

**DISPOSITIONS OF ANXIETY AND PSYCHOLOGICAL STABILITY OF  
LEARNERS WITH VISUAL IMPAIRMENT: A CASE STUDY OF HIGH SCHOOL  
FOR THE BLIND THIKA, KENYA.**

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## **ABSTRACT**

The study sought to investigate the dispositions of anxiety and psychological stability of learners with visual impairment. The study proceeded from the idea that available literature on the area reveal that students with disabilities experience test anxiety at higher rates than their peers without disabilities. Using High School for the Blind Thika, as its case study, this study examined the nature and manifestations of anxiety among students with visual impairment, identified and analyzed differences in dispositions of anxiety by gender, classes and category of visual loss, examine the measures that the school has put in place to accommodate and lower the anxieties and determine the relationship between dispositions of anxiety and psychological stability of learners with visual impairment. The study adopted Erikson's psychoanalytic theory and employed a descriptive research design in order to explore the issues. The target population for this study was all students at Thika High School for the Blind. The researcher employed stratified random sampling technique in selecting the participants from the four stratum thus: (1) form one; (2) form two; (3) form three; (4) form four. Brailled and Large Print Questionnaires and interviews were used as methods of data collection. Before embarking on the actual research, a pilot study for the questionnaire and the interview guides was conducted at Thika Primary School for the Blind to enhance the validity of their reliability and validity. Data from the field was cleaned, coded and entered in readiness for analysis using SPSS version 17. Both descriptive and inferential statistics were used alongside statistical models such as regression, Chi square, and correlations in the analysis of the findings. For easier analysis, data was categorized into themes and subthemes using thematic content analysis method based on the objectives of the study. Findings from the study show that visually impaired students experience anxiety at different levels and this affects their psychological stability, makes them unable to concentrate on their studies and in some cases the students feel neglected and unappreciated. These findings are useful to the education stakeholders, Ministry of Education, Parents, Non-governmental organizations and other stakeholders involved in the education of students with visual impairment in the country and beyond.