

HEAD TEACHER'S CLASSROOM OBSERVATION ON TEACHERS' INSTRUCTIONAL METHODS IN SPECIAL SCHOOLS FOR THE VISUALLY IMPAIRED IN NYANZA REGION, KENYA

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ABSTRACT

This study examined the extent to which head teacher's classroom observation influences teachers' instructional methods in special schools for the visually impaired in Nyanza Region, Kenya. The study was supported by Instructional Leadership Theory. Convergent parallel design with mixed methods guided the study. Descriptive design supported the quantitative study while the phenomenological design described the qualitative research. The target population was 289 participants. Census was used to sample 3 schools and 75 teachers respectively. Probability and nonprobability sampling techniques were utilized to sample 138 pupils. Inclusion sampling was used to select 3 head teachers and critical case sampling for 1 curriculum support officer. Data was gathered through questionnaires and interviews. Content and face validities were ascertained through consultation with research experts, supervisors and head of postgraduate Studies at the Catholic University of Eastern Africa. Reliability of research instruments was determined by use of Cronbach's alpha coefficient of 0.916. Descriptive statistics was analyzed using SPSS Version 25 and presented in frequency distribution tables. Two-variable t-test was used to test the hypotheses while Qualitative data was analyzed narratively and direct quotes. The actions by the head teachers contributed to better teaching, increased accountability of teachers, and more abundant learning experiences through the use of visual aids and technology. In recommendation, the routine of classroom observations must be institutionalized and strengthened. Observation protocol and training modules must be developed so that head teachers can undertake regular, structured, and reflective class visits.

Key Words: Classroom Observation, Instructional Methods, Schools for The Visually Impaired, teachers and Head teachers.

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BACKGROUND TO THE STUDY

One of the key practices of instructional leadership that enhances teacher development and learning outcomes, especially in special schools for visually impaired individuals, is classroom observation by head teachers. Walkthroughs and formal observations allow head teachers to collect evidence of teaching practice and provide constructive feedback to teachers in good time. Eisner and Sergiovanni recommend that leaders need to devote considerable time to classroom observation as a way of monitoring instructional quality (Eisner & Sergiovanni, 2025). Where visual impairment is involved, these observations have to go beyond the usual teaching observation to examine how effectively teachers provide accessibility measures such as Braille materials, tactile graphics, appropriate lighting, and assistive technologies. Observations also reveal how the pupils engage with their world through sensory modalities such as head movement, tactile exploration, and audition, providing data that informs personalized instructional support (Willings, 2025). Classroom observation efficacy in these settings, therefore, depends on aspects such as the use of specialized rubrics, observation frequency, feedback quality, and alignment to the unique learning profiles of the visually impaired students.

Equally important are instructional strategies used by educators in special schools for the visually impaired. Literature shows that some of the effective instructional strategies to teach Braille beginners include role plays, tactile exploration, songs, questioning, and direct instruction, which develop multisensory readiness skills (Komba et al., 2025). The use of tactile materials; from real objects to 3D models and tactile diagrams has also been proven to be an essential element in helping visually impaired students achieve academic, spatial, and motor skills, despite challenges in their production and adaptation (Phutane et al., 2022). Through the injection of technology, new approaches such as customized audio-based learning platforms like Audemy (Yang & Taele, 2025) and revised curricula with tactile diagrams and manipulative kits (Tripathi & Thakkar, 2025) are facilitating inclusive learning. Together, these approaches show that effective teaching of visually impaired students is based on multisensory learning, individualized support, and a combination of traditional tactile resources and emerging digital technologies.

Globally, research has for a long time highlighted the importance of specialized pedagogical practices and inclusive classroom settings for children who are visually impaired. Najmee et al. (2025), in an international scoping review, investigated classroom settings and practices used in different environments to support schooled children with visual impairments. It was found during the study that effective teaching in such settings depends on multisensory teaching, regular functional vision screening, and the utilization of tactile and auditory learning materials. The review further emphasized the importance of teachers being trained in Braille and Universal Design for Learning (UDL) as well as utilizing assistive technologies to bridge learning gaps. However, it also quoted profound disparities in the availability of such resources across the globe that curb the scholarly performance of a majority of visually challenged students.

