an inclusive education setting in Keiyo south sub county Kenya.

A study was conducted in Africa by Wapupa (2011) on education for children with learning difficulties in Botswana. The study used a qualitative phenomenological case study approach. The study used questionnaires as an instrument for data collection on parents and heads of the institutions that were selected using saturation as a sampling technique. The above reviewed study revealed that parents who had knowledge and are experienced of learners placement for their children, knew what it means to have right placement for a child having learning difficulties. The study further revealed that there were no suitable schools for children who are slow learners. It revealed that children either performed poorly or dropped out of school due to lack of parental positive motivation and involvement. The above reviewed study focused on education for children with learning difficulties and did not specify the type of education programme where the learners were enrolled. The current study explored the attitude of parents in education of learners with low vision in an inclusive public primary school to add literature of the study.

Russel (2003) carried a study in Africa examining how parents positive attitude support can generate high expectations on children with disability. The study used questionnaires as a tool for data collection. The study used random sampling to select the participants. The findings were parents enhanced the understanding of their children with disability. The study

further recommended that parents expectations are also influenced by social interactions and cultural values. The study focused on the use of questionnaires only for data collection. While the current study used interview schedules questionnaires and focus group discussions to gain a deeper understanding on the study of perception of parents and teachers in education of learners with low vision in an inclusive school and not learners with disability in general as the above study tried to fill the education gap of the study.

Ruteere (2013) carried out a study in Kenya to determine parental involvement in educating learners with low vision in the institution. The study adopted descriptive case design. The respondent were head teacher, the deputy head teacher, teachers ,parents and the learners. A random sample of 187 respondents participated in the study and purposive sampling was used to select the administrators, simple random sampling was used to select 15 teachers, 80 parents and 90 learners. The study used questionnaires and interview schedules to collect data. Mixed method of quantitative and qualitative data was collected, coded and entered for analysis. The findings were that parents assists their children in doing their homework, help in training in the productive activities such as self independent skills, daily living skills as well as guiding and counseling. This motivates the parents and the low vision learners in their daily living skills. While on the other hand the findings were that majority of the parents were not aware of their roles in the education of their children. The study used questionnaires, while the current study will use interview schedule questionnaires and FGD. Also the study did not state whether the institution was inclusive primary or secondary school. The present study was conducted in an inclusive public primary school and thereby adding literature to the existing body of the knowledge.

2.2 Attitude of teachers in education of learners with Low Vision:

A study carried out in Denmark by the European government on education (2012) sought to measure and compare teachers' attitude towards teaching inclusive learners with low vision in public primary school. The study used questionnaires comprised of 100 teachers from government and non government schools. The results indicated effective strategies to benefit learners with disabilities should be implemented in schools .The findings were, most of the teachers supported the implementation of inclusive positive attitude, teachers qualifications, teachers experience, gender, level of teaching and management .The study concluded that there is need for early intervention so as to enhance positive attitude among teachers. The reviewed study used questionnaires. The current study employed qualitative approach method, interview schedule questionnaires and FGD for data collection for an in depth information of the study. Furthermore the current study was confined into a government institution filling the educational gap of the study.

Male (2013) conducted a research in England to investigate the attitude of teachers on education of learners with visually impaired. The study used 60 teachers as the respondece. A survey design within a quantitative approach Data was collected .The study findings were a proportion of teachers reported frustrations and feeling loss thus negative attitude. The above study used questionnaires only as the tool for data collection. The current study used interview schedule questionnaires and focus group discussion to collect a more detailed data for the study and also focus on teachers perception of learners with low vision specifically in an inclusive setting therefore to fill the educational gap for the study.

Karnataka NGOs in India carried out a retrospective research conducted in Gulbarga India to find out the status of inclusive education of primary, middle and high school students with V.I. The research included 12 participants who were selected randomly from different schools. 6 from Gulbarga Taluka and 6 from Sedam Taluka where inclusive education resource teachers provided support to VI students. A qualitative approach was used on students with V.I. The class teachers, resource teachers, principals, parents, siblings and grandparent were interviewed. The findings concluded that there is need for training and empowerment of the VI students. This study was carried out in both high school and middle going students while the current study was conducted on attitude of teachers in educating learners with low vision in inclusive public primary school filling the educational gap of the study.

A study was conducted by Saba (2010) in Asia on investigating the teachers' attitude and opinion in education of VI. A total sample of 20 teachers of children with visual impairment using random sampling participated in the investigation. Questionnaires were used as tool for data collection. Statistical analysis was used to analysis the data. The results were 65% of the parents face difficulty in teaching and training skills of their VI children at home. 35% have or do not care about their VI children therefore lack of proper knowledge from parents in the skills needed. The recommendation were: parents to be involved in workshops, seminars and meetings so as to gain knowledge and skills. The reviewed study used only questionnaires for data collection .The current study used focus group discussion questionnaires and interview

schedule for an in depth information adding more body knowledge to the existing literature which encompassed both academic and independent living skills for learners with low vision.

In south Africa, a study was conducted by Edmore (2013) on teachers' perception of pupils' maladjustment problems from a psycho-social perspective. The study adopted qualitative and quantitative approach. The data was collected using questionnaires and interviews. Sampling techniques was randomly selected from 8 primary schools. 32 teachers participated in the study. The findings were that teachers who were not adequately trained to deal with maladjustment problems among pupils did not endeavor to implement any interventions to alleviate them. The study further revealed that pupils with maladjusted problems cause disciplinary problems for teachers as some of the pupils are unsocial, withdrawn, unhappy fearful and they keep to themselves. The above reviewed study focused on pupils with maladjustment problems and not learners with low vision. The study did not specify the actual setting where the study was done. And also the study used questionnaires only for data collection. The current study used interview schedule questionnaires and focus group discussion for detailed data collection to fill the knowledge gap of the study

In Nigeria, Chakuchihi (2003) carried out a study on teachers attitude in participation in inclusive education so as to help ensure professional understanding of the student as well as protection of the student against representation of cultural behavioral differences between groups. The findings were that some teachers preferred and advocated for inclusive education while others favored separate placement. Majority of parents of Children with special needs had negative attitudes towards inclusion they want their children with disabilities to learn in special schools where there is safety, resource availability and specialist services. Parents are more concerned about the degree to which their child's individualized education plan (IEP) is addressing their individual needs. The above study looked at learners with disabilities in general and not those with low vision in an inclusive setting thus calls for further investigation.

In Tanzania, Mnyanyi (2000) conducted an investigation on how to facilitate teachers in developing their work in improving teaching and learning of children with visual impairment who are accommodated in ordinary classrooms. The study was collaborative action research. The project was conducted in ordinary primary schools accommodating children with VI in Tanzania. The findings were; there are qualitative difficulties in views about challenges facing VI in their learning. Teachers indicated lack of skills in preparing teaching aids lack of knowledge and skills in managing classrooms and also communication barriers. The study used collaboration action research while the current study used qualitative approach methods and data were collected using interview schedule and FGD. The study also did not focus on the teacher's attitude which the present study exploited.

Korir (2015) carried out a study in Kenya on the attitude of students and teachers in inclusive education of students with VI in secondary schools. The study was a case study design. Mixed method approach was used. Data collection was questionnaires, focus group discussion and document analysis. A total of 200 respond participated in the study. The findings were: The VI students had a positive perception on the policy of inclusive and excelled in class far better than their sighted peers. However teachers differed significantly with the students skill to handle students who are VI more findings were that the school hosting the program do not have the policy guidelines for the program. The recommendations were that given the right learning environment for the low vision and blind students will attain social and self determined skills in regular school environment. The reviewed study focused on the students and teachers perception towards integration and not on the perception of teachers in education of learners with low vision in inclusive regular public primary school in Keiyo south sub county and therefore creating the educational gap of the study.

2.3 Challenges facing parents in education of learners with low vision:

Parents of children with disabilities do face a lot of challenges and have particular needs which need to be addressed. They need information, advice, support, practical help and even being involved at every stage in the identification and assessment of their children's special educational needs (Russell, 2003). The parents of children with low vision are not left out. According to Wolfendale (2006), these challenges can be approached through a combination of informal social networks including friends and family, voluntary organizations and parent partnership services.

In USA a study was conducted by Codrington (2012) on challenges hindering parents from participation in the education of their children with special needs. The sample population were 10 participates. The study findings had three major aspects: i-Alienation from formal education because of cultural, historical and systematic force ii-Teachers' attitudes towards parents which causes parents to feel left out in the education of their children and iii-Racism which by design denied Africans quality in education. The reviewed study focused on children with special needs, while the current study

focused on challenges facing parents in education of learners with low vision in inclusive school and filled the education gap of the study

A study was carried out in USA by Fekete (2013) on educators perception towards learner with VI / LV in educational setting and parents challenges. The study used the internet based survey instrument for data collection. The study was analyzed using IBM-SPSS. The study identified specialized teacher perception as the key contributor to success of the VL /LV learners. More so Roa,(2006) Wolanin and Steel (2006) found out that these specialized teachers have and they become more familiar with information related to disabilities, their negative stereotyping perceptions began to decrease and their perceptions of persons with disability starts to be more positive. Therefore the study suggests that teachers perceptions towards VI/ LV learners played an important role in influencing the learners willingness to obtain early intervention and avoid drop out of school in an inclusive setting.

According to Kapperman, Sticken and Heinze (2002) asserts that learners with visual impairment are prone to many challenges of education in inclusive setting just as their parents. These parents are socially considered different from the other parents due to stigmatization, poverty and can't afford school fees for their children as a challenge. They are always identified by their child's disability. Studies have shown that in inclusive public school settings, visually impaired learners often spend less time interacting with their peers, they spend most of their free time to themselves, their teachers and they rely more on their parents for support. This is because the sighted peers look at them in their handicapped conditions as a stigma and suffer inferiority complex when interacting with their peers resulting to self low-esteem and withdrawal. The proposed study focused on challenges facing parents of learners with low vision in an inclusive setting.

African Countries such as Botswana, Algeria, Congo, Nigeria and Ghana do encourage inclusive education for those pupils who are physical handicapped and visually Impaired by having units within the regular system and adaptation of the curriculum so as to facilitate them directly (UNESCO 2009). But the most challenge factor facing African education services for the VI children thus Inclusive education of visual impairment (ICEVI,2010) is that the blind child in Africa is educationally vulnerable. She/he will always begin schooling late, repeat a lot and end up not completing primary education.

