The effects of instructional leadership practices employed by head teachers on the academic performance of students with visual impairments at Home de la Vierge des Pauvres (HVP) Gatagara in Rwamagana District, Rwanda

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ABSTRACT

This study investigated the effects of instructional leadership practices employed by head teachers on the academic performance of students with visual impairments at Home de la Vierge des Pauvres (HVP) Gatagara in the Rwamagana district, Rwanda. The study was guided by three specific objectives: to assess the head teachers' instructional leadership practices in curriculum development and adaptation at HVP Gatagara, to evaluate the head teachers' instructional leadership practices in teacher professional development at HVP Gatagara, and to analyze the head teachers' instructional leadership practices in creating an inclusive school environment at HVP Gatagara. The study was grounded on transformational leadership theory and inclusive education theory. All vision-impaired students, teachers, and administrators of HVP Gatagara were involved in the sample, 192 participants in total. That included 148 students with visual impairments, 38 teachers, 4 school administrators, and 2 technology specialists. The study employed a descriptive survey design with a mixed-methods approach. Questionnaires and interviews were used as data collection tools. The data collected from questionnaires were analyzed by descriptive statistics through SPSS, and data collected from interviews were analyzed thematically. Results indicated that leadership in curriculum development and teachers' professional development did not have a significant impact on students' academic performance ($p > 0.05$). Nevertheless, these leadership efforts contributed to the teachers' professional growth and improved instructional practices. In contrast, the head teachers' instructional leadership in creating an inclusive school environment demonstrated a strong and statistically significant relationship with students' academic performance ($R = 0.753$, $R^2 = 0.567$, $p < 0.001$). While the instructional leadership in creating an inclusive school environment matters, the study recommended the Ministry of Education strengthen policies that promote effective instructional leadership and genuine inclusion in schools serving learners with visual impairments. School leaders should provide continuous support and mentorship to teachers to encourage the use of diverse teaching methods that address the varied needs of learners. Teachers should share professional experiences and continuously develop new pedagogical approaches to enhance learning for all students.

Keywords: Academic Performance, Head Teachers, Instructional Leadership Practices, Inclusive Education, Visual Impairment

I. INTRODUCTION

Quality education is the basic right for everyone. However, for children with visual impairments especially from sub-Saharan Africa, it's still a huge struggle. According to Sukati (2025) most countries in sub-Saharan Africa fail to address education challenges due to poorly formulated education policies and implementation that directly or indirectly discriminate against children living with visual impairments. For instance, Apple (2000) found that about 90% of visually impaired children in low-income countries just don't have access to education. In terms of performance, the study of Eguavoen (2016) reported that the tools needed to facilitate academic performance of students with visual impairment are either not available for them to use or not accessible. It's a different story in wealthy countries. There, students with visual impairments usually perform well in school, mostly because they are part of inclusive systems and have leaders who make sure they get adequate learning materials they need (Sukati, 2025). In line with the study of Nzayisenga and Ndagijimana (2025), when school leaders really get involved in instructional supervision and make sure the teacher's professional development, students do better. In places where leaders don't do as such, performance drops. The alarming statistics from the report of Hussain et al. (2011), shows that about 0.96% of the global prevalence of blindness live in sub-Saharan Africa. This data demands serious attention on current education given to vision impaired children in this region.

In Rwanda, even though the government pushes for inclusive education, children with visual impairments still struggle in terms of access and completion of their studies. According to education statistical yearbook 2023/2024, there was recorded 12.7% of all disabled learners, having vision impairments. 12.1% in primary, 20.5% in secondary and 3%

in higher education (Ministry of education, 2024), indicating that even though students with visual impairments are able to advance through primary and secondary education, only a small number move on to higher education. This report also highlighted that, schools meeting accessibility standards for disabled learners declined by 1.59%, from 69.1% in 2023 to 68.0% in 2024. As a result, their performance and participation drop.

At Home de la Vierge des Pauvres (HVP) Gatagara, a specialized school in Rwanda that provides education, rehabilitation and support services to children with disabilities, the study of Usabyimana (2022), reported that the learners with special needs perform poorly due to their curriculum which was not appropriate, as well as inadequate provision of teaching and learning materials to learners with special educational needs. To tackle these problems, the school needs strong leaders who push for inclusive policies, keep teachers learning, and make sure resources land where they matter most. It is in this regard, this study aimed to investigate how head teachers' leadership shapes the academic success of students with visual impairments at HVP Gatagara in Rwanda.