Regionally, in Tanzania's East Africa, Komba, Bali, and Sungwa (2025) researched special pre-primary schools, focusing on strategies employed when instructing Braille novices. Through classroom observations and teacher interviews, the study determined that teachers favored multisensory approaches such as role playing, singing, tactile experience with real objects, and direct teaching. These practices maximized students' engagement and developed early literacy. Nonetheless, the study also uncovered that insufficient tactile materials and inconsistency in teacher training prevented these practices from succeeding. The findings hinted towards the need for an organized readiness program to enable learners to transition smoothly to Braille literacy.

In the Kenyan context, Elijah, Nyambura, and Oigara (2021) had written on the connection of teaching skills, instructional strategies, and the performance of visually impaired learners in Narok West Sub-County. The study confirmed that students achieved good results where teachers possessed good Braille skills and were able to vary instructional strategies to cater to the needs of students. Professional development lapses and

insufficient instructional materials, however, led to poor performance in other institutions. The researchers thus deduced that continuous training and provision of teachers with adequate instructional materials are the keys to improving the learning outcome for visually impaired students in Kenyan schools.

In Nyanza area, Nyaramba Zone, Ekerenyo Division, Onduso (2022) examined visually impaired students' teaching approaches and academic performance in inclusive schools, noting numerous systemic intricacies. The research found that more than 60% of the instructors in inclusive classes were professionally inexperienced in Braille or adaptive pedagogy, which hindered successful lesson implementation directly. In addition, schools reported continued lack of tactile and audio learning materials, with fewer than half of the students having access to Braille books or tailored materials on a regular basis. These deficits were in addition compounded by some peers' and teachers' negative attitudes, which enabled social barriers to education and integration. The research emphasized that without specific interventions such as in-service education of instructors, availability of assistive technology tools, and curriculum change, visually impaired students in the Nyanza region remain far behind academically. The findings also emphasized the necessity of policy interventions that demand resource mapping and monitoring mechanisms to increase the inclusivity and efficiency of pedagogic practices among visually impaired students.

Statement of the Problem

One of the persistent challenges in Kenya's special schools for the visually impaired, particularly in regions such as Nyanza, is the low effectiveness of head teachers' classroom observation exercises in enhancing instruction delivery. Although classroom observation is one of the instructional leadership activities that are supposed to provide timely feedback and support to teachers, in this context, it is generally undermined by insufficient training on adaptive pedagogy, insufficient use of observation tools designed for visually impaired pupils, and insufficient provision of needed resources such as Braille textbooks, tactile diagrams, and assistive technologies. Onduso (2020) reported that approximately 60% of visually impaired learners in Nyanza underachieve due to such gaps, reflecting systemic weaknesses in educational monitoring and allocation of resources. If not corrected within timely periods, the impact may be persistent poor learning, aggravated education inequalities, reduced rates of transition into higher levels of education, and long-term social and economic marginalization of visually impaired students in the area.

Research Question

How do head teacher's classroom observation affects teachers' instructional methods in special schools for the visually impaired in Nyanza region, Kenya?

Hypothesis

H₀₁: The head teacher's classroom observation has no statistically significant effect on teachers' instructional methods in special schools for the visually impaired

LITERATURE REVIEW

Theoretical Framework

The study was guided by the Instructional Leadership Theory, developed by Hallinger and Murphy (1985). This school of thought focuses significantly on the head teacher's role in leading and shaping instruction through curriculum management and systematic supervision. According to Hallinger (2003), school administrators possess three primary responsibilities which hint that principals are meant to create a distinct instructional vision and coordinate personnel endeavors to achieve common educational objectives in order to set the school's mission. For purpose of maintaining consistency and efficiency in teaching, they ought to govern teaching methods, schedule the curriculum, and follow up on progress made by students. Thirdly, creating an encouraging environment that inspires students and staff, rewarding staff accomplishment, and encouraging professional development are all part of the head teacher's responsibility to

develop an encouraging school learning environment. Since they have close connections with such significant elements of the head teacher's job as classroom observation, instructional supervision, staff motivation, and ongoing professional development, the above principles are especially applicable to this research. Thus, instructional leadership provides the conceptual base for making sense of how school leaders can maximize student learning through taking informed, instructionally driven actions.