According to this study perception of parents and teachers of LV learners in an Inclusive public school expects them to achieve a lot as; Academic achievement, total socialization/ interaction achievement, skills in daily living, Activities for self -independence, career and training achievement, Vocational skills, orientation and mobility. However there are some drawbacks in the findings: Lack of access to appropriate learning /teaching materials, lack of effective educational system, lack of identification and monitoring of individual needs by individual parents and teachers and lack of knowledge on the same due to ignorance for their children achievements. This study filled the educational gaps.

A study conducted by Nyikali (2015) in Kenya on children with disabilities to determine the challenges parents encounter in provision of children with disabilities. The researcher used survey research design to guide the study. The sample size was 100 parents. Purposive and random sampling technique was used to select the sample size. Questionnaires were used for data collection. The findings were that most parents have no knowledge and skill to cope up with their children needs. Most of the parents neglect their children and have a negative attitude towards them resulting to hiding them from public due to shame and denial. Recommendations were most parents need to be called for seminars, workshops and meetings which will help them on how to appreciate their children, care for them and have knowledge, skills needed for them such as self independent skills, daily living skills and social interaction skills. The above reviewed study determines challenges faced by parents in provision of children with disabilities while the current study determined the challenges facing parents in education of learners with low vision in inclusive public school, a study to fill the education knowledge which the researcher is looking for.

A study was conducted by Kibaara and Ndirangu (2014) in Kenya on challenges parents encounter in involvement in their children's academic achievement in public secondary schools in Nyeri, Kenya. Parents and the form three students participated in the study. The study used descriptive survey research design. Random sampling technique was used to select teachers. Questionnaires, interview schedules, document analysis and observation guides were used as tools for data collection. Teachers were asked to show homework, setting targets and punctuality influenced parents involvement and challenges. Parents were asked to respond on the influence of clinics and sending of relatives to school meetings of their children

The findings were that: A good number do not have any idea on home works that children carry home and so do not help them. Financial limitation from parent and they provide only personal effects and no supplementary books for their children no remedial pay. The study concluded that parents are involved in their children's education in several ways .paying fee, helping in homework and attending school programs . The study also finds out that failure to pay fee on time could limit teacher -parent and student contact hour which affects the child's performance. In addition the study finds that teachers and parent need to work closer to each other as early as they join school .The reviewed study was conducted in secondary school while the current study was conducted in an inclusive public primary school for low vision learners thereby adding knowledge to the existing literature.

In a study conducted in Kenya by Sperrnes (2011) sought to find out if parents are involved in their children's education and how important parents' background education affects the performance of their disabled children. The study was carried out in one of the rural primary schools in Kenya .The study was a qualitative case study and a sample population of 12 participants, 10 parents class teacher and 1 head teacher. Data was gathered through interviews. The findings showed no shared relationship between the parents and the school teacher. The school was solely responsible for the children's education and there was little co-operation between parents and the school teachers and they hardly got involved in their child's schoolwork .Parent's responsibilities were limited due to provision of economic resources. The reviewed study was a qualitative case study which focused on parents involved in their children's education and if their involvement affected the children's performance. The study used interviews for data collection. The current study used interview schedules questionnaires and focus group discussion for data collection from an inclusive public school on learners with low vision and so adding more literature to the study.

In Kenya education for learners with VI (low vision) is a big problem .Most parents who have these children experience a lot of fear, anger, frustrations and have low esteem in life. They do not know how to cope with these. For those who have courage share this with other families and the rest hide their disabled children from the public (Njagih, 2005). The National Information Center for Children and Youth with Disability (2001) carried out a study in Kenya. The study was on the future expectations of post-school outcomes of parents of learners with LV. The study used quantitative and qualitative approach. Data was collected using questionnaires and interviews .The study randomly selected three rural districts in Kenya. A total of 60 respondent were randomly sampled, The aim of the study was to identify factors underlying these expectations, examine differential effects of parents' education; parent level of education and the child's gender. The study used questionnaires related to parent's expectations about post-school outcomes of their children with low vision. The reviewed study used questionnaires and gave a comparison of parents educational while the current study looked at the challenges facing parents in the education of learners with low vision face in educating their children filling the literature gap, adding knowledge to the study .

2.4 Challenges facing teachers in education of learners with low vision:

The American Foundation for the Blind's National Education program (2002) carried out a study in USA .The aim of the study was to explore challenge faced by the visually impaired students learning mathematics in a high school in inclusive classrooms .The sample population was three schools and qualitative approach was used for data collection .Interview were used as the techniques .Data was analyzed using constant comparison method .The findings were that the social aspects of inclusive education was adequately met while academic needs were not met because of the negative attitude of the mathematics teacher towards inclusive. The above reviewed study investigated on challenges facing learners with low vision in mathematics while the current study determined challenges facing teachers in the education of learners with low vision in inclusive school: In Keiyo south sub county Kenya

Emin (2010) carried out a study in Turkey on challenges which special education teachers face in implementing a specialist curriculum for special children in preschool. The study used a total of 223 special education teachers who participated in the study. Mixed method approach research design was used in the investigation. Questionnaires were used for data collection .Descriptive statistical analysis was used to analyze the collected data. The study findings evaluated that physical facilities and parent involvement was not promising. The study further revealed that the problems related to physical facilities experienced by preschool teachers working in public kindergartens were significantly different as compared to teachers working in private preschools. The study focused on preschool teachers and not on special needs education teachers teaching learners with low vision in an inclusive public primary school in Kenya. This was the focus of the present study.

Patterson and Krudwig (2010) conducted a study in North Florida by the US- China Education on the challenges of learners with visual Impairment in learning science in regular classroom. The study population comprised of teachers and visual impaired learners taking science. The study used qualitative approach method. The data collection was the use of interviews and observation. The findings were that the learners needed instructional and environmental accommodation. They also needed more of tactual and audio experiences. The above reviewed study was on challenges in teaching science to learners with visual impairment while the current study looked on the challenges facing teachers in the education of low vision in inclusive education hence filled the educational gap of the study.

In France Kuran (2011) conducted a study on Developmental Appropriate Practice in relation to Adaptive Self –Help Skills. The study was an investigation on individuals with disability and how they used self-management challenges to enhance proper practices. The study was descriptively analyzed and then examined by use of Meta-analysis as the computation of effect size .The study findings were that: the most commonly used strategy is self monitoring and used for pupils between 7 and 17 years who are school going children. The study also revealed that individuals with disabilities need to be able to use their own behavior to achieve independence successfully .Self- management strategies is a challenge to be managed and applied for use by individual with disability. The above reviewed study was conducted among learners with different disabilities a challenge in using their disability status to achieve a better goal for themselves. The study was not specific on the type of the disability but specific on the challenges they go through. The current study was concerned with learners with low vision and the challenges that teacher face in educating learners with low vision in inclusive public regular school.

In Africa a study was conducted in Malawi by Lynch, Lund and Massah (2014) on Albinism in Malawa identifying challenges they go through in inclusive education . The study was designed within a participatory research framework. The participants were from mainstream schools and resource center .These were parents, Itinerant teachers, class teachers, teachers, visually impaired and children with Albinism. The study used qualitative and quantitative approach method and for data collection semi-structured interviews ,questionnaires and focus group discussion tools were used .The findings were that; learners socially isolated and withdrawn . On the other hand Learners with Albinism were provided with low vision devices and kits to enhance their education both at the resource centre and in the mainstream. In addition as a recommendation children with Albinism were recommended to use special hat for sun protection. The reviewed study focused on challenges facing learners with Albinism in inclusive setting thereby adding more Literature to the existing body knowledge.

In Zambia Kalabula(2007) investigated the challenges of teachers parents and guardians of visually impaired children learning at schools within the community in Petauke district. The study used simple random sampling for the respondents who were the teachers, parents/ guardians and the managers. The study used questionnaires for the managers, semi structured interviews guide for the teachers and focused group discussion guide for parents for data collection of the study. The findings were that; parents should be accorded far more dynamic roles in education of their children ,parents can also be invited to attend short parent courses at the centre ,during the course parents can be given the information and advice through practical demonstrations on how to handle a disabled child and how to make simple instructional aids. The reviewed study looked on challenges and the current study also looked on challenges and so adding more knowledge to the existing body of literature.

A study was conducted out by Kanhukamwe and Madondo (2012) in Zimbabwe on challenges faced by teachers of students with special needs in ECD centers. The study used a survey design with questionnaires, interviews schedules and observation checklist as data collection instruments. 50 ECD teachers and 20 parents of children with special needs were sampled randomly to participate in the study. Data was analyzed using descriptive statistics .The study finding were that ,children with special needs in ECD centers were being taught by untrained teachers .The study further revealed that school curriculum was inappropriate both to the learners and teachers. The study recommended that ECD teachers should be exposed to in services and support programmes such as adopted physical education and physical activities for the learners in ECD .And that ECD teacher with low academic qualifications to be trained and equip them with skills of more diverse learner approach strategies. The above study used learners with special educational needs in ECD Centers, the current study filled the gap by determining the challenges facing teachers in education of learners with low vision in an inclusive public primary school.

A study was conducted in Ethiopia by Mitiku ,Alemu and Mengsitu. The study was to assess the challenges in the implementation of inclusive education in selected primary schools in North Gondar Zone.The study used descriptive

survey design. The target population was 71 participants, 4 principals and 16 professional teachers from special needs and 51 students with different disabilities. The sample used was systematic random sampling. Data collection instruments were questionnaires, structured interviews and observation. The findings were that there was lack of awareness, commitment and collaboration for implementation of inclusive education. The reviewed study was on challenges that hinder implementation of inclusive education which concurred with the present study on teachers' challenges on education of learners with low vision in Kenya, however there was a difference on the area and settings where the researches were conducted.

A study was conducted in Tanzania by Chaula (2014) on challenges teachers face in implementation of inclusive education in primary school in Tanzania. The data collection was qualitative which involved observation and interviews. The findings were that teachers' implementation is very difficult due to environment in which affects their working in one way or the other. There is insufficient teaching and learning materials, lack of inclusive education among teachers, large number of students, unclear policies on inclusive education, lack of support from the government, lack of collaboration between the teachers and parents, few numbers of teachers at school, inadequate funds in supporting inclusive education and negative attitude of teachers. The above reviewed study used observation and interviews for data collection; the current study used interviews and FGD for the study to fill the knowledge gap of the study.

