





African Journal of Education and Practice (AJEP)

**Enhancing Physical Education for Learners with Visual Disabilities: Instructional
Practices and Inclusive Strategies**

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Article History

Received 11th April 2025

Received in Revised Form 18th May 2025

Accepted 24th June 2025



How to cite in APA format:

Jakinda, R., Munayi, S., Chumba, J., & Gathoni, B. (2025). Enhancing Physical Education for Learners with Visual Disabilities: Instructional Practices and Inclusive Strategies. *African Journal of Education and Practice*, 11(3), 13–26. <https://doi.org/10.47604/ajep.3403>

Abstract

Purpose: The study sought to discover what is going on in the classroom for learners with visual disability. This study examines the instructional practices employed by physical education teachers to support learners with visual disabilities. The objective was to identify and analyze the teaching strategies used to facilitate effective instruction in physical education for this group. The research question guiding the study was: What instructional practices are employed in the teaching of physical education for learners with visual disabilities? Findings from this study have the potential to inform educational stakeholders and contribute insights that support policy formulation, enhancing instructional strategies for learners with visual disabilities and fostering a more inclusive learning environment. In this study, instructional practices refer to teaching techniques such as the use of lesson plans, adherence to the syllabus, and direct interaction between teachers and learners to ensure meaningful engagement and learning experiences.

Methodology: This study utilized a descriptive survey research design to assess physical education instruction for learners with visual disabilities. Descriptive research systematically examines populations, situations, or phenomena by addressing key questions such as when, what, where, and how, making it an appropriate approach. The study collected both qualitative and quantitative data, incorporating insights from key informants, including head teachers.

Findings: This study found that physical education teachers for learners with visual disabilities consistently used lesson plans derived from schemes of work, which were routinely inspected by head teachers. While most teachers considered lesson time sufficient, a minority raised concerns about time constraints affecting students' ability to meet learning objectives. Schools followed the general Competency-Based Curriculum (CBC) syllabus, requiring teachers to adapt it to students' needs, though standardization of these adaptations remains unclear. Learners responded positively to instruction, particularly enjoying game-based activities, but physical education was not among their top three favorite subjects, with inadequate equipment and resources cited as challenges.

Unique Contribution to Theory, Practice and Policy: The study recommends further investigation into time allocation, standardized syllabus adaptations, and improved access to teaching materials to enhance instructional effectiveness and inclusivity.

Keywords: *Instructional Practices, Visual Disabilities, Classroom Interaction, Lesson Plans, Schemes of Work*

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INTRODUCTION

The Objective of the study was to establish the instructional practices used by physical education teachers for learners with visual disability. The research question was, what are the instructional practices used in the teaching of physical education for learners with visual disabilities? The significance of the study was the findings have the potential to inform educational stakeholders and contribute valuable insights that can support policy formulation concerning instructional strategies for learners with visual disabilities. By integrating these findings into policy development, educators and policymakers can enhance the effectiveness of physical education instruction for learners with visual impairments, thereby fostering a more inclusive and equitable learning environment. In the study, the meaning of term instructional practices was used to mean teaching techniques used these included the use of lesson plans, syllabus and the actual interaction between the teacher and the learners.

LITERATURE REVIEW

While instruction is a central pillar in the teaching process, Aboshkair (2022) noted that the teacher is cardinal in an effective physical education programme. Munayi (1989) had stated the classroom was a place for interaction between the teacher, the learners and the instructional methods. Instructional practices refer to the structured interaction in the classroom between the teacher and the learners and teaching process. Technically, the more structured a classroom is the more refined and effective the teaching process will be. This is also true for physical education (Ward, Higgenson & Cho, 2020). Ward et al noted that the teachers tend to have a set of professional skills that must be adhered to in different settings according to the needs of the learners. The learners with visual disability have clearly defined needs,

Musau and Abere (2015) found there was a relationship between teacher qualifications and students' academic performance in science, mathematics, and technology subjects in Kenya. Jakinda, Munayi, Chumba and Gathoni (2022) noted that effective teaching of PE entail effort and creativity by the teacher. Further the study noted that the teacher is a central pillar in the interaction process referred to as the classroom suggesting the need to delve into the instructional practices apparent in the teaching process.

Yusuf and Dada (2016) conducted a study examining the impact of teachers' qualifications and experience on students' performance in colleges of education in Kaduna State, Nigeria. The study population consisted of 120 teachers and 1,630 students, with a randomly selected sample of 20 teachers and 100 students from two colleges in the state. Data were collected using questionnaires and students' test scores, which were then analyzed through frequency counts, percentages, and t-tests. The research design employed was a descriptive survey and ex-post facto approach.