The strength of this theory clearly resided in making instructional approaches more robust so that students' learning outcomes would improve. Particularly in special schools for the Visually Impaired, the head teachers can produce a school culture conducive to effective curriculum implementation by scrutinizing teachers' pedagogical strategies closely, offering feedback, and facilitating teachers' access to facilities. The theory contributes to the development of a favorable atmosphere for learning by promoting efficient classroom management, rules for behaviour, and emotional support networks. According to Day, Gu and Sammons (2016), school administrators who practice instructional leadership foster motivation and trust between educators and learners, which results in a more active and effective learning environment.

Instructional Leadership Theory is powerful because it places teaching and learning at the center of school leadership. It emphasizes student achievement as the primary goal, ensuring that leadership actions, such as curriculum planning, supervision, and professional development, are directly tied to improving classroom practices. This makes the role of the school head not just administrative but deeply instructional (Hallinger, 2020). The theory also focuses on teacher support and capacity building. By encouraging head teachers to provide feedback, recognize teachers' efforts, and create opportunities for professional growth, instructional leadership fosters teacher motivation and collaboration. Research shows that schools with strong instructional leaders often have more engaged teachers and improved learning outcomes for students (Ng, 2019).

In weaknesses of instructional leadership theory, it dismisses the cooperative role of teachers and other school stakeholders in favor of singling out the principal as the sole initiator of school change (Bush, 2019). The theory has also been criticized for being overly formulaic and prescriptive, which might stifle the independence of instructors in implementing new teaching practices (Leithwood et al., 2020). The weaknesses of the theory were prevented with the introduction of a significant and large sample size that offered support to the study problem. Recommending other theories for research will counter any threat to the study findings that would have been caused by the instructional leadership theory. Application of Instructional Leadership Theory (ILT). Applying instructional leadership theory to classroom supervision by head teachers among teachers' teaching methods at special schools for the visually impaired in Nyanza Region entails not only observing but also directly affecting instructional quality to address learners' differences. Head teachers observe how instructors adapt curriculum materials utilizing specialized methods such as Braille, tactile diagrams, assistive technologies, Chrome books and auditory instruction in a bid to enhance comprehension. By means of observation, feedback, and professional development, they help teachers refine lesson delivery, classroom organization, and student engagement. They also make certain specialized instructional resources are available, facilitate teacher professional development in inclusive pedagogy, and develop cooperative staff working to share best practices. This leadership role creates a climate of support within which teachers feel empowered to innovate and visually impaired students get a level playing field to achieve academically.

Conceptual Framework

The conceptual framework below captures the variables of this study and their logical relationships. It presents the association between classroom observation and teachers' instructional methods.