1.1 Statement of the Problem

Rwanda has significantly enhanced education for all, making education system accessible for every child even those with disabilities. However, though the increase in number of disabled children enrolled in education system and initiatives put in to sustain their progress in education, the poor academic performance of students with visual impairments prevails. According to the results of 2023-2024 Ordinary Level (S3) national exams, HVP Gatagara students averaged 48.20%, in 2024-2025, it dropped to 45% (National Examination and School Inspection Authority, 2025). That is a steady decline and it hits visually impaired students at HVP Gatagara hard (National Examination and School Inspection Authority [NESA] 2025). Consequently, these students are not reaching their full potential as highlighted in ESSP 2024/2029 that the Rwandan education system aims to provide the citizens with sustained and inclusive high-quality education for competencies, skills and values required to drive rapid socioeconomic transformation. It means that, these students miss out, not just in school, but in Rwanda's whole social and economic life. This is the result of challenges as revealed by the current literature such that the inappropriate curriculum, inadequate teaching and learning materials as well as infrastructures standardized to disabled learners and the lack of professional development of teachers (Usabyimana, 2022). Therefore, the emergency of this problem demands the serious interventions to address it. If we don't have strong leadership which can foster better teacher trainings and real access to learning resources, the effects of this problem will get dangerous. It is the reason why this study looked at how head teacher's instructional leadership shapes the academic success of students with visual impairments at Home de la Vierge des Pauvres (HVP) Gatagara in Rwamagana district, Rwanda.

1.2 Research Objectives

i. To assess the head teachers' instructional leadership practices in curriculum development and adaptation at HVP Gatagara.
ii. To evaluate the head teachers' instructional leadership practices in teacher professional development at HVP Gatagara.
iii. To analyze the head teachers' instructional leadership practices in creating inclusive school environment at HVP Gatagara.

1.3 Research Hypotheses

H01: Head teachers' instructional leadership practices do not significantly influence curriculum development and adaptation at HVP Gatagara.
H02: Head teachers' instructional leadership practices do not significantly influence teacher professional development at HVP Gatagara.
H03: Head teachers' instructional leadership practices do not significantly influence the creation of an inclusive school environment at HVP Gatagara.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study is theoretically grounded in transformational leadership theory and Inclusive Education Theory.

2.1.1 Transformational Leadership Theory

Transformational Leadership theory developed by Bass and Riggio (2006) states what makes transformational leaders different from others. It shows how these leaders inspire people, helps them to grow and help teams reach their higher level of performance. The book does not just stick to theory, it mixes in research and real-world examples to show how transformational leadership actually works inside organizations. Bass and Riggio look at how to measure this

style, what it does for things like loyalty and job satisfaction and what gets in the way or makes it work even better. It's a solid guide for anyone curious about how leaders can spark real change and boost performance.

When head teachers really lean into transformational leadership, they can lift the school and teaching gets better, the atmosphere shifts, and students learn more, especially those with special educational needs like visual impairment. In this approach, head teachers don't just supervise lessons; they back teachers with inclusive methods, make sure assistive tools like Braille and screen readers are available, push for ongoing teacher training, and keep an eye on student progress. By leading this way, head teachers build a school where everyone feels included, teachers stay committed and students actually perform better.

2.1.2 Inclusive Education Framework

The idea of inclusive education really took off after introducing it at the world conference on special needs education in 1994 (United Nations Scientific, Environmental and Cultural Organization [UNESCO], 1994). Since then, countries around the world have used it as the foundation for building their special education services. The whole theory comes from the Salamanca Statement and Framework for Action on Special Needs Education that United Nations Educational, Scientific and Cultural Organization put out in June 1994. At its core, this framework says every student no matter their abilities or disabilities deserves equal access to quality education right alongside everyone else. Inclusive Education pushes for every student's right to a good education, no matter their abilities. That includes students with visual impairments. The idea is simple: schools should break down barriers and make learning work for everyone. This means changing up the curriculum, using flexible ways to teach, and making sure students get the support and materials they need like Braille books or assistive tech.

Head teachers play a huge role here. They're the ones shaping how the curriculum gets adapted, watching over classroom practices and making sure teachers keep growing professionally. They also make sure resources are actually there when students need them. When head teachers step up and lead like this, schools become more inclusive and students no matter their starting point have a better shot at doing well.

2.2 Empirical Review

2.2.1 Leadership in Curriculum Development and Adaptation on Academic Performance

The school leadership really matters when it comes to giving quality education which is especially fair to visually impaired students. Various studies reveal the significant influence of school leadership in Curriculum development and adaptation on student's academic performance. The study of Rohmad et al. (2024) found that curriculum aligned with contemporary needs and the effective leadership of school principals considerably improves learning quality. Similarly, Zakeri and Momeni, (2019) point out that when schools adapted their curriculum for the faculty, students ended up having better learning experiences and stronger academic results. To this point, UNESCO (2011) reported that the use of technology in education facilitates personalized learning, as it enables flexible curriculum development and assists learners with different needs to participate as equals in the learning experience. The study of Sapruni and Fauzan (2025) shows a clear link: when teachers adjust their lessons to fit what students need, those students feel more satisfied with their learning. It's pretty straightforward. Teachers who can adapt make a real difference. That is why consistent teacher training and good professional development matters so much when it comes to effective curriculum adaption.