Mupa and Chinooneka (2015) conducted a qualitative study investigating factors contributing to ineffective teaching and learning in primary schools in Zimbabwe. The researchers utilized convenience sampling to select participants for the study and employed semi-structured interviews for data collection, a method also used in the current research. The findings revealed that teachers did not incorporate varied teaching methods in their instruction and lacked effective pedagogical skills to enhance teaching effectiveness. Additionally, the study highlighted that challenging work environments, including the absence of incentives, had negatively impacted teacher morale. These

findings raise important questions regarding whether similar challenges are present in Kenya, particularly within institutions for the blind when teaching physical education to learners with visual impairments. The current study sought to explore this issue.

Munawaroh (2017) conducted a study examining the influence of teaching methods and the learning environment on students' academic achievement in craft and entrepreneurship subjects at vocational high schools. The researcher employed simple random sampling to select respondents, a sampling approach similar to that used in the current study. Data collection methods included questionnaires and interview schedules, which are also utilized in the present study. The findings indicated that the learning environment established during the instructional process, as well as the teaching methods adopted by educators, significantly influenced student learning outcomes.

These findings raise important questions regarding the educational experiences of teachers and learners in schools for the blind. Specifically, how do instructional methods and the learning environment affect the instruction and acquisition of physical education skills among learners with visual impairments? The current study aimed to address these questions, with findings presented in Chapter Four.

Theoretical Framework

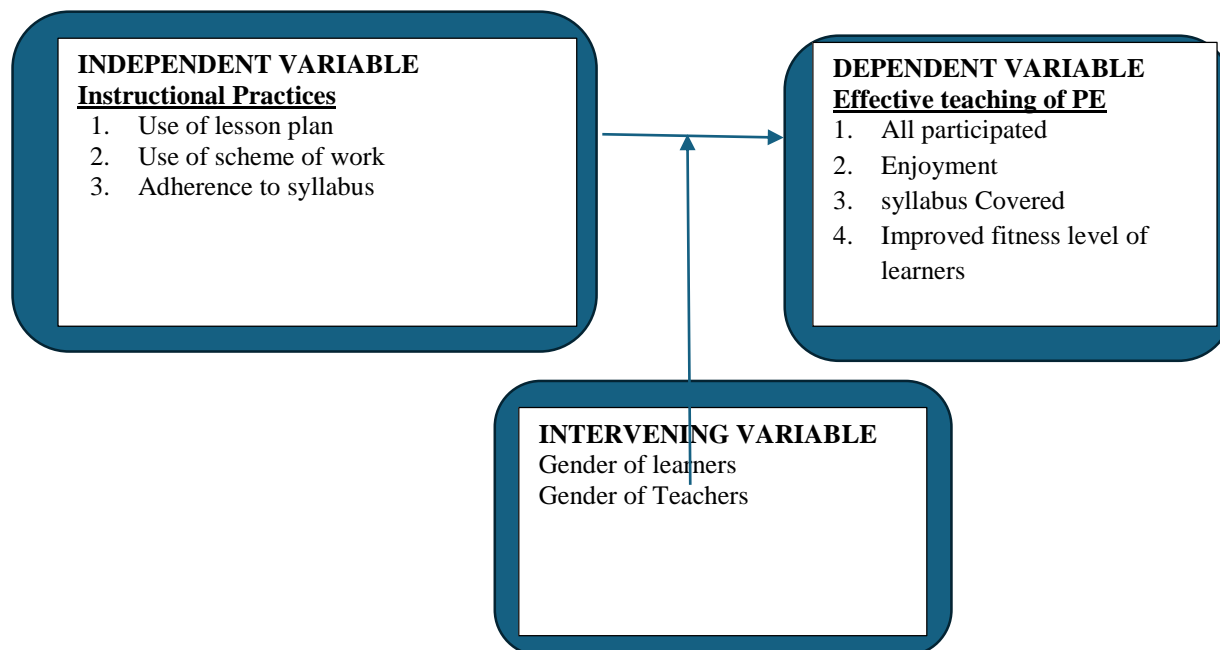
This research is underpinned by the theory of normalization, originally conceptualized by Wolf P. Wolfensberger (1980). The theory was later examined by Akhilesh Kumar (2016), who focused on promoting equal opportunities for learners with intellectual disabilities. Normalization is a principle that advocates for individuals with disabilities to engage in everyday activities within typical environments, including exercise, play, and recreation. It emphasizes societal acknowledgment and acceptance of people with disabilities, ensuring they have access to the same conditions as their non-disabled peers.