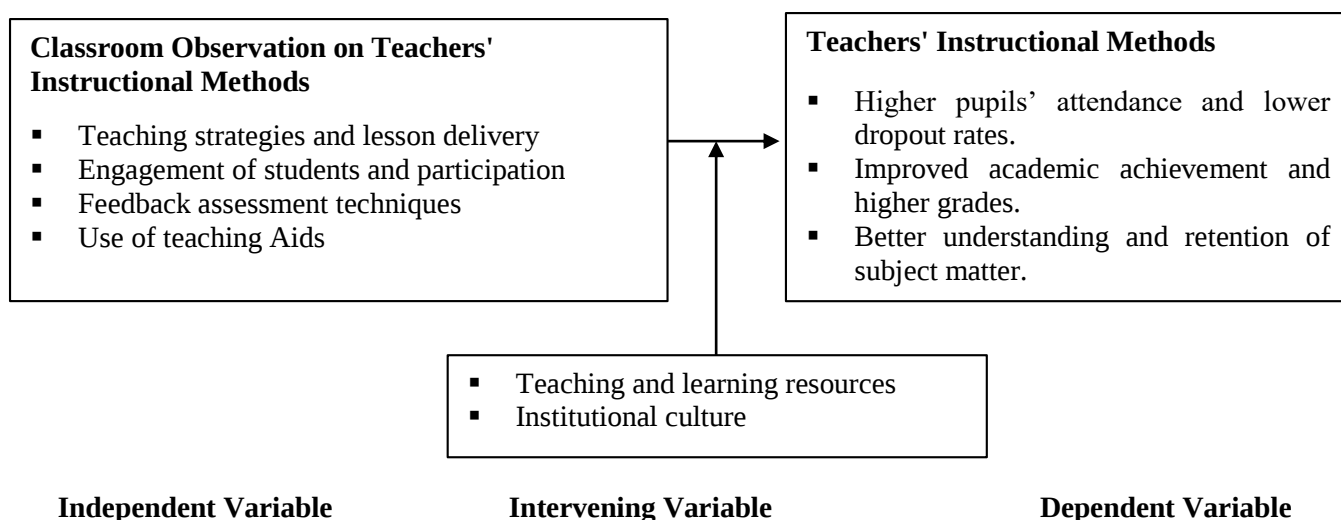


Figure 1. *Conceptual Framework*

A crucial supervisory strategy that enables head teachers to evaluate and improve the caliber of instruction provided to students with visual impairments is classroom observation. Head teachers can guarantee adherence to specialized teaching techniques like braille, tactile learning, and assistive technologies, offer teachers helpful criticism, and mentor them on best practices through routine observations. In the process of curriculum enhancement, effective classroom observation enhances the quality of teaching, fosters accountability, and identifies areas that require improvement on adaption of contents, learning materials and class environment.

Review of Empirical Conceptual Literature

Classroom visitation is undertaken in order to evaluate the status of the curriculum and the experiences of pupils to ascertain ideas that can be shared, and establish universal bases for curriculum planning (Yosief, Okemasisi & Mesmer, 2022). Through classroom observation, the head teacher can identify staff members' potential that could be developed and tapped. It is necessary to conduct several classroom observations in order to enhance the calibre of instructors and instruction as well as the achievements of students. Several studies have examined the influence of head teachers' classroom observation on teachers' instructional methods in special schools for the visually impaired across different countries.

In the United Kingdom, Martin and colleagues (2021) explored how the inclusion of visually impaired pupils' influences teachers' conceptualizations of inclusion and Special Educational Needs and Disabilities (SEND). This qualitative study used semi-structured interviews with teachers who had experience teaching visually impaired pupils. Thematic analysis showed that inclusion led teachers to reconsider their instructional strategies and expand their understanding of inclusive education.

Besides, systematic review conducted by Smith and Johnson (2020) in Australia incorporated existing literature on the inclusion of students with visual impairment in mainstream classrooms. The study employed a qualitative approach where in-depth interviews guide was used to gather information from 20 head-teachers. The review analyzed multiple studies, using thematic synthesis to highlight key challenges and best practices. Findings emphasized the importance of teacher training, effective pedagogical strategies, and a strong support system to enhance the inclusion process.

In Iran, Zaare (2019) carried out an investigation into the effect of classroom observation on teaching methodology in Tehran, Iran. An Iranian institute was visited for a week in order to perform this study. The observer collaborated with three other observers who documented their observations using the same checklist. Adults in both classrooms were enrolled in pre-intermediate courses. The finding of this research indicated

that the teachers learned much about how to teach by observing their qualified peers and the experiences helped them improve their self-awareness and become a more reflective teacher.