2.2.2 Leadership in Teacher Professional Development on Academic Performance

Head teachers really shape how teachers grow and learn on the job. When they step up, the lessons delivered to address every student's needs and everyone wins. Studies show that when school leaders support teacher development, classrooms become more inclusive, especially for visually impaired students. The study of Kilag (2023) pointed out how much leaders matter in this process. When leaders show what good teaching looks like, give real feedback and open doors for teachers to work together, students benefit. Zhaohui and Anning (2020) found the same thing: when teachers join professional development programs, they pick up new research skills and fresh teaching strategies. Teachers noticed that these changes directly boosted how well their students did in class. Furthermore, the study of Nzayisenga and Ndagijimana (2025) notes that a lack of professional development opportunities for teachers as the root cause of poor student performance.

2.2.3 Leadership in Creating an Inclusive School Environment on Academic Performance

When school leaders actually focus on inclusion, they make sure policies, resources and teaching methods truly support every student especially those with disabilities. Plenty of research connects leadership practices which support inclusion with higher student achievement. For example, the study of Villarente and Durante (2025) highlighted that leadership vision and policies, collaborative decision-making and professional growth are critical factors influencing the success of inclusive education initiatives. Bhuttah et al. (2024) also highlighted the essential role of inclusive

leadership in enhancing the efficacy of innovative pedagogies by creating a supportive and diverse learning environment. Actually, when leaders focus on inclusion, they empower teachers and raise the quality of teaching, and students benefit from that. In line with the findings of study of Carter and Abawi (2018) provide the insights that inclusion means to facilitate effective inclusive school practices and consciously targeted effort.

III. METHODOLOGY

3.1 Research Design

The study used a descriptive survey design with a mixed-methods approach. This fits the purpose, since it helped the researchers clearly outline the main traits of the group they wanted to study (Omair, 2015). The descriptive study approach worked well for digging into how head teachers lead at HVP Gatagara right now. By mixing methods, the study gathered both qualitative and quantitative data like how often instructional supervision happens, how students get adapted learning materials, and student performance, along with qualitative insights from participant's own experiences and opinions. Combining these two types of data made the results stronger. The numbers and the personal accounts backed each other up, which made the findings more believable and well-rounded.

3.2 Study Population and Sampling Methods

This study focused on 192 people at HVP Gatagara. 148 students, 38 teachers, 4 school administrators and 2 technology specialists. All of them play a direct role in how students with disabilities perform academically, which is why they were chosen.

3.3 Sampling Techniques and Sample Size

3.3.1 Sample Size Determination

The study looked at all 192 people in the target group literally everyone was part of it. By including every single person, the researchers skipped the usual sampling tricks and just went straight to the source. That means there's no sampling bias here. The results truly reflect what's going on in the whole school community.

3.3.2 Sampling Techniques

Everybody at HVP Gatagara were selected. The study brought in every school administrator, every teacher, both technology specialists and all the students. Administrators were selected because they are the ones steering the school and setting the tone for how things run. Teachers took part since they are right in the teaching and learning activities of the classroom, dealing with teaching methods and daily challenges, so their views really matter. The two technology specialists were also important participants as they support for assistive technology, so their feedback on how technology helps students with disabilities was key for figuring out what actually works. And the students of course, they were all included too. Their honest thoughts on support, learning and how they are doing in school gave the study a real, unfiltered look at the whole picture.

3.4 Instruments Used for Data Collection

The team gave structured questionnaires to teachers to collect numbers and facts on how they lead in the classroom, what resources they have, how they grow professionally, and how they use assistive tech. This approach helped pinpoint patterns, track how often certain things happen and see how teachers feel about academic performance for students with visual impairments. The questions covered both categories and numbers, which made it possible to run stats and compare results.

3.4.1 Interviews

The researchers also conducted semi-structured interviews with teachers, head teachers and tech specialists. These conversations dug deeper into leadership styles, school policies, and how resources get managed. By talking directly with the people in charge, the team got a clear look at the bigger issues affecting student performance and how schools make inclusive education really work.

3.4.2 Focus Group Discussions

Focus group discussions were conducted with students with visual impairments to gather detailed insights regarding their experiences in accessing learning materials, academic support and classroom participation. They talked openly about what it's really like to get access to learning materials, the kind of help they get from teachers, and how they use assistive technology. These conversations didn't just skim the surface, they provided detailed, personal accounts of what works, what doesn't and how different leadership decisions actually affect their learning.