A study carried out in Kenya by Mutungi (2012) on teachers and head teachers' perceptions on determining the challenges on the effectiveness of inclusive education in public primary schools and units in Yatta division, Machakos County. The study used descriptive survey design, and random sampling to sample 18 head teachers and 90 teachers. The tools used for data collection were questionnaires for teachers and interview schedule for the head teachers. The above reviewed study revealed that most of the school managers and head teachers do not have knowledge on SNE requirements and also the facilities for teaching the SNE learners were not adequate.

The study then recommended that the head teacher, teachers and the non-teaching staff should undergo some SNE management training so as to be able to cater for the learners with special needs in their schools.

The study also hoped that it will deepen understanding in the functioning, effectiveness and the challenges faced by head teachers and teachers and provide valuable references for policy makers, researchers and other parents involved in the management of public primary schools. The study focused on the perception of teachers and head teachers on determining the challenges of the effectiveness in implementing inclusive education, while the present study determines the challenges faced by teachers in educating learners with low vision in inclusive regular public school. The above study used descriptive survey design with interviews and questionnaires as the instruments for data collection while the current study was a case study which used focused group discussion and interview schedule as tools for data collection.

A study conducted by Muiti (2010) in Kenya sought to investigate factors that hinder effective learning of children with VI and HI. The study adopted descriptive survey research design. The study involved a population of 180 respondents. Purposive and stratified sampling was used among pupils, teachers, parents, head teachers and Quality Assurance and Standards Officers. Instruments for data collection were questionnaires, interviews schedules and observation schedules. The study findings had two recommendations: these were: Parents should cater for their children's basic needs; parents should help their children socially and emotionally by working in collaboration with the administration and educators, for the success of the learners. The reviewed study focused on factors hindering effective implementation of education for the success of the learners. The current study established challenges that teachers face in education of learners with LV in inclusive regular public primary school in Keiyo south sub county. Furthermore the current study used FGD and interview schedule for detailed information of the study.

3. RESEARCH METHODOLOGY

3.1 Research design:

The study used a case study research design in a qualitative research approach. This method was used to collect information about people's attitude, opinions education or social issues on a small setting or a unit for instance a school or an institution but was supposed to involve many respondents in the setting. A case study design was used in the study because it sought to describe a unit in detail, in its context and holistically. It was a way of organizing educational data and looking at the object to be studied as a whole. This present study involved an inclusive school, therefore a single unit which justified the use of the case study research design.

3.2 Target Population:

A total of 23 respondents formed the target population of the study and included 15 parents of learners with low vision, 6 teachers, 1 head teacher and 1 Quality Assurance and Standard Officer making a total of 23 respondents from Keiyo south sub county.

3.3 Sample and Sampling Techniques:

Saturated sampling was used to pick out 15 parents of learners with low vision, 6 teachers and 1 head teacher. Purposive sampling was used to select 1 Quality Assurance and Standards Officer.

3.4 Data Collection Instruments:

Interview schedules, questionnaires and Focus group discussion were used as data instruments for data collection.

3.5 Data Analysis:

Qualitative data was analyzed in an ongoing process as themes and sub themes emerged from the study. Coding was used to prepare qualitative data for analysis. Data for the study was thematically analyzed. This form of analysis categorized related topics, major concepts or themes identified. This was done according to the nature of the responses. The researcher analyzed the information and presented it thematically (Kombo and Tromp, 2006).

3.6 Ethical Issues consideration:

Ethics was the use of moral ideologies in designing, conducting and writing research outcomes, with the essential moral standards focusing on the right and the wrong (McNabb, 2002). In the qualitative research, ethics involved protection, respect and confidentiality for the respondents in the study (Payne & Payne, 2004). The study was guided by openness, transparency, privacy, honesty and confidentiality. In this study, ethics demanded respect for individual rights in the data collection. The study demanded that there was willingness of participation and individual interests. All the participants had the right to withdraw after the completion of the research if they so wished. The researcher explained and ensured that all the respondents had the information for the purpose of the study. That the information collected from them was for the sole purpose of the current study.

4. RESULTS AND DISCUSSION OF THE STUDY

4.1 Attitude of parents in education of Learners with Low Vision in an Inclusive School

The attitude of Parents and Guardians was analyzed using the likert scale in Table 4.1.

Table 4.1 : Likert Scale showing attitude of parents in Education of learners with low vision

STATEMENT	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total Frequency	Total Score	Average
I like my low vision child	5 (42%)	4 (33%)	1(8.3%)	1 (8.3%)	1 (8.3%)	12	47	3.9
All the learners are taught together -inclusive	4(33%)	5(42%)	1(8.3%)	1(8.3%)	1(8.3%)	12	46	3.8
LV learners like their teachers, they care for them and help them	4(33%)	4(33%)	2(16.6%)	1(8.3%)	1(8.3%)	12	45	3.8
My LV child has improved in daily living /core curriculum skills eg cleaning ,wash utensils knitting	4(33%)	4(33%)	1(8.3%)	2(16.7%)	1(8.3%)	12	44	3.7
I have knowledge in handling LV learner / child	-	1(8.3%)	2(16.7%)	4(33%)	5(42%)	12	23	1.9
My child can do daily living skills eg wood work make stool, table	5(42%)	4(33%)	1(8.3%)	1(8.3%)	1(8.3%)	12	47	3.9
There is good teacher/LV pupil relationship	5(42%)	2(16.7%)	2(16.7%)	2(16.7%)	1(8.3%)	12	44	3.7
The learning environment is good /conducive for LV learners	1(8.1%)	1(8.3%)	1(8.3%)	4(33%)	5(42%)	12	25	2.1
Peer interaction and socialization is good	1(8.3%)	1(8.3%)	1(8.3%)	4(33%)	5(42%)	12	25	2.1
Female parents of LV children are loved by their husbands	-	-	2(16.7%)	5(42%)	5(42%)	12	21	1.8
Female parents of LV children are accepted by the community	-	-	2(16.7%)	5(42%)	5(42%)	12	21	1.8
Parents with LV children hide them at home	5(42%)	4(33%)	1(8.3%)	1(8.3%)	1(8.3%)	12	47	3.9
The government provides programs to equip parents with skills for LV children	-	-	2(16.7%)	5(42%)	5(42%)	12	21	1.8
I buy equipment for my LV child	-	-	2(16.7%)	5(42%)	5(42%)	12	21	1.8
I buy materials for my LV child	-	-	2(16.7%)	5(42%)	5(42%)	12	21	1.8

International Journal of Novel Research in Education and Learning

Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

On the statement; "I like my low vision child" 5(42%) parents strongly agreed with this statement, 4(33%) parents agreed with this statement, 1(8.3%) parents were undecided with this statement, 1(8.3%) parents disagreed with this statement and 1(8.3%) parents strongly disagreed with this statement. Generally parents attitude scored 3.5% on this statement indicating that they agreed with the statement. This was in support of parents who responded positively during the FGD when discussing on attitude of parents as they educate their LV learners .Parent said;

"I feel proud of my son since he joined this school he is able to play freely with the siblings and the classmates ,he interacts and even share what he has with them unlike before." (FGD P1)

The findings revealed that Parents have positive attitude towards inclusive setup for learners with low vision. On the same statement another parent remarked in a shout in mother tongue that; " Agot lakwenyun kongalados ak alak. MMM! Sis.....mi kit ne kimokoyaakse ura kakoyaak ngololi".Meaning; "Even my child talks with others. Mmmm! Silence..... something that use not to happen but nowadays he talks"(FGDP3).

This confirms the statement above. On the statement;"All the learners are taught together - inclusive". 4(33%) of parents strongly agreed with this statement, 5(42%) parents agreed with this statement, 1(8.3%) parents were undecided with this statement, 1(8.3%) parents disagreed with this statement and 1(8.3%) parents strongly disagreed with this statement. Therefore parents scored 3.8% on this statement indicating that parents attitude towards inclusive education is positive. Parents feel they did the right placement of their children .As one of the parent said;

I thank teachers of this school by placing these children together and teaching them together" (FGD P6) .

From the discussion above 3.8% of parents agreement gives the positive attitude toward inclusive education of the LV learners. Parents feel they did the right placement of their children. Teaching them together makes the learners interact, socialize and they even walk together back home from school. The teachers have a good relationship with their children. Being a day school most of the teachers are familiar with the children. The low vision learners are now able to socialization and interact well with others both in school and at home. The skills of socialization, interaction and sharing as a core-curriculum activity/a skill taught to the low vision learners to be acquired is felt by parents at home as the child practices .According to WHO (2011) found out that parents involvement in the education of their children is very important. And they play a motivation factors which results to socialization and interaction as a skill. This also implies that Parents positive attitude creates a favorable environment for their children to interact and socialize with the environment meaningfully.

This was also supported by another statement; " LV Learners like their teachers ,they care for them and help them." 4(33%) parents strongly agreed with this statement, 4(33%) parents agreed with this statement, 2(16.7%) parents were undecided with this statement, 1(8.3%) disagreed with this statement and 1(8.3%) parents strongly disagreed with this statement. In conclusion parents scored 3.6% on this statement indicating that parents agreed with this statement.

"That is why I took my child to this school. The teachers are caring and loving to our children' (FGD P 10).

This information indicates that this parent did the right school placement of their children .Being a day school they go to school with their siblings and back at home with them. A positive attitude toward educating low vision child in an inclusive regular public school to acquire the core curriculum skills for self reliant.

Another parent said this school is doing good work to our children .The teachers of this school together with the head teacher real help our children. On the same statement a parent shouted out joyfully of how a teacher followed her daughter upto her home. Thus home visitation to know why this child is not coming to school. This mother said;

"Kingoesto lokowenyun kwo sukul en kasarta ne kasarta ne kinomi konjek komosoitol konyo konetindot kinomi amunnee simonjonei sukul.Kiabarbartu en nyonunenjih amun kingololchi lakwenjun ak komut kwo kinjochi konjek ak inguni komi sukul";

meaning;

" When my child had refused to go to school at the time the eyes were going blind, the teacher visited her to know why she was not coming to school .I was very very happy for her coming and she talked to my child took her for treatment and now she is in school"(FGD P9).