In South Africa, Naidoo (2021) investigated the observation practices of school personnel in special education classrooms. A mixed study approach was employed in the study. The study involved school administrators and special education teachers, using interviews and classroom observations as data collection tools. A total sample of 18 special schools were studied. The results indicated that while classroom observations aimed to evaluate teaching effectiveness, biases and logistical challenges affected their reliability, especially in special education settings.

In Uganda, Nzabonimpa (2018) employed a study to explore the manner of general and instructional supervision practice by head teachers of secondary schools and its effect on teachers' performance in Entebbe Municipality, Wakiso District. The study employed a descriptive-correlational design, qualitative and quantitative methods. Purposive and random sampling techniques were employed to select participants from various secondary schools. A researcher-made questionnaire and guided interviews were employed to collect data. Analysis showed that, particularly in private secondary schools, head teachers barely engaged in formal instructional supervision even though informal classroom visits were noted. Interestingly, the head teachers had reported carrying out regular, formal class observations and had reported informal checking on teaching practices. The analysis also indicated that supervisory practices, especially classroom visits had a statistical relationship with students' academic performance. The students' performance was influenced by head teachers' supervision measures.

Within a Kenyan context, Njogu (2020) carried out a study in Nairobi City County to examine the effect of head teachers' instructional supervision policies on the academic performance of public primary schools. The actual data collection was done through the use of interviews and questionnaires. The study targeted primary schools in Kasarani sub-county in Nairobi City County. Eight schools were sampled purposively. The eight head teachers from the sampled schools were selected as respondents of the study. Eighty (80) teachers were selected for the study using random sampling technique. The findings of this study were that there was inadequate supervisory practice by the head teachers in the classrooms; that most of the head teachers gave feedback after classroom observation, that majority of head teachers checked professional documents without keenness.

METHODOLOGY

Convergent parallel design with mixed methods guided the study. Descriptive design supported the quantitative study while the phenomenological design supported qualitative research. The target population comprised 289 participants. Census was used to sample 3 schools for Visually Impaired and 75 special needs teachers respectively. Probability and nonprobability sampling techniques were utilized to sample 138 Visually Impaired pupils. Inclusion was used to select 3 head teachers and critical case sampling was preferred for 1 SNE curriculum support officer. Data was gathered through questionnaires from teachers, focus group discussions was utilized collecting data from pupils while interviews from head teachers and educational officer. Content and face validities were ascertained through consultation with research experts, supervisors and head of postgraduate Studies at the Catholic University of Eastern Africa. Reliability of research instruments was determined by use of Cronbach's alpha technique where a standard minimum value of 0.7 was used. For the qualitative data were ensured in terms of their trustworthiness. Therefore, Classroom Observation possessed an Alpha of 0.916 and demonstrated high reliability. This confirms that the items are able to capture the domain of supervisory practices in observing classrooms in a coherent and consistent manner. Descriptive statistics was analyzed using SPSS Version 25 and presented in frequency distribution table. Qualitative data was analyzed narratively and direct quotes. Two-variable t-test was used to test the hypotheses.

FINDINGS

This section provides results on the response rate, the descriptive analysis results and the inferential statistical analysis.

Table 1. *Response Rate*

Category	Expected population	Turn up	Percentage
Teachers	75	75	100%
Pupils	138	138	100%
Head teachers	3	3	100%
Educational Officer	1	1	100%

Source: Field Data, (2025)

A total of 75 questionnaires were distributed to the targeted teachers, and all 75 were fully completed and returned. This resulted in a 100% return rate. Further, 138 pupils, 3 head teachers and 1 Curriculum Support officer (CSO) were targeted for the qualitative studies, out of which 100% turn up was recorded in each case. As noted by Poynton, DeFouw, and Morizio (2019), a response rate above 70% is sufficient for representing a sampled population, thus the rate obtained in this study is considered highly satisfactory and adequate for reliable statistical analysis.