Within the theory of normalization, Wolfensberger (1980) highlights the concept of the "dignity of risk" rather than the "protection" of individuals with disabilities. This perspective suggests that individuals with disabilities should not be regarded as ill, sick, or abnormal, but rather as individuals who require appropriate support to lead fulfilling lives. Wolfensberger further critiques societal tendencies to use protection as a means of segregating individuals with disabilities.

In relation to the current study, it is posited that qualified teachers of learners with visual impairments are more likely to understand, accept, and provide a normalized educational environment for these learners compared to less experienced educators. Additionally, when school administrations support the physical education (PE) department to the same extent as other subjects, both teachers and learners with visual disabilities may feel valued and included, thereby reinforcing the principle of normalization.

Furthermore, when high-quality and appropriate teaching practices are employed, and curriculum guidelines are effectively implemented, learners with visual impairments can experience meaningful physical education lessons. This alignment with the theory of normalization underscores the importance of treating learners with disabilities as equal participants in the educational system alongside their peers.

Conceptual Framework



The study used instructional practices as the independent variable suggesting if these instructional practices are adhered to professionally, then there would be effective teaching of physical education which is the dependent variable.

METHODOLOGY

This study employed a descriptive survey research design to evaluate the instruction of physical education for learners with visual disabilities. According to McCombes (2019), descriptive research systematically examines a population, situation, or phenomenon, addressing key questions such as when, what, where, and how making it well-suited for the present study. The data collected included both qualitative and quantitative information, allowing the researcher to gather insights from key informants, such as head teachers.

The research was conducted in schools for the blind, which are distributed across Kenya. According to the Republic of Kenya (2019), approximately 20% of the population lives with some form of disability, with an estimated 17% of this group experiencing visual disabilities. These individuals are dispersed throughout the country, and this study specifically targeted learners enrolled in schools designated for the blind. Since these institutions cater to learners with visual impairments, it was expected that they would have appropriate support structures in place to facilitate effective learning.

Primary schools for visually impaired learners are located throughout the country, totaling ten institutions. The target population for this study included all head teachers from these schools, teachers responsible for grades three and four, and learners with visual disabilities in those grades. At the time of the study, the Competency-Based Curriculum (CBC) had reached grade four, making these students the most appropriate participants for the focus group discussions. According

to the Republic of Kenya (2018), the total number of learners with visual disabilities in grades one through four was 543, comprising 298 males and 245 females. Additionally, the study involved 10 head teachers and 45 teachers instructing grades three and four.

All ten schools for the blind participated in this study, with one institution randomly selected for the pilot study. The selected school for the pilot phase was excluded from the final analysis to enhance data quality and ensure comprehensive findings. Nine principals from the ten schools contributed to the study. Kenya is currently implementing the Competency-Based Curriculum (CBC), which, at the time of data collection, was in effect for learners in grades one through four. Given their advanced exposure to physical education within the CBC framework, grade three and four students from the selected schools were identified as the primary subjects of this study.

In each learning institution, two classes comprising approximately 18 learners per grade were involved. Within each class, two or three focus groups were created for discussions lasting the final 10 minutes of the lesson. Teachers from the selected classes also participated in the study. These groups engaged in physical education instruction, adhering to the competency-based curriculum first introduced in 2017 (Competency-Based Curriculum Framework, 2018).

To facilitate data collection, the researcher employed multiple instruments, including questionnaires, interview schedules, focus group discussions, observational protocols, document analysis, and inventory protocols. These methodologies ensured the gathering of rich and comprehensive data relevant to the study's objectives.

Table 1: Target Population and Sample Size

Respondents	Target population	Sample size
Principals	10	9
Teacher	45	43

RESULTS AND DISCUSSIONS

Supervision of Teaching Plans

The primary instructional tools in educational settings include the lesson plan and the scheme of work. The scheme of work outlines how the syllabus is interpreted over a term, whereas the lesson plan specifies the daily activities of a lesson. These documents are integral to the teaching-learning process, as they indicate that a teacher has adequately organized and planned the instructional content.

This study aimed to examine the supervisory role of head teachers in the teaching-learning process. In particular, Table 2 presents data regarding whether head teachers expect lesson plans to be employed during physical education classes for learners with visual disabilities.