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

The above discussions indicates that some parents see inclusive schools to be supportive in the upbringing of their children with low vision.

On the statement; “ My LV child has improved in daily living skills / core curriculum skills e.g. cleaning house, washing utensils, knitting”. 4(33%) parents strongly agreed with this statement, 4(33%) parents agreed with this statement, 1(8.3%) parents were undecided with this statement, 2(16.7%) parents disagreed with this statement, and 1(8.3%) parents strongly disagreed with this statement. Parents then scored 3.6% on this statement indicating that parents agreed with the statement. In the FGD a parent proudly said;

“In fact mine likes school, she does not miss she knows how to knit, she can do Beading and general cleaning of the house”(FGD P4).

The above statements were further supported by other parents who said;

“My son takes the cattle for grazing and while there he will say the teacher tells him to do men’s work, grazing on the hills of Keiyo is doing men’s work and watching the cattle” (FGD P10).

This is a core curriculum skill that the learner acquired and so he likes doing it. There

was an interruption by one of the parents who shouted ;

“Nenyun ! kiwach lmuchi kochobchige lstuiit ak meset”.

“ And even mine ! he can make a stool for himself he even says that he wants money to do this work at home as he gets money.”(FGD P 7)

The discussions concludes that parents appreciate the core-curriculum skills given to the low vision learners in this inclusive school. This skills makes them to be self independent once they acquire the skills. The discussion further revealed that teachers visit or make a follow up to the learner’s homes to know their a ware about. This is a very important action which is an implication of love and appreciation from their teachers to the low vision learners. A way of provision of guiding and counseling to the parents and build good rapport among their parents and teachers so as to reinforce core-curriculum learnt in school and done at home.

“The quality assurance and standards officer also supported the parent in saying that:

“Some parents come with their children in the office asking where to take them since they do not know where to take them”.(QUASO)

Another informant who had been asked how her attitude was on educating a low vision child who had multi- disabilities. This parent believed in witchcraft and she was a witch by nature .Everybody in the community knew her because the disability of her child was associated to her and so she was known in the village as “a mother of the blind” .A stigmatization of the same. This kept on haunting her resulting to her being socially discriminated. So when asked about it she just sobbed without talking .

On this statement;”I have knowledge on handling LV child” 1(8.3%) parents agreed with this statement, 2(16.7%) parents were undecided with this statement,4(33%) parents disagreed with this statement and 5(42%) parents strongly disagreed with this statement. Parents then scored 1.9% on this statement indicating that they disagreed with this statement. Parents do not have knowledge on how to handle learners with visual impairment .This statement is in agreement with the parents during the FGD discussion on the same. Parent said ;

“I’m very much ready and willing to work and help my child at home to acquire the skills learnt at school, but I have no knowledge on how to do the skills” (FGD P4).

The quality assurance officer remaindered the parents of their responsibility as he said to them in fact this is the core curriculum skills or activities that should be taught to their children .So that the child acquires the skills and can live on her/his own.

“Oh! Ho! Some of you parents you really over-protect your Children such that you say that he/she is disabled She cannot do this or that “(QUASO)

From the statements it was concluded that parents shared positive attitude in educating and helping their learners with low vision to learn activities of daily living skills both at school and practice at home Mutesa (2013) explain that parents who have positive attitude towards these children also have humane when interacting with them. They show them love, understanding and good rapport of support.

During the discussion process parents were interviewed on how the core-curriculum skills have helped your child to develop socially, On this statement; “My child can do daily living skills eg wood work, make stools and table” 5(42%) parents strongly agreed with this statement 4(33%) parents agreed with this statement, 1(8.3%) parents were undecided with this statement 1(8.3%) disagreed with this statement and 1(8.3%) strongly disagreed with this statement. Parents then scored 3.9% on this statement indicating that they agreed with the statement. One of the parents who was so excited said:

“In fact my son who is here in this school is so happy has acquired woodwork skill makes stools and tables he intends to marry after here” (FGD P 4).

Another parent supported this by saying its true this boy is hardworking and very social. The skills acquired from the school has helped him. Therefore it means that the core-curriculum skills taught in school help the learners to be emotionally content. They interact socially with others and the environment also helps them to develop daily living skills for self independent resulting to an important person in the society.

When parents discussed on this statement;”There is good teacher/LV pupil relationship” , 5(42%) parents strongly agreed with this statement, 2(16.7%) parents agreed with this statement, 2(16.7%) parents were undecided with this statement, 2(16.7%) parents disagreed with this statement and 1(8.3%) parents strongly disagreed with this statement. Parents scored 3.7% on this statement indicating that they agreed with the statement as one parent confirmed saying:

“ I remember when my child stated going to this school I had no idea of grooming him .He could go to school with mucus combined with tears rolling down his checks ,flies around the face which was normal and we all laughed and even smelling milk all over!. But nowadays the boy is able to practice self grooming .Teachers are friendly to them and doing good work. “(FGDP12)

On the statement; “ There is good / conducive learning environment” 1(8.3%) parents strongly agreed with this statement, 1(8.3%) parents agreed with this statement, 1(8.3%) parents were undecided with this statement, 4(33%) parents disagreed with this statement and 5(42%) parents strongly disagreed with this statement. In conclusion parents scored 2.1% on this statement indicating that they strongly disagreed with this statement. On the other hand some of the parents had a negative feeling towards their own children and even educating them in an inclusive public school was not easy for them. On the statement; “Peers interaction and socialization is good”. 1(8.3%) parents strongly agreed with this statement, 1(8.3%) parents agreed with this statement, 1(8.3%) parents were undecided with this statement, 4(33%) parents disagreed with this statement and 5(42%) strongly disagreed with this statement. Parents then scored 2.1% on this statement meaning they disagreed with this statement as one of the parent said:

“My child complains of others laughing at her,they run away from her ,the child says others say to her, she is blind and always crying, smelling milk all the time. She is always alone.” (FGD P.6)

In relation to this statement, a parent shouted:

“Mine says the peer associates her blindness to her teachers who teaches her and they call the teacher ,” teachers for the blind children.”(FGD P 8)

From the discussions above low vision learners are felt negatively appreciated. It can be concluded that a lot of stigmatization and social discrimination is felt by some parents ,teachers and the VI children. Nzomo and ,Kariuki (2010) concurs with the findings in that this kind of environment discourages children with VI to develop positive self concept for self independent skills. The teachers, parents and even the learners have been stigmatized by the community. This therefore implies that there is a lot of challenges both to the parents, teacher and the learners .

4.2 Attitude of teachers in education of learners with low vision in an inclusive regular school:

The second objective of the study was to find out the attitude of teachers in education of learners with low vision in an inclusive regular public primary school. The respondents were teachers who were interviewed and given questionnaires so

International Journal of Novel Research in Education and Learning

Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

as to help in establishing their attitudes on education of learners with low vision. The study found out that teachers attitude towards educating learners with low vision was positive. This was because teachers showed love, appreciation and care towards them. They are committed, determined to socialize with their learners and create good rapport with their learners. When teachers were interviewed and questioned on how their opinion was towards educating learners with low vision, the responses were captured in the Likert scale on Table 4.2.

Table 4.2: Likert Scale showing attitude of teachers in education of learners with low vision

STATEMENT	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total Frequency	Total Score	Average
I teach the LV learners to acquire daily living / core-curriculum skills	1(8.3%)	2(16.7%)	2(16.7%)	1(8.3%)	-	6	21	3.5
There is good teacher/ LV pupil relationship	1(8.3%)	3(25%)	1(8.3%)	1(8.3%)	-	6	22	3.7
I teach LV learner to acquire basic daily living / core curriculum skills	1(8.3%)	3(25%)	2(16.7%)	-	-	6	23	3.8
I improves teaching/learning materials for LV learner e.g. shoe polish skill	3(25%)	3(25%)	-	-	-	6	27	4.5
As an SNE teacher I help the LV learner to acquire daily living / core curriculum skills	1(8.3%)	5(42%)	-	-	-	6	25	4.1
There is good learning environment for LV learners	-	-	-	1(8.3%)	5(42%)	6	7	1.2
The school environment is physical adapted for low vision learners	-	-	-	1(8.3%)	5(42%)	6	7	1.2
Parents of LV learners hide their children at home	4(33%)	2(16.7%)	-	-	-	6	28	4.7
LV learner like practical's e.g. beading, wood work, tailoring for core curriculum skills	2(16.7%)	3(25%)	1(8.3%)	-	-	6	25	4.1
The daily living/ core curriculum skills are relevant to the needs of the learners with low vision	3(25%)	3(25%)	-	-	-	6	27	4.5
Teaching and learning resources are not sufficient for learners with low	3(25%)	3(25%)	-	-	-	6	27	4.5
There are adequate teachers who are trained to handle low vision learners in your school	-	-	-	1(8.3%)	5(42%)	6	7	1.2
The daily living / core curriculum skills has been structured to accommodate the low vision learners	3(25%)	3(25%)	-	-	-	6	27	4.5
Teaching/ learning material for LV learners are available	-	-	-	2(16.7%)	4(33%)	6	8	1.3
Teaching/learning materials and equipments e.g. sawing machines, Braille machines and stylus are available	-	-	-	1(8.3%)	5(42%)	6	7	1.2
There are enough funds to buy instructional materials for learners with low vision	-	-	-	1(8.3%)	5(42%)	6	7	1.2
LV learners are disciplined	-	-	-	1(8.3%)	5(42%)	6	7	1.2
I have knowledge on handling LV learners	-	2(16.7%)	2(16.7%)	1(8.3%)	-	6	16	2.6
The government has in service training to equip teachers with skills on how to handle low vision learners in public schools	-	-	-	1(8.3%)	5(42%)	6	7	1.2
There is adequate funds available for low vision learners	-	-	-	2(16.7%)	4(33%)	6	8	1.3
I have knowledge on handling LV devices	-	-	-	2(16.7%)	4(33%)	6	8	1.3
I have knowledge on handling LV Equipments /materials	-	-	-	1(8.3%)	5(42%)	6	7	1.2

On the statement;“I teach the LV learners to acquire the core curriculum skills” 1(8.3%) teachers strongly agreed with this statement, 2(16.7%) teachers agreed with this statement, 2(16.7%) teachers were undecided with this statement, and 1(8.3%) teachers disagreed with this statement. Generally teachers scored 3.5% on this statement indicating that they agreed with the statement. This statement was supported by teachers response during interview on their opinion towards educating learners with LV. Some of them said

“I’m very much ready and willing to educate and help these learners acquire their core-curriculum skills so that they can become self independent” (TF3).