Table 2. *Head teacher's Classroom Observation on Instructional Methods [N=75]*

Effect of the Principal's Classroom Observation on Instructional Methods	Strongly Disagree (n, %)	Disagree (n, %)	Neutral (n, %)	Agree (n, %)	Strongly Agree (n, %)	Mean	SD
Observations lead to enhanced student learning outcomes	16 (21.3%)	13 (17.3%)	15 (20.0%)	21 (28.0%)	10 (13.3%)	2.95	1.365
Observations improve curriculum adaptation for visually impaired	25 (33.3%)	18 (24.0%)	9 (12.0%)	16 (21.3%)	7 (9.3%)	2.49	1.389
The head teacher respects teachers' instructional autonomy	18 (24.0%)	11 (14.7%)	20 (26.7%)	18 (24.0%)	8 (10.7%)	2.83	1.329
The head teacher encourages reflective teaching practices	11 (14.7%)	10 (13.3%)	9 (12.0%)	18 (24.0%)	27 (36.0%)	3.53	1.464
Observations are frequent and consistent	19 (25.3%)	11 (14.7%)	15 (20.0%)	21 (28.0%)	9 (12.0%)	2.87	1.388
The head teacher fosters a supportive environment during observations	24 (32.0%)	8 (10.7%)	10 (13.3%)	19 (25.3%)	14 (18.7%)	2.88	1.551
The head teacher provides actionable suggestions after observations	25 (33.3%)	14 (18.7%)	15 (20.0%)	13 (17.3%)	8 (10.7%)	2.53	1.388
Observations reduce instructional challenges	21 (28.0%)	11 (14.7%)	12 (16.0%)	17 (22.7%)	14 (18.7%)	2.89	1.503
Observations focus on improving teaching methods	31 (41.3%)	8 (10.7%)	8 (10.7%)	15 (20.0%)	13 (17.3%)	2.61	1.593
Classroom observations lead to constructive feedback	22 (29.3%)	18 (24.0%)	7 (9.3%)	15 (20.0%)	13 (17.3%)	2.72	1.503
Average						2.73	1.45

Source: Field Data, (2025)

Table 2 presents respondents' perceptions of the role that head teachers' classroom observation practices play in shaping instructional methods in visually impaired schools within Nyanza Region, Kenya. The item observations lead to enhanced student learning outcomes recorded mixed views. While 28.0% of respondents agreed and 13.3% strongly agreed, a combined 38.6% (21.3% strongly disagree, 17.3% disagree) expressed skepticism. With a mean score of 2.95 and SD of 1.365, the results suggest moderate affirmation with noticeable variation in perceptions, potentially influenced by differing implementation experiences across schools. On whether classroom observations improve curriculum adaptation for visually impaired learners, 33.3% strongly disagreed and 24.0% disagreed, indicating significant concern. Only 30.6% expressed agreement or strong agreement. The resulting mean of 2.49 was one of the lowest in the table, with an SD of 1.389, highlighting a perception gap and pointing to a need for more targeted observation strategies tailored specifically to curriculum adaptation for special needs.

Head teachers' classroom observations play a key role in improving curriculum adaptation for learners with visual impairments in Kenya. Through regular classroom visits, head teachers are able to identify the unique challenges that teachers and learners face, such as difficulties in accessing learning materials, teaching pace, or the need for tactile and auditory resources. These observations allow head teachers to provide targeted feedback and professional support, ensuring that teachers adjust lesson delivery to suit the learning styles of visually impaired learners. Additionally, observations create opportunities for mentoring and coaching, where head teachers can encourage the use of inclusive teaching strategies, such as Braille, enlarged print, tactile diagrams, and assistive technologies. This practical supervision ensures that the national curriculum is not just implemented, but also adapted in ways that make learning meaningful and equitable for visually impaired pupils. By doing so, head teachers foster a culture of continuous improvement, which directly impacts curriculum adaptation and quality of education.