Table 2: Head Teachers' Perceptions of Whether Lesson Plans were used

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

According to Table 2, head teachers confirmed that lesson plans are utilized for all classes, including physical education for learners with visual disabilities. This finding indicates that every lesson at these institutions is planned, which is a positive indicator of instructional organization. In contrast, Munayi (2015) found that teachers working with learners with intellectual disabilities often did not use lesson plans, attributing their reliance on schemes of work to their extensive teaching experience.

Inspection of Schemes of Work and Lesson Plans by Head Teachers

Head teachers were queried regarding the frequency with which they inspected lesson plans and schemes of work. Such inspections help verify that the lesson plans prepared are indeed implemented in the classroom. Given that schemes of work serve as long-term planning documents, an inspection conducted once per term is considered sufficient. Table 3 presents the frequency data reported by head teachers concerning the inspection of lesson plans and schemes of work for learners with visual disabilities.

Table: 3 How Often Head Teachers Inspected Lesson Plans and Schemes of Work

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

Table 3 indicates that all head teachers inspect lesson plans at least monthly, with 37.5% conducting weekly reviews. This frequent inspection is beneficial because it ensures that teachers remain well-organized and any errors or deviations from the planned curriculum can be promptly identified and corrected.

In contrast, schemes of work—being long-term planning documents—are inspected once per term. This frequency is considered sufficient, as these documents typically require minimal adjustments unless administrative issues, such as teacher absences, arise. Moreover, the inclusion of a remarks column within the schemes of work serves as a self-regulatory mechanism, facilitating necessary adjustments as needed.

Instructional Practices Used by Teachers

The teaching methodology employed by educators plays a critical role in creating a conducive learning environment across all disciplines and educational levels. Isa, Mammam, Badar, and Bala (2020) found that teaching practices significantly influence learners' performance. Similarly, Atandi, Gisore, and Ntabo (2019) emphasized that the effectiveness of instruction is strongly dependent on the teaching practices implemented. They explained that adherence to a curriculum facilitates the systematic delivery of essential information throughout the academic year and that these teaching practices profoundly affect student outcomes.

In the present study, efforts were made to verify the head teachers' assertions regarding the use of lesson plans and schemes of work. To achieve this, teachers were asked a series of questions designed to assess the actual utilization of these instructional tools. Table 4 displays the data collected, which serve to triangulate and confirm the information provided by the head teachers.

Table 4: Triangulation of the Instructional Practice by Teachers for Learners with Visual Disability

Variable	Yes		No	
	f	%	f	%
Use of Lesson Plan	34	100.00	0	0.00
Did you follow scheme of work	34	100.00	0	0.00
Is the lesson plan concurrent with the scheme of work	34	100.00	0	0.00
Does the scheme of work adhere to the syllabus	34	100.00	0	0.00
Is the time Provided Sufficient	32	94.12	2	5.88
Did teachers provide sufficient time for practice	28	82.35	6	17.65
Were objective of the lesson achieved	34	100.00	0	0.00

From Table 4 on the various methods used in teaching the following concepts were noted:

Use of Lesson Plan

According to the head teachers, 100% of teachers reported using lesson plans. This practice indicates that every lesson delivered to learners with visual disabilities was systematically prepared

Use of Scheme of Work

All head teachers reported that 100% of teachers adhered to a scheme of work. Furthermore, an examination of the congruence between the lesson plans and the schemes of work revealed that all instructional materials used for teaching learners with visual disabilities were consistent with the prescribed scheme of work. This ideal practice suggests that the teaching and learning process in schools for learners with disabilities is of high quality. Mupe and Chinooka (2015) assert that effective teaching is significantly influenced by thorough planning and the use of systematic instructional tools, highlighting the critical role of these complementary methodologies in the educational process.

Adherence to Syllabus

Regarding the adherence of the scheme of work to the syllabus, all teachers (100%) acknowledged that their scheme of work was aligned with the syllabus. However, when asked to present the syllabus, every teacher indicated that they relied on the general CBC syllabus rather than a syllabus specifically designed for special needs. Teachers noted that they simply adopted the general syllabus, yet none provided a copy for verification. This issue is critical, considering that learners with disabilities require adapted materials. Munayi (2015) suggests that only highly motivated teachers tend to adapt equipment and sports activities to meet the specific needs of learners, whereas less motivated teachers are more likely to choose the easiest option. Similarly, Mutia (2020) observed that adapting the syllabus and equipment is fraught with challenges. These

findings indicate a need to review and revise policies on adaptation to enhance service delivery in schools for learners with visual disabilities.