During the interview above the QUASO officer concurred with the teacher by saying that teachers have a positive attitude towards the children and they are humane. Unlike the regular teachers with their learners. The officer stated that : special needs education teachers show create rapport with their learners they are friendly to them and ready to help them due to their conditions. Teachers go visiting their learners at their homes especially when they become absent now and then .Teachers even make follow-up activities of daily living skills which are done at school to see if they are done at home as taught in school. Then the officer said though what you are paid is not whether the work .These are some of the challenges teachers face in educating learners with low vision : said a teacher;

“The attitude is positive but the issue of remuneration and pressure of work wee! (TP 2)

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

"I want to say that the attitude of my teachers is very positive especially when it comes for my teachers in educating learners with low vision in my institution". (TMI)

From the above statement it is evidenced that 3.5% of teachers in the study show appreciation and love towards educating learners with low vision in this inclusive public primary school though salary is not worth.

On the statement; "There is good teacher/LV pupil relationship" 1(8.3%) teachers strongly agreed with this statement, 3(25%) teachers agreed with this statement, 1(8.3) teachers were undecided with this statement and 1(8.3%) teachers disagreed with this statement. Teachers scored 3.6% on this statement indicating that teachers agreed with the statement. The statement is clearly responded by the teacher during interview on attitude of the teacher towards education of LV learners on core curriculum skills. Some teacher said :

"I have good relationship with my learners. When I teach on self grooming I go more deeper then just washing their face ,keeping short hair for the boys. And for the girls, when I realize some of our girls have reached adolescence stage I train them practical on good grooming of their bodies or what to do during their off days" (TF 4).

This clearly indicates that SNE teachers have good positive teacher/learners relationship.

On the statement; "I teach LV learners to acquire basic daily living skills core curriculum skills for self independence" 1(8.3%) teachers strongly agreed with this statement, 3(25%) teachers agreed with this statement and 2(16.7%) teachers were undecided on this statement. The teachers then scored 3.8% on this statement meaning they agreed with the statement. This was so as the teacher said:

"As a teacher I know how to handle the LV learners. Very, very important, in fact we teach very basic skills which are necessary for them. Our main aim is to reduce dependency on others so that they can try to learn an independent life as possible as they can and even keep their own secrets (TF3).

"Mmmm.....that is why my child does not like male voices. I see....." (FGD PII)

From the respondent above 3.8% of teachers do really appreciate the core-curriculum skills of the LV learners. The teacher teach guiding and counseling to these learners as they go through the core-curriculum skills so that their learners become more independent and self esteem in the society. This suggests that teachers trained in special needs are aware that daily living skills, which are the core- curriculum skills are very important to them not only academics. Gona (2011) ascertains that teachers handling children with disabilities have only one aim: improving their lives to have independent living. These children/learners with special needs can also be felt in their families, societies and the communities if only given opportunities. And therefore as a result learners are trained to be self independences economically and even socially. The community need to be sensitized not to call them the blind children as said by one of the parent during the FGD discussion.

During the same discussion parents appreciated positively on practical skills taught to the LV learners. Such as shoe brushing, brushing their teeth, shoe repairing, weaving, knitting, beading done in school and then extended at home using the local available materials. Teachers go an extra mile in helping these learners to acquire the skill Some improve learning materials to the learners so as to achieve their skills. On this statement; "I improvise teaching/learning materials for LV learners" 3(25%) teachers strongly agreed with this statement and 3(25%) teachers agreed with this statement. Teachers then scored 4.5% meaning they strongly agreed with the statement as the teacher said:

"I normally provide improvised materials to make sure that the learner acquire his/her individual skill. (TMI).

From the statement above its clear that teachers have a positive attitude in educating learners with VI. They even improvise the needed skills to find out if the learner has acquired the necessary skill due to individual ability.

On the statement; "I help the LV learner to acquire daily living skills / core curriculum skills" 1(8.3%) teachers strongly agreed with this statement and 5(42%) teachers agreed with this statement. Teachers then scored 4% meaning they agreed with statement. A teacher said:

"A pupil who had been in this school is nowadays doing well at the market side repairing people shoes .Skill and knowledge, obtained from this school". (TMI).

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

The aspect of willingness and positive attitudes from teachers in educating learners with low vision is positively articulated by teachers for being willingly to help and improvise what is needed for the learners to achieve various skills for self independent in the family and a benefit to the society. On this statement daily living skills/ core curriculum skills are relevant to the needs of the low vision learners. 3(25%) of teachers strongly agreed with this statement and 3(25%) of teachers strongly agreed with this statement. The teachers scored 4.5%. this indicates that teachers strongly agreed with this statement. Likewise on this statement the core curriculum skill has been structured to accommodate the low vision learners 3(25%) teachers strongly agreed with this statement and 3(25%) teachers agreed with this statement. Teachers scored 4.5% on this statement. This clearly indicates that teachers strongly agreed with this statement.

During the interview with the teachers on school environment most teachers responded negatively. Taylor (2004) asserts that favorable environment for the learner both physical fitness and those with disabilities contributes to a favorable interaction with the environment. This being an inclusive school, the learning environment has to be favorable for both the learners. That is more adoptive and learner friendly environment.

On the statement; "There is good/ conducive learning environment for LV learners" 1(8.3%) teachers disagreed with this statement and 5(42%) teachers strongly disagreed with this statement. Teachers then scored 1.2% on this statement. This indicates that teachers strongly disagreed with the statement. On the same note the statement the school environment is physically adapted for the low vision learners 1(8.3%) teachers disagreed with this statement and 5(42%) teachers strongly disagreed with this statement. Teachers scored 1.2% on this statement. This indicates that teachers strongly disagreed with this statement.

On the statement; "Parents of LV learners hide their children at home". 4(33%) teachers strongly agreed with this statement and 2(16.7%) parents agreed with this statement. Teachers then scored 4.7% which is strongly agreed with this statement as teacher said:

"Most parents keep their children at home. Those who bring their children, bring them at a later age and especially by parents who have no knowledge on education and even on special needs education." (TF4).

On the statement; "LV learners appreciate practical work for daily living skills". 2(16.7%) teachers strongly agreed with this statement, 3(25%) teachers agreed with this statement and 1(8.3%) teachers were undecided with this statement. Teachers scored 4.1% on this statement indicates that teachers agreed with this statement. A teacher then said:

"Our children enjoy doing practical work and some of them need to Feel and touch the objects they are working with or they need an explanation on the object they should use . For example when explaining about beading and weaving the beads needs to be felt by touching them and even how to work on them." (TF5)

On the statement; "Teaching/learning materials for LV learners are available". 2(16.7%) teachers disagreed with this statement and 4(33%) strongly disagreed with this statement. Teachers then scored 1.3%. This indicates that teachers strongly disagreed with this statement. On the same note the statement there are enough funds to buy instructional materials for the core curriculum learners with low vision. 1(8.3%) teachers disagreed with this statement and 5(42%) teachers strongly disagreed with this statement. The teachers scored 1.2 %. This indicates that teachers strongly disagreed with this statement

On the statement; "LV learners are disciplined". 2(16.7%) teachers disagreed with this statement and 4(33%) teachers strongly disagreed with this statement. Teachers then scored 1.3% meaning they strongly disagreed with this statement. A teacher said:

"Our learners have indiscipline cases especially the boys after circumcision they become indiscipline and even unruly they do not want to listen especially when they are being taught by female teacher " chepyoset"- Meaning Madam teachers, its worse" (TF4)

On this statement there are adequate teachers who are trained to handle low vision learners in your school. 1(8.3%) teachers disagreed with this statement, and 5(42%) teachers strongly disagreed with this statement. Teachers scored 1.2% on this statement. This clearly indicates that teachers strongly disagreed with this statement. Also on this statement; "Teachers have knowledge on handling LV learners". 2(16.7%) teachers agreed with this statement, 2(16.7%) teachers were undecided with this statement and 1(8.3%) disagreed with this statement. The teachers scored 3% on this

statement. This indicates that the teachers were undecided with this statement. This also means that though trained as special needs education teachers, they are not specialized in specific areas of special needs of the learners. On the same statement regarding handling teaching / learning equipments, for LV learners,” 2(16.7%) teachers agreed with this statement and 4(33%) teachers strongly disagreed with this statement .The teachers then scored 1% on this statement. This clearly indicates that they strongly disagreed with the statement. They have no knowledge on handling the equipments because these equipments in the first place they are not there and two they are not specialized in the same. Therefore ,on this statement; “Teaching /learning equipments are available”,1(8.3%) teachers disagreed with this statement,5(42%) teachers strongly disagreed with the statement .The teachers then scored 1.2% .This indicates that teacher strongly disagreed with this statement.

4.3 Challenges facing parents in education of learners with low vision in an inclusive regular public primary school:

The third objective of the study was to examine challenges faced parents in education of learners with low vision in an inclusive regular public primary school. The findings were; stigmatization, social discrimination, poverty, parental rejection, ignorance and negligence. When parents were asked to explain the challenges they encountered while educating their children with low vision, on this statement “ Female parents of LV children are loved by their husbands” 2(16.7%) parents were undecided with this statement, 5(42%) parents disagreed with this statement and 5(42%) parents strongly disagreed with this statement. Parents scored 1.6% On this statement which clearly indicates that parents strongly disagreed with this statement. Several female parents reacted by banging the desks loudly saying: ‘*Woi Kaiseret!! Kaiseret!! Amun kikosasanae boiyondenyun. Komosiotoi imutlogok guuk chomooittoi koba olingwong*’ meaning;

“I really suffer no!! I really suffer rejection by my husband, for giving birth to a blind child who benefits nothing to the family but sufferings”. (FGD P2).