In the Kenyan context, where resource constraints are common, head teachers' observations may help to bridge gaps by identifying priority areas for support and advocating for resource allocation. Ultimately, these practices not only enhance curriculum adaptation but also promote inclusive learning environments where visually impaired learners can thrive. For respecting teachers' instructional autonomy, responses were relatively balanced. About 34.7% disagreed or strongly disagreed while 34.7% agreed or strongly agreed, and 26.7% remained neutral. The mean score of 2.83 and SD of 1.329 reflect divided views, suggesting inconsistent experiences with how observation impacts teacher independence in the classroom.

The findings may imply that in special schools where the head teachers respect teachers' instructional autonomy, they create an environment where teachers feel trusted and empowered to adapt teaching strategies to the unique needs of learners with visual impairments. Autonomy allows teachers to innovate, customize lesson delivery, and use specialized methods or tactile resources that best fit their learners. This flexibility not only improves teacher motivation and commitment but also enhances learner engagement and comprehension. Research shows that when teachers have professional freedom, they are more likely to integrate inclusive practices and creative solutions that directly improve curriculum delivery for learners with disabilities (Nganga, 2023; Waweru & Orodho, 2021). In Kenya's context, respecting teacher autonomy supports a learner-centered approach, which is essential for visually impaired students who require individualized support and differentiated instruction. One of the strongest performing items was the head teacher encourages reflective teaching practices, with 60.0% of respondents agreeing or strongly agreeing. The high mean of 3.53 and SD of 1.464 point to a general appreciation of principals who promote reflective practice an essential quality in special education where continuous improvement is critical.

Regarding the frequency and consistency of observations, 40.0% of respondents agreed or strongly agreed, while 40.0% disagreed or strongly disagreed. The mean of 2.87 and SD of 1.388 indicate a near-equal division in perception, possibly pointing to irregularity in observation scheduling or follow-through. On whether the head teacher fosters a supportive environment during observations also showed ambivalence.

While 44.0% of respondents agreed or strongly agreed, a significant 42.7% disagreed or strongly disagreed. The mean score of 2.88 and a relatively high SD of 1.551 suggest that while some schools cultivate supportive observation practices, others may lack trust-building or effective communication. Concerning providing actionable suggestions after observations, a combined 52.0% of respondents strongly disagreed or disagreed, compared to only 28.0% who agreed or strongly agreed. With a low mean of 2.53 and SD of 1.388, this item reveals a critical weakness in the feedback process following observations, a key area for leadership improvement. The statement observations reduce instructional challenges yielded slightly better results, with 41.4% of respondents agreeing or strongly agreeing, while 42.7% disagreed or strongly disagreed. A mean score of 2.89 and SD of 1.503 point to moderate perceptions but considerable variation in impact, suggesting that while classroom visits help some teachers address challenges, others may not benefit due to lack of follow-up or actionable support.

Observations focus on improving teaching methods scored a relatively low mean of 2.61 and a high SD of 1.593. Notably, 41.3% of respondents strongly disagreed, indicating that many educators do not perceive observation practices as focused on instructional improvement—raising concerns about the alignment of observation objectives with teacher development. Finally, classroom observations lead to constructive feedback had a mean score of 2.72 and SD of 1.503. While 37.3% of respondents reported agreement, a significant 53.3% either disagreed or strongly disagreed, suggesting inconsistency in the quality or delivery of feedback after observation sessions. Therefore, the average mean score of 2.73 and standard deviation of 1.45 reflect a low to moderate perception of the effectiveness of head teachers' classroom observation practices in schools for the visually impaired learners. While there are areas of strength, such as promoting reflective teaching, the findings reveal key areas for improvement, particularly in the consistency of observations, actionable feedback, and focus on instructional development. To enhance the impact of classroom observations, school leaders may need structured training on observation protocols, feedback delivery, and inclusive instructional coaching techniques suited for special needs environments. Likewise, Zaare (2019) in Iran found that structured peer observations significantly enhanced teachers' self-awareness and pedagogical improvement. However, unlike Zaare's study, which focused on peer-to-peer observation, the current findings highlight top-down supervision by head-teachers, reinforcing the importance of leadership presence in influencing teacher behavior. Furthermore, Phiri's (2022) study in Zambia revealed teachers' lack of inclusive pedagogical knowledge, whereas in the present findings, head-teachers actively support instructional adjustments to benefit visually impaired learners, indicating a more proactive and supportive supervision model in the studied schools.

