



[Digital Transformation, Sustainable Innovations and Development in the African Continent]

[Thursday 31st July and Friday 1st August 2025]

[KWUST 2025 Conference Proceedings]

ABSTRACT NO. 35

Teachers' Workload and its Influence on their Attitude Towards Visually Impaired Learners in Integrated Schools

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ABSTRACT

When visually pupils attend public schools, there are many additional challenges for them to overcome for their adjustment. Some of the challenges includes; parental expectation, sighted peer attitude and teacher's workload. The study assessed the attitude of 19 male and 29 female teachers in integrated classrooms on whether their workload influenced their attitude towards integration of visually impaired pupils. The main objective was to find out if teachers with less than 20 lessons per week differed with those with more than 20 lessons per week (heavy workload). The sample was selection criteria was any teacher who taught an integrated classroom. There were 48 teachers in this regard. The instrument used to measure attitude was a 24 item Likert scale which had a Cronbach alpha of 0.7. Collected data was coded and analyzed through SPSS to get mean grades of 67.13 for those teachers with more than 20 lessons per week. The calculated mean difference was -2.66 while the p value was 0.278. This implied that there was no statistically significant difference between teachers with less than 20 lessons per week and those with more than 20 lessons per week. However, there were minimal differences favoring teachers with less workload per week

Key Words:

Teachers Workload, Integration, Attitude, Adjustment, Visually impaired learner.