“Ikokoyuk tugui somok komosoittoi agenge kiiyo kogertio kitenooh!.....OOH! Akosiz...Ingenon kokwenyun kole a kamet ab chemosoittoi .Kit ne kinoenon” meaning;

“ All my three children are blind only this one can see a little !....OH!...oh!... Silence. Am known by the community as the woman of the blind children. That is my identification” (FGD P 8)

On this statement “ Female parents of LV are accepted by the community” 2(16.7%) parents were undecided on this statement, 5(42%) parents disagreed with this statement and 5(42%) parents disagreed with this statement. Parents scored 1.6% On this statement which indicates that parents strongly disagreed with this statement. The reaction was as follows; *“Inye ak lakwengung, ngo ne Kilenjin isich lakwet ne mosoittoi lokokoyuk tugul somok ko mosoittoi” meaning*

“You with your child who told you to give birth to a blind child who cannot see. Take this child to your home”(FGD P2)

From the above statement it’s clear that disabled children are for the mothers and mothers with disabled children have no space in the community instead they are chased away with their disabled children. McFerran(2005) concurred with the findings by explaining that children who had deformities at birth were exterminated, abandoned and offered as sacrifices to gods from the society.

Nzomo, Karuiki and Guantai (2010) ascertains that negative societal attitude that discourages children with VI to develop positive self concept, self independent skills and proper attitudes towards life based on moral and religious values have denied children proper access to quality education . The study further reveals that parents actually neglect their children. Negligence and ignorance of these learners may be observed that these learners / person with disability become a community misfit instate of them acquiring the core-curriculum skills which will help them live in the society as a very independent person who has skills for self independence.

Therefore the study concludes that parents who have challenged children in the society or in the community face a lot of challenges. They are stigmatized, social discriminated ignored and even neglected in the society. When discussed on level of education one of the parent said;

“I. personally I have never benefitted from this I also do not see the value of taking this child to school .He comes because the teacher wants him to come and he is my relative but I want the boy to graze for me my cattle” (FGD P5)

From the above discussion some parents feel that their children are wasting time they would better be taking care of the cattle on the hills of Keiyo instead of being in school .Some feel already they are social misfits ,stigmatized and so no need of taking these children to school. These are challenges that parents face in the communities.

On the statement;“Parents with LV children keep them at home”. 5(42%) parents agreed with this statement, 4(33%) parents agreed with this statement, 1(8.3%) parents disagreed with this statement, 1(8.3%) parents disagreed with this statement and 1(8.3%) parents strongly disagreed with this statement. Parents scored 3.9% on this statement indicating that they agreed with the statement as a teacher pointed out:

“Most parents keep their children at home. Those who bring their children, bring them at a later age and especially by parents who have no knowledge on education and even on special needs education.” (TF4).

On the same note, the statement, the government provide programs to equip parents with skills for low vision children 2(16.7%), parents were undecided with this statement, 5(42%) parents disagreed with this statement and 5(42%) parents strongly disagreed with this statement. Parents scored 1.8% on this statement indicating that they strongly disagreed with the statement. Nyikali(2015) observed that most parents have no knowledge and skill to handle and cope up with their children needs and so parent hide off their children from public thus stigmatization and negligence.

On the same information the QUASO confirms the above discussion by explaining on how to instruct parents who hide their children at home to bring them in the office for assistance but still some of them do not .Parents would prefer these children to take care of their cattle along the hills of Keiyo rather than going to school which is a waste of time.

On the statement;“I buy equipments for my LV child”.2 (16.7%) parents were undecided with this statement, 5(42%) parents disagreed with this statement,5(42%) parents strongly disagreed with this statement. Parents scored 1.8% on this statement. This indicates poverty among parents who cannot afford tailoring machine for their children yet this is a skill for the LV learner needs to be taught .A parent during the FGD expressed bitterness by saying;

“Chome lakwenjun kochome konobis ngandan kobaten ,momuchi oolchi kit ne kinobisien amunmotinye robisieek.”Meaning,

“My child likes tailoring but I cannot afford equipments due to poverty”

(FGD P10).

On another statement;“I buy materials for my LV child”.2(16.7%)parents were undecided with this statement, 5(42%) parents disagreed with the statement and 5(42%) parents strongly disagreed with the statement. Parents scored 1.8% on this statement. This indicates that parents can not afford to buy materials for their their LV children to use at home and even in school.

“My child likes beading and plaiting. She does this with grass” (FGD P.11).

“My child likes playing football he would ask me to make him a ball which I have no idea or knowledge about this”(FGD P2).

From the above discussions the findings revealed that parents faced different challenges. They lack knowledge and finance to improvise and implement the learnt skills of their children back at home. This remains a challenge to the parent.

4.4 Challenges facing teachers in education of learners with low vision in an inclusive regular public primary school:

The fourth objective of the study was to determine the challenges facing teachers in education of learners with low vision in an inclusive regular public primary school in Keiyo south sub county Kenya. Teachers were interviewed on challenges they faced in educating the low vision learners the findings were: Lack of teaching/ learning materials and equipments to implement the core-curriculum skills, lack of knowledge in term of specialization in handling children with special needs, absenteeism, poverty by the parents who can not afford what is important for the LV learner in Keiyo south sub county Kenya.

When teachers we interviewed on challenge faced teachers in educating learners with low vision this is what they said:

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

‘Thank you for asking me that question I face a lot of challenges especially from some parents who do not understand what education is of a low vision learner. This parents do not want to support the learners in any activity that can be practiced at home. For instance a skill like saying thank you after you have been given a gift or a meal, wash hands before eating or even after visiting the toilet. A parent does not help or remind the child of these’ (TM1).

The teacher then continued that parents of these learners do not have even the slightest knowledge on how to handle any issue of SNE .This then may explain why they keep their children at home or tell them to take the cattle for grazing in the valleys and hills of Keiyo. Or if they have to go to school they are taken to school at a very mature age. The teacher then explains;.

“Like some children are kept at home when they come to school they wake up,help in milking the cows first walk to school smelling milk not washing their face too untidy and even not ready to be in school .When asked why they are untidy or not in school uniform they walk away reason they want to go and take the animals for grazing.” (TF3).

From the above statements the findings shows that parents of these low vision learner have a negative attitude towards educating these children. They also do not co-operate or work together with the teachers in order for the learners to achieve their skills. The teachers feel that parents of these learners feel educating these learners is a waste of time .They have a negative attitude towards educating them. This is frustrating teachers handling the learners and so a challenge to teachers.

Another challenge that teachers face while implementing the core-curriculum skills is teaching / learning materials and equipments at school. One teacher said:

“Our children enjoy doing practical work and some of them need to Feel and touch the objects they are working with or they need an explanation on the object they should use . For example when explaining about beading and weaving the beads needs to be felt by touching them and even how to work on them.” (TF5)

“Look at an activity like shoe brushing and shoe repairing”. The learners need to use the shoe brush and the shoe polish to polish the shoes, and these equipments are not there for the practical teaching so as to achieve the skill” (TM1).

From the above statement it may confirm that there is poor funding from the government. The ministry of education is underfunding the schools and so teachers are not able to purchase some of the equipments which are needed by the learners to carry out most of the daily living skills, which are needed to be taught to these learners of low vision at school by their teachers and so making it difficult for the teachers to implement the core curriculum skills needed by the learners. equally on this statement teaching and learning resources for core curriculum skills are not sufficient for learners with low vision. 3(25%) of teachers strongly agreed with this statement and 3(25%) teachers agreed with this statement. The teachers scored 4.5%. This indicates that teachers strongly agreed with this statement.

Apart from the daily living activities another teacher complained that:

“Some learners use styles and even Braille machines for reading and writing but even the one that are available have mechanical problem, they stopped working and so no funds for repair. This may result to this learner not being helped” (TM 1).

The interviews above concludes that there is inadequate teaching and learning resource/equipments in this school .This hinders the implementation of the core curriculum skills for daily living activities for the learners to be taught. It also means that the core-curriculum skills are not well implemented by the teachers .Which is a challenge facing teachers.

Another challenges faced teachers was the discipline from the LV learners who after circumcision they become teacher unfriendly and especially from female teachers handling these learners.

“Our learners have indiscipline cases especially the boys after circumcision they become indiscipline and even unruly they do not want to listen especially when they are being taught by female teachers its worse” (TF4)

This statement above collaborates with the quality assurance and standards officer , who said my people have worshipped this event. It is a cultural event and so we have nothing to do about it .It therefore remains a challenge of the society and also a challenge to teachers.

From the above statement it can be concluded that teachers experience a lot of challenges from the parents who seem not to be understanding them. But teachers still love their learners, have knowledge on how to handle them, they appreciate them and love them, despite challenges from the parents.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the study:

5.1.1 Attitude of Parents on learners with low vision:

The findings were that parents had positive attitude in educating learners with LV and that is why they all placed them in an inclusive setting. The low vision learners would walk to school and back with their siblings; the teachers had a good rapport with the learners. The low vision learners were able to socialize with the other learners and with the core-curriculum skills such as woodwork, making stools and tables, tailoring, washing of utensils was easily done by the low vision learner back at home. Good courtesy such as greetings, good table manners were instilled in the low vision learners. Thus the Parents had a positive attitude in educating learners with low vision so as to acquire the core-curriculum skills for self reliant and self independence for self esteem in the society.

5.1.2 Attitude of Teachers on learners with low vision:

The study findings revealed that teachers were positive in educating the low vision learners so as to acquire skills such as courtesy, woodwork like making stools and tables, shoe cleaning and shoe repairing for boys. For the girls, washing of utensils, beading, tailoring, baby care which are all core-curriculum skills which are for each individual for the low vision learner and these benefits are individual as she/he takes his/her career which is done in their daily living skills for self reliant and self independence for self esteem in the society.

5.1.3 Challenges faced by Parents of learners with low vision:

The study findings revealed that the challenges faced by parents were; Lack of Knowledge in helping/handling the low vision learner in developing their core curriculum skills learnt by their children in school. Skills like woodworking ,tailoring. Poverty among most parents made them not to buy for the low vision learners equipments such as tailoring machines so that they can empower themselves at home and in the society. This self employment enhances their self esteem. Stigmatization by parents and even the children pushes the parents not to educate their children and walk in the community because these parents are called names by members in the community. For instance women with blind children suffer stigmatization in society. The other challenge is negligence by their husbands mostly the women who have children with disabilities and low vision learners are not an exception. These women suffer a lot of ignorance by the society. They are ignored by their husbands, by the family members and the community. One is known by everybody that you have a blind children thus social discrimination and even parental rejection or family rejection by the family, community and society in which you are married

5.1.4 Challenges facing teachers teaching learners with low vision:

The findings revealed that challenges were; lack of teaching/ learning materials and equipments which were needed by the school to be used for training vocational and career guidance skills such as woodwork, plumber, carpentry and shoe repairing, tailoring weaving, knitting for economic empowerment. Lack of knowledge from teachers in terms of specialization so as to be equipped for the implementation of the core curriculum skills. Lack of teaching and learning resources for quality learning of core curriculum skills. A lot of absenteeism by the low vision learners due to lack of knowledge by parents on education. Instead low vision boys take care of animals on the hills of Keiyo then going to school. There are a lot of indiscipline cases especially after the boys have undergone circumcision.