In regards to assessing head teachers' effectiveness in classroom observation, the SNE Curriculum Support Officer views were as follows: "We rely on head teachers' reports." "Their feedback allows us to determine how classroom observation is affecting teaching practice and learner performance.

Furthermore, head teachers indicated that,

In terms of classroom observation and instructional feedback, both head teachers apply structured yet supportive methods. For instance, the first head teacher shared, "I use an observation tool on class visits. After the lesson, I sit down with the teacher to discuss what happened, identify any gaps, and make suggestions on how to improve instruction." The second head teacher echoed this, highlighting a collaborative model: "I work with curriculum supervisors like the deputy and senior teacher. They help us observe the teaching methods and then we give feedback in the morning briefings so it's timely and actionable." They emphasize immediate, constructive feedback to support professional growth.

Addition information from the pupils revealed that,

Classroom observation by school head teachers plays a pivotal role in enhancing instructional methods and curriculum delivery, particularly in special schools for visually impaired learners. From the focused group discussions with pupils, it emerged that the head teachers visit classrooms regularly, with frequencies ranging from once a week to three times weekly. Students reported feeling “loved,” “encouraged,” and “valued” during these visits. One pupil remarked that the head teacher’s unexpected visits made them feel important, while others noted that her presence during difficult subjects increased attentiveness and seriousness in both teachers and students. (FGD 1 pupils, Personal Communication, July 3,2025)

Analysis on how classroom observation by the head teacher changed the teaching of teachers was reported by the pupils as indicated.

"When our head teacher observes classes, teachers become more responsible," FGD3 stated. "They no longer absent themselves from lessons, are more time-conscious, and cover the syllabus. They also become less strict and more attentive to all the students. Teachers adjust their methods better, like using graphics for visually impaired pupils and ensuring everyone is attentive in class." (FGD5, Personal communication, July 2, 2025).

Head-teachers’ classroom observations play a vital role in shaping the quality of teaching, especially in special education schools in Kenya. When head-teachers take time to sit in classrooms, they are not just monitoring but also supporting teachers. Through these observations, head-teachers can identify teaching strengths, areas for professional growth, and the specific challenges that educators face while working with learners who have special needs. In special schools, where individualized approaches and adaptive strategies are essential, constructive feedback from head-teachers helps teachers refine their methods and become more confident in addressing diverse learning needs (Ngware et al., 2021).

Table 3. 2-Variable-t-Test

		Paired Differences				t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Classroom observation – teachers instructional method.	1.534	1.307	.152	1.231	1.836	10.098	.000

Source: Researcher (2025)

In reference to the hypothesis (H_{01}), which stated that classroom observation by head teachers does not significantly impact instructional practice, there was a mean difference of 1.534, a t-value of 10.098, and a p-value of .000. As the p-value is smaller than 0.05, the null hypothesis is rejected again. This implies that classroom observation practices adopted by head teachers have a significant impact on developing the instructional strategies employed by teachers.

CONCLUSION AND RECOMMENDATION

On the classroom observation, head teachers were seen to practice their function in a disorganized way, giving minimal feedback and no attention to enhancing the quality of teaching. Nevertheless, upon observations using guided tools and then followed by feedback sessions, they positively affected reflective teaching practices. The students confirmed that the actions led to better teaching, increased accountability of teachers, and more abundant learning experiences through the use of visual aids and technology.

The routine of classroom observations must be institutionalized and strengthened. Observation protocol and training modules must be developed so that head teachers can undertake regular, structured, and reflective class visits. That way, they can provide constructive feedback and help the teachers enhance instructional practices for visually impaired students.

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