Time for Lesson

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

Haegele and Lieberman(2016) suggested that learners with visual impairment tend to be more delayed in motor skills than their more sighted colleagues. Could this be an explanation on why some of the teachers are raising a red flag about the time allocated for physical education for learners with visual disability not being sufficient? The study by Haegele and Lieberman noted that some teachers preferred to give learners with visual disability longer sessions by utilizing blocked schedules as opposed to one lesson. Gichia, Njoroge and Mwisukha (2014) noted that in a case study of students with physical disability in Joy-town Thika, Kenya, that the set syllabus had anomalies in terms of time allocation being inadequate since the activities were difficult to perform. Could the few dissenting voices be a case in point which may have noted this finding? McCullick, Baker, Tomporowski, Templin, Lux and Isaac (2012) noted that an increase in one hour a week of physical education in grade one as opposed to kindergarten had the effect of impacting the basic metabolism index(BMI) of the learners significantly.

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

Achievement of Objectives

Regarding the achievement of lesson objectives, all teachers (100%) indicated that they had met the objectives for the observed lessons. This finding suggests that the expectations outlined in the syllabus were fully realized.

Learners Reactions to Teaching Practices

Learner perceptions are a critical determinant in the teaching-learning process. Consequently, instructional practices should be centered on the learner and their level of satisfaction. This study aimed to assess learner satisfaction with physical education instruction among learners with visual disabilities. For the focus group discussions, learners were organized into groups of five to eight, depending on class size. Table 4.9 presents the responses of the learners regarding the teaching practices employed by their physical education instructors.

Table 5: Learners Responses to Teaching Methodology

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

Table 5 reveals that, based on focus group discussions, learners overwhelmingly agreed that all lessons were taught effectively. This consensus reflects the high level of training that teachers receive in both the subject matter and in addressing the needs of learners with disabilities. These findings align with those of Munayi (2015), who reported that learners—even those with intellectual disabilities—generally enjoy physical education classes when instruction is delivered effectively. Thus, the data suggest that learners with visual disabilities in Kenya are receiving quality teaching.

In addition, the learners expressed a strong preference for their physical education teachers, emphasizing that a teacher's likability is fundamental to creating a conducive learning environment. This observation is consistent with the study by Husain, Hasan, Wahab, and Jantan (2015), which found that learners' favorable perceptions of their teachers significantly contribute to effective teaching. Based on these findings, the current study concludes that physical education teachers for learners with visual disabilities are effective in their instructional practices.

Physical education lessons are structured into six distinct components. The first component is the introduction, which includes a warm-up. The second involves compensatory activities, such as stretching. The third component is the class activity, during which learners acquire a new skill. The fourth stage consists of group activities that facilitate the practice of both new and previously learned skills. This is followed by a games section, which offers learners an opportunity for unstructured, enjoyable play. Finally, the lesson concludes with a cool-down session—often referred to as the "lumber down" period—to help learners return to homeostasis before transitioning to the next class. When queried about their preferred part of the lesson, learners consistently identified the games section as the most enjoyable aspect. Moreover, learners reported that they appreciated physical education because it was perceived as a fun discipline.

In terms of audibility, learners with visual disabilities consistently reported that teachers were sufficiently audible and easy to follow, ensuring that instructional content was effectively communicated. Husain, Hasan, Wahab, and Jantan (2015) observed that exemplary teachers simplify their instructional delivery, thereby facilitating learner comprehension and internalization.

Regarding the availability of equipment and facilities, learners unanimously indicated that the resources provided were insufficient in both quality and quantity during lessons. Their observations corroborated similar concerns expressed by teachers and head teachers, with learners

noting that more diverse, higher-quality equipment would have enhanced their learning experience. Additionally, the limited availability of facilities appeared to restrict the range of skills taught during lessons. These findings suggest that teachers should either invest in improved equipment or develop creative alternatives to enrich instructional practices and provide a more comprehensive educational experience.

Challenges of Instruction

Challenges encountered in teaching can significantly distort the classroom environment. Such challenges may be related to content, equipment, or even teacher training, and they ultimately affect the extent to which learners internalize the material being conveyed. Table 6 provides a summary of the challenges reported by physical education teachers working with learners with visual disabilities.

Table: 6 Challenges by Teachers Instruction PE for Learners with Visual Disability

Challenge	f		Percentage	
	Yes	No	Yes	No
Content	14	20	41.18	58.82
Equipment	34	0	100.00	0.00
Facilities	21	13	61.76	38.24
Teacher Training	0	34	0.00	100.00
Students	0	34	0.00	100.00

According to Table 6, 41.18% of teachers reported experiencing content-related challenges when instructing physical education classes for learners with visual disabilities. Follow-up questions revealed that these challenges pertained to the limited number of skills taught; many teachers expressed a desire to introduce additional skills but lacked sufficient information on how to teach them effectively.