5.2 Conclusion of the study:

Conclusion of the study was made according to the objectives of the study. Objective one was to establish the attitude of parents in the education of learners with LV in an inclusive regular public school, objective two was to find out the attitude of teachers in the education of learners with LV in an inclusive regular public primary school ,objective three was to examine challenges faced parents in the education of the LV learners in an inclusive regular public primary school and

the fourth objective was to determine challenges faced teachers in the education of the low vision learners in an inclusive regular public primary school . Therefore in light of the findings on attitude of parents in education of learners with low vision in an inclusive regular public primary school was that; Parents had a positive attitude towards education of low vision learners they also did the right school placement of their LV learners so as to acquire the core curriculum skills for daily living, self reliant skills and self independence skills for self esteem in the society.

In light of the findings on attitude of teachers on education of learners with LV in an inclusive regular public primary school was that; Teachers had a positive attitude towards education of low vision learners to educate them so as to acquire core curriculum skills for daily living, self reliant skills and self independence skills for self esteem in the society. In light of the findings on examining challenges faced Parents in education of learners with LV in inclusive regular public primary school .These were that; there was Lack of knowledge by parents in helping the LV learners to develop the core-curriculum skills learnt in school. Poverty in most of the parents not being able to buy teaching / learning materials and equipments needed by the LV learners for core curriculum skills. Most parents of LV children do suffer stigmatization ,rejection ,negligence and ignorance from family members and community.

In the light of the findings on determining challenges faced teachers in education of learners with LV in an inclusive regular public school was that; Lack of teaching / learning materials / equipments for implantation of the core curriculum skills. Lack of knowledge from teachers in term of specialization. Absenteeism of learners with LV. Lack of instructional materials of the LV learners gives a big challenge to both teachers and the learners.

5.3 Recommendation of the study:

Based on the findings on the attitude of parents on education of learners with low vision the study recommends that; Parents need to be taken for seminars and workshops so as to create awareness and gain knowledge on how they should handle and accommodate learners with low vision in their homes as part of family members. According to the children's right all children irrespective of their status must be given free basic education. Basic education Act 2013 grants education for all. Parents need to be guided and counseled so as to accept and appreciate their children. There is need to be supported both by the school and the community and there should be organizations that could accommodate these stigmatized parents who have children with disability in the society and the low vision parents are not an exceptional.

Based on the findings on the attitude of teachers on education of learners with LV the study recommends that; Teachers needs to be taken for in services courses ,seminars ,workshops and refresher courses to help them improve on their skills, to be specialized and upgrade themselves. The teachers service commission TSC should recruit more trained teachers and balance them to enhance gender parity. This is to cover for the few one male teacher handling the low vision learner in this school.

Based on the findings on the challenges faced parents on education of learners with LV the study recommends that; Parents need to be empowered financial by the government. Parents need to be taken for seminars, workshops and short courses so as to appreciate, love and care for their low vision children. Parents also need guiding and counseling so as to appreciate their children

Based on the findings on the challenges faced teachers on education of learners with LV the study recommends that; teachers to be taken for seminars , workshops , refresher courses and in services so as to be able to implement the core curriculum skills effectively. The government through the ministry of education should make efforts to allocate more funds to special education under the inclusive education to enable learners with low vision to have their core curriculum skills to employ teachers and nurse aid in inclusive school. The government to give enough funds for maintaining and repairing of the teaching /learning materials and equipments. The county government together with the teachers service commission TSC and the school management committee to organize workshops and seminars to sensitize parents and members of the public on children with disability. The data management of Keiyo South sub –county should be enhanced by introducing information and communication (ICT). For instance ICT should be used as an administrative tool in education management information systems (EMIS) to update data on low vision learners in an inclusive school in Keiyo south sub county Kenya. Capacity building should be facilitated by the ministry of education to students and teachers on improvisation to address cases of lack of facilities and materials. On line programs need to be introduced to cater for staff shortage and insufficient reference materials for the core curriculum skills for LV learners in the inclusive school.

International Journal of Novel Research in Education and Learning

Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

5.4 Suggestion for further research:

The following areas are suitable for further research:

A study on Perception of learners with low vision in their education in an inclusive public primary school.

A study on Strategies that can be put across for parents and teachers in educating learners with low vision in an inclusive public primary school.

REFERENCES

- [1] America Foundation for the Blind's National Education Programm.2002.Penn plaza Suite 300, New York , NK 10001.
- [2] American Department of Children School and Families (2009).
- [3] Asia Pacific Low Vision Workshop Report of workshop .Hong Kong, 28—30 may 2001 WHO / PBL 02.87, Available online at <http://whqlibdocWho.Int/hq/WHO-PBL-02.87pdf>.
- [4] Baker,C.,Lund, P., Nyathi, R., Taylor, J .,2010. The Myths surrounding people with Albinism in s South Africa and Zimbabwe: *Journal of African Cultural Studies* 22 (2) ,169-181.
- [5] Barnard WM (2004). Parents involvement in elementary school and educational attainment. *Children Youth Services Rev.* 26:39–62.
- [6] Braun, v; & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative research in psychology*,(3), 77-101
- [7] Chakuchichi DD, Chimedza RM, Chiinze MM, Kaputa TM (2003). Including the Excluded: Issues in Disability and Inclusion Module SPED 302, Harare: Zimbabwe Open University.
- [8] Clayton J, Rowley S (2004). Academic socialization: Understanding parental influences on children's school-related development in the early years. *Rev. General Psychol.* 8:163-178.
- [9] Copeland S, Hughes C, Carter E, Guth C, Presley J, Williams C, Fowler S (2004). Increasing access to general education: Perspectives of participants in a high school peer support program. *Remedial Special Educ.* 25:342-352
- [10] Cosmas. B. F.Mnyanyi, ASTU/DAATsection, Institute of Educational technology (IET) open University of Tanzania,Kawawa Road ,p.o.Box 23409, Dar Es-salaam, Tanzanai
- [11] Creswell, J. W. (2009) *Research Design .Qualitative, Quantitative and Mixed Method Approaches (3rded.)* sage Publication Incl. United Kingdom.
- [12] Desforges C, Abouchaar A (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review. Report Number 433.Department of Education and Skills.
- [13] Dimiger,G., A. W .N .Roy, J . Horn ,& M. Swan (2001). Integration of visually Impaired students into mainstream education : two case studies . *Journal of Visual Impairment & Blindness* 95 (3)
- [14] Drake DD (2000). Parents and families as partners in the education process: Collaboration for the success of students in public schools. *ERS Spectrum* pp.34-35.
- [15] Duhaney LGM, Spencer JS (2000) 'Parental Perceptions of Inclusive Educational Placements', *Remedial Special Educ.* 21:121–12
- [16] Edmore (2013), Teachers' Perceptions of Pupils' Maladjustment problems : *A Psycho_social perspective .University of Johannesburg* , South Africa
- [17] Engelbrecht,P, Oswald,M, Swart, E,Kitching,A,& Eloff,I.(2005) Parents'experiences Of their rights in the implementation of inclusive education in South Africa. *School Psychology International* , 26 (4) ,456_477.

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

- [18] Epstein JL (2001). *School, family and community partnerships: Preparing educators and improving schooling*. Boulder, CO: West view
- [19] European Research .Network 2011 Unpublished Master theses : Kenyatta University.
- [20] Fantuzzo J, Tighe E, Childs S (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *J. Educ. Psychol.* 92:367–376.
- [21] Feuerstein A (2000). School characteristics and parent involvement: Influences on participation in children’s schools. *J. Educ. Res.* 94:29-39.
- [22] Flem A, Keller C (2000) Inclusion in Norway: A study of ideology in practice, *Eur. J. Special Needs Educ.* 15:188–205.
- [23] Gonzalez-Dehass AR, Willems PP, Holbein MFD (2005). Examining the relationship between parental involvement and student motivation. *Educ. Psychol. Rev.* 17:99–123
- [24] Greenleaf AT, Williams JM (2009). Supporting social justice advocacy: A paradigm shift towards an ecological perspective. *J. Social Action in Counsel. Psychol.* 2:1–14.
- [25] Guba ,E.G.,& Lincoln ,Y .S. (2005) Paradigmatic controversies,contradictions,and Emerging confluences.In N.K Denzin.,& Y.S.Lincoln(Eds).*Handbook Qualitative Research (3rd ed)*.(pp.195-215). London: sage Publication Inc.
- [26] Harris A, Goodall J (2007). Engaging parents in raising achievement. Do parents know they matter? Retrieved 3/10/07
- [27] Hoover-Dempsey,K. V .,Walker,J. M. T., Sandla , H . M., Whetsel, D.R, Green, C.L Wilkins, A.S.,& Clossen, K.E.(2005) Why do parents become involved ? Research findings and Implications.*Elementary School Journals*.
- [28] ICEVI (2010) International council for Education of Visually Impaired
- [29] IDEA (2004). *Individuals with Disabilities Education Act as amended by Individuals with .Education improvement Act of 2004*.20.4S.C Chapter 33.
- [30] Japan International cooperation Agency (JICA). (2002).County profile on disability: Islamic Republic of Pakistan. Retrieved march 23.2010 from <http://sit Resources :worldbank.org/DISABILITY/Resources/Region/south%20Asia/JICA—pakistan.pdf>
- [31] Jeyne WH (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*
- [32] Kalabula .D .M.(2007) . *Special Education in Zambia*. Lusaks: Musumali Press.
- [33] Kanhukamwe O., Madondo C (2003). *Adapted Physical Education and Sport for people with disabilities*. Module PES 204/ SPED 302. Harare: Zimbabwe Open University.
- [34] Kapperman. G, Sticken, J., & Heinze, T. (2002). Survey of the use of assistive technology by Illinois students who are visually impaired. *Journal of Visual Impairment& Blindness*, 96, 106–108.
- [35] Keller .E (2005) .Strategies for teaching Learners with Visual Impairment.Retrieved From <http://www.as.wvu.edu/~scidis/vision.html>.6July 2009
- [36] Kelly, S. M. (2009). Use of assistive technology by students with visual impairments: Findings from a national survey. *Journal of Visual Impairment & Blindness*, 103, 470-480.
- [37] Kibaara, T.M.& Ndirangu,L.M.(2014). Parental Involvement in their children’s academic achievement in public secondary school: Acase study of Kieni West in Nyeri sub-county-Kenya.*Interantional Journal of Educational Research Vol.2 No .11*
- [38] Kimu,M. (2012). *Parent involvement in public primary schools in Kenya*. University of South Africa: Patterson

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

- [39] Kombo, D.K, & Tromp, D.L.A (2006) *Proposal and thesis writing. An introduction* Nairobi: Paulines Publication Africa.
- [40] Korir (2015) *Challenges encountered by students with Visual Impairments and Teachers in An Integrated school environment*: Published by European Center for Research Training and Development UK.
- [41] Kuran (2011) *Developmentally Appropriate Practice-Adaptive/self-Help Skills* Brookes Publishing Company.
- [42] Lynch, P. , Lund, P. M. ,(2011) *Education of children and young people with Albinism in Malawi ‘ Final Report* Common Wealth Secretariat, London
- [43] Lynch ,P., McCall , S., Doughlas, G., McLinden ,M., Mogesa ,B. Mwaura,M.,Mugo J., Njoroge,M., (2011). *Inclusive educational practice in Kenya. Kenya: evidencing practice of Itinerant teachers who work with children with Visual Impairment in local mainstream schools. International Journal of Educational Development* 31 (5), 478-488.
- [44] Lynch, P. ,McLinden, M. , Douglas, G., McCall .,2012.’ *Developing Participatory approaches for use in an action research project with teachers who support children with Visual Impairment in Kenya and Uganda: reflections on the Relational praxis between participants and research Institution ‘Research in Comparative and Interational Education,* 7(3), 282-295.
- [45] Male (2013) *Challenging behaviour : the perceptions of teachers of children and Young people with severe learning disabilities* , Institute of Education, University of London , England
- [46] Mapp KL, Johnson VR, Strickland CS, Meza C (2008). *High school family centers: Transformative spaces linking schools and families in support of student learning. Marriage Family Rev.* 43:338-368
- [47] McFerran, A. (2005). *A cursed and forgotten, Africans Learners with disabilities.* <http://www.timesonline.co.uk/article.html>.
- [48] McNabb ,D .G .(2002) *Research Methods in public administration and nonprofit Management: Quantitative and Qualitative approaches* :Armonk,NY: M.E Shape
- [49] Ministry of Education (Kenya) (2009). *The National Special Needs Education Policy Framework.* Nairobi: Government Printers
- [50] Ministry of Education (Zambia). 2007b. *Teacher’s curriculum manual.* Lusaka: Curriculum development centre.
- [51] Ministry of Education. (Republic of Kenya). *Kenya Education Sector support programme. 2005-2010 Delivering quality education and training to all Kenyans – July, 2005.*
- [52] Ministry of Education, Science and Technology ,July 2005. Kenya Education Sector
- [53] Support Programme 2005-2010. *Delievery. Quality Education and Training to All Kenyans Education For All (EFA) in Kenya. ANATIONAL HAND BOOK ON EFA 2000 and Beyond.* By Julian Nzomo, Mary Kariuki and Lilian Guantai.
- [54] Mugenda. O. M & Mugenda. A.G. *Rresearch Methods: Quantitative and Qualitative Approaches* (2003). Publisher Nairobi Kenya.
- [55] Muiti, J. (2010). *Hindrances to effective learning of pupils with hearing impairment Meru North District - Kenya* .Nairobi: Kenyatta University.
- [56] Mutasa, Goronga & Gatsi (2013). *Parental involvement: An untapped Potential for Transforming special needs education in Zimbabwe. University of Zimbabwe.*
- [57] Mutungi (2012) *Perceptions of Teachers and Head Teachers on Effectiveness of Inclusive Education in Public Primary Schools and Units.* Unpublished Masters Thesis. Mount Kenya University, Kenya.
- [58] Nakken H, Pijl, SJ (2002) *Getting along with classmates in regular schools: a review of the effects of integration on the development of social relationships, Int. J. Inclusive Educ.* 6:47–61.

International Journal of Novel Research in Education and Learning

 Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

- [59] National Information Center for Children and Youth With Disabilities. (2001). General information about visual impairments: Fact sheet No. 13. Washington, DC: Author.
- [60] Ndinda, M. H. (2005) Integrating Physically disabled children into regular schools In Kenya : A case of Machakos District . Ph. D .Dissertation University of Osnabruck , Germany.
- [61] Ndurumo, M.(2006) *'The Potential Impact of the Children Act (2001) and The Persons with Disabilities Act (2003) on Education of Learners with Disabilities in Kenya in the 21st Century'* in :The Education: A journal Of the school of education, Moi University, Vol. no.1 1-xxvii,-2006.
- [62] Njagih, M. (2005, January 29). *Doctors rescue man tied to a seat for years*. The Standard, pp 4
- [63] Okot ,M., Eron. L. & Kutosi, G., W.,(2000). *Special needs education, Module I*. Kenya Institute of special education, Nairobi.
- [64] Orodho,A. J. (2003) *Essentials of Educational and Social Sciences Research Method*. Nairobi : Masola Publishers.
- [65] Palmer,C.P.(2008). Beneath the surface of Inclusive Education: Issues and Challenges faced by parents vision professionals and teachers. In 9th. *International Conference on low vision, vision 2008*: Montreal.
- [66] Patton. M. Q.(2001) *Qualitative Research and Evaluation Methods* (2nd Edition) Sage Publications Thousand Oaks.CA.USA.
- [67] Payne, G & Payne, J. (2004). *Key concepts in social research*. London: Sage
- [68] Perkins, Kara, Column,Luis, Lieberman,Laureni,Bailey &JoEllen;Journal of visual impairment & Blindness,vio7n2 p131-142,2013.
- [69] Perkins,Kara,Column,Luis,Lieberman,Lauren ,Bailey,JoEllen:Journal of visual Impairment &Blindness V107 n2 P131-142 may.April 2013
- [70] Petterson, K.B. & Krudwig., (2010) Quick! Close the door! Increasing school choices for students with disability. *Journal of Multiculturalism in Education*. Retrieved from <http://www.multiculturaljournal.com/volume/4/#patterson>
- [71] Pijl, S. J, Nakken H, Mand J (2003) LernenimintegrativenUnterricht.Eine Übersichtüber die Auswirkungen von Integration auf die Schulleistung von Schüler/innenmit
- [72] Puri ,A and Abraham, A .(2004) . *Handbook of Inclusive Education for Educators Administrators and Planners*. New Delhi; Saga Publications.
- [73] Randiki , F .O .(2002) *Historical Development of Special Education*.Nairobi:KISE. Roe, J .(2008) Social Inclusion: Meeting the socio-emotional needs of children with Vision needs. *British journal of Visual Impairment*,26(2).147.
- [74] Reed RP, Jones KP, Walker JM, Hoover-Dempsey KV (2000). Parents' motivations for involvement in children's education: Testing a theoretical model. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- [75] Republic of Kenya (2003) The persons with Disabilities Act. 2003, Nairobi: Government printer.
- [76] Republic of Kenya (2001) *Kenya Gazette supplement no.95 of 2001;The children's Act 2001*.Nairobi: Government printer
- [77] Republic of Tanzania, Ministry of Education and Culture, (2000).Education in a Global Era: Challenges to Equity, Opportunity for Diversity. A paper presented at the Fourteenth Conference of Commonwealth Education Ministers (14ccEM). Halifax, Nova Scotia,Canada, 27_30 November,2000.
- [78] Reynolds A, Clements M (2005). Parental involvement and children's school success. In: Patrikakou, E. N.,Weissberg, R. P., Redding,S.,& Walberg, H. J. (Eds.), *School-family partnerships: Promoting the social, emotional, and academic growth of children*. New York: Teachers College Press pp.109–127.

International Journal of Novel Research in Education and Learning

Vol. 4, Issue 6, pp: (74-102), Month: November-December 2017, Available at: www.noveltyjournals.com

- [79] Russell, F. (2003). *The expectation of parents of disabled children. In British journal of special education Vol. 30, number 3, 2003.*MASEN
- [80] Ruteer K.(2013) Effectiveness of teaching methods for Daily-living skills to learners with mental retardation in special units in primary schools.Unpublished masters’thesis. Kenyatta University, Kenya.
- [81] Sheldon,S.B.(2002). Parents Social networks and beliefs as predictors of parents Involvement. *Elementary School Journal*,102,301-316
- [82] Smith, D.D. and Tyler, C.N. (2010).*Introduction to special education. Making a a difference.*
- [83] Spernes, K. (2011), *A study from Kenya about parental involvement in School*, Ostfold university college, Halden, Norway; European Research Network by General Assembly Resolution 2174(111) of December 1948.Taylor L
- [84] Tremblay,P. (2007). *Special Educations Needs Basis. Historical and Conceptual Approach.*Montenegro: University Libre de BruxellesTivat. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/COPS/News_documents?2007/0711Tivat/History_inclusive_Education.pdf
- [85] UNESCO (1994). The Salamanca Statement and Framework for Action on special Needs Education: Access and Quality. United Nations Ministry of Educational, Scientific and Education and Science. Cultural Organization, Spain
- [86] UNESCO. (2009).*Policy guidelines on inclusion in education* . Paris: UNESCO.
- [87] United Nation (2008). Treaty Collection: Optional Protocol to the Convention on the Rights of Persons with Disabilities" United Nations. Retrieved 2012-12-03.
- [88] Wolfendale, S. (2006).*Partnerships in learning in the interest of the children, benefiting all.* University of London.
- [89] Yin .R (2009). *Case study Research. Design and methods. Thousand oaks.* Sage Publications.