In addition, all teachers (100%) identified equipment as a major challenge. Specifically, teachers highlighted issues related to both the cost and availability of specialized equipment. Although they made efforts to adapt available equipment, they consistently encountered obstacles, noting that such equipment is often prohibitively expensive and difficult to procure because sports shops rarely stock items designed for individuals with visual disabilities. These findings are consistent with those of Gichia, Njoroge, and Mwisukha (2014), who observed that schools for learners with physical disabilities in Kenya frequently lack the necessary equipment to conduct successful lessons.

Regarding facilities, 61.76% of teachers reported that the number and quality of available facilities were inadequate. Although investing in facilities is costly, observations revealed that teachers made optimal use of the space available, effectively utilizing their resources.

In addition, none of the teachers identified their training or their interactions with students as challenges. No teacher reported issues with teacher-student relationships or insufficient preparation for teaching. This high level of confidence among educators is encouraging, as it reflects a positive attitude toward instructing learners with visual disabilities.

Discussion

Lesson Planning and Inspection

All physical education teachers for learners with visual disabilities reported using lesson plans (100%), indicating that every lesson was systematically structured and planned. The lesson plans were periodically inspected by head teachers, with 37.50% of them conducting weekly inspections and the remaining 62.50% inspecting on a monthly basis. This practice suggests that lessons were delivered under regular supervision, ensuring adherence to the standards and expectations outlined in the syllabus.

Schemes of Work

Head teachers confirmed that they routinely inspected the schemes of work (100%). Moreover, all teachers stated that their lesson plans were derived from these schemes of work. Observations indicated that the schemes of work were in concurrence with the lesson plans implemented on the day of observation, demonstrating a high level of planning and coordination.

Syllabus Adaptation

It was established that schools for learners with visual disabilities used the general syllabus for Competency-Based Curriculum (CBC) programmes. Teachers were expected to adapt this general syllabus to the specific needs of their students. However, the extent to which these adaptations were standardized remains a subject for further investigation.

Time Allocation and Lesson Objectives

A considerable majority of teachers (94.12%) reported that the time allocated for lessons was sufficient. However, 5.88% of teachers expressed concerns that the standard time allocation might be inadequate for learners with visual disabilities, who may require additional time to achieve the daily objectives. This discrepancy suggests that further examination of time allocation practices is necessary. Nonetheless, all teachers (100%) affirmed that they successfully met the objectives of their lessons.

Learners' Reactions and Overall Teaching Effectiveness

Learners responded positively to the teaching practices employed, with all observed lessons being effectively taught. Teachers demonstrated proficiency in delivering all six components of a standard physical education lesson, and learners reported the game segment as their favorite part of the lesson. Despite these positive aspects, physical education was not ranked among the top three favorite subjects by learners with visual disabilities. Additionally, learners noted that the equipment and facilities available were insufficient. Furthermore, 41.18% of teachers identified challenges related to content delivery, attributing these difficulties to a lack of adequate reading resources for the discipline of physical education and sports.

CONCLUSION AND RECOMMENDATIONS

The study concluded that physical education teachers for learners with visual disabilities planned lessons using schemes of work and lesson plans. Furthermore, head teachers periodically inspected these documents before implementation. Although the majority of teachers believed that the time allocated for lessons was adequate, some dissenting views emerged regarding time constraints.

Learners responded positively to the instructional practices; however, physical education was not ranked among their top three favorite subjects. This divergence suggests that the issue of time allocation warrants further investigation. It is possible that teachers may be teaching mechanically to meet time limits rather than ensuring that learners fully acquire the intended knowledge.

The findings also indicated that permitting teachers to interpret the general syllabus as they see fit may lead to inconsistent instructional practices. There is a critical need to develop a standardized syllabus specifically for learners with visual disabilities, ensuring that instructional approaches are uniform across teachers. A well-implemented, specialized syllabus could support systematic and tangible learning outcomes, reducing the risk of poor instruction resulting from individual variability or low teacher motivation.

Lastly, the study recommends that teachers take personal initiative to seek additional information about physical education. With the Internet serving as an extensive repository of knowledge, educators are encouraged to utilize this resource to enhance their instructional practices and improve overall teaching quality.

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