3.4.3 Observations

Classroom observations were conducted to examine how teachers and students interact with instructional materials and assistive technologies in their learning environment. We looked at how teachers and students use learning materials, what assistive technologies show up in daily lessons, and which teaching strategies come into play. Seeing these interactions up close added another layer to what we learned from surveys, interviews, and group discussions. It gave us a direct look at how everyone in the school connects with resources and with each other.

3.5 Data Collection Procedures

We didn't rely on just one approach. Data came from both numbers and real-life stories. Teachers filled out structured questionnaires, so we got solid data on teaching methods, what resources are available, and how students are performing. We also talked to head teachers and tech specialists in semi-structured interviews, digging deeper into how they lead, put policies into action, and manage special resources. The focus groups with students revealed their own experiences with adapted lessons and technologies, giving us the inside scoop. And by observing classrooms in action, we saw firsthand how all these pieces come together day to day.

3.6 Data Analysis

The study used both qualitative and quantitative data, just to make sure nothing slipped through the cracks. For the quantitative data, SPSS were used to perform descriptive statistics including the mean, percentages, and standard deviation. This helped to get clear understanding the current situation of leadership instructional practices in HVP Gatagara. To look deeper into how variables are related, the study employed linear regression to map out those relationships. On other hand, the qualitative data were analyzed thematically.

3.7 Ethical Consideration

This study adhered strictly to ethical guidelines set by Mount Kigali University and respected the Rwanda Data Protection Law No. 058/2021 of 13/10/2021. Before collecting data at Home de la Vierge des Pauvres (HVP) Gatagara, the researcher got an official introduction letter from university and handed it over to the school's management and the local education authorities to make sure everything was above board.

When it came to consent, the researcher took the time to explain exactly what the purpose, the significance and the scope of the study. For students with visual impairments, the informed consent was adapted appropriately. The researcher explained things out loud. The data from students and teachers were securely protected and only used it for this research. No names, locations, or academic records showed up in any reports. The questionnaires and interview transcripts left out anything that could identify someone. For students with visual impairments, the researcher made sure their anonymity stayed intact during verbal responses, skipping personal details and keeping audio files secure.

IV. FINDINGS & DISCUSSION

4.1 Response Rates

A total of 43 questionnaires were distributed to respondents and all 43 were successfully returned. This means that the response rate was 100%, this rate is relevant since in the context of Mugenda and Mugenda (2003) confirmed that if the response rate is more than 90.0%, it is sufficient for the researcher to generalize the findings.

4.2 Demographic Characteristics

Information on respondent's characteristics including gender, age group and level of education were considered as aspects which might have significant influence on study findings. Thus, the demographic distribution of respondents' analysis included all aspects needed in order to collect useful information.

4.2.1 Gender of Respondents

In order to evaluate the influence of head teacher's instructional leadership practices on academic performance of students with visual impairment in Home de la Vierge Des Pauvres, the study set out to determine the gender profile of respondents.

Table 1

Gender Distribution of Teachers

Gender	Frequency	Percentage
Males	19	50
Females	19	50
Total	**38**	**100**

The results from Table 1 indicate that the gender distribution of teachers at HVP Gatagara is evenly balanced, with males and females each representing 50% of the respondents. This equal representation suggests that both male and female teachers play an equally significant role in implementing instructional leadership practices that influence the academic performance of students with visual impairment. Such balance is important as prior studies emphasize that diverse teacher perspectives contribute to inclusive curriculum adaptation, professional development, and the creation of supportive learning environment (Sharma, 2024). Moreover, the equitable gender composition resonates with the findings of study of Nawal and Areej (2025) which demonstrated that gender diversity significantly and positively influences employee commitment and engagement in organizations. Therefore, the gender parity among teachers at HVP Gatagara may facilitate more holistic leadership approaches that align with inclusive education goals, ultimately strengthening academic outcomes for learners with visual impairment.

4.2.2 Respondents' Age Distribution

The maturity was a considerable research construct as it helped to ensure the maturity of responses enabled the researcher to ensure data credibility that is vital in the current study.

Table 2

Teachers' Age Distribution

Age range	Frequency	Percentage
21-30	22	57.9
31-40	16	42.1
Total	**52**	**100**

The results in Table 2 indicate that the majority of teacher respondents (57.9%) at HVP Rwamagana fall within the age range of 21–30 years, while 42.1% are aged between 31–40 years. This distribution suggests that most teachers are relatively young, which may have positive implications for collaboration, openness to training, professional development and effective implementation of curriculum that support students with visual impairments. Younger teachers are often more receptive to the integration of assistive technologies, thereby enhancing inclusive pedagogies. However, the relatively smaller proportion of teachers in the 31– 40 age bracket may reflect a gap in experienced staff who can provide mentorship and stability in inclusive instructional practices. According to Pandey and Sharma (2022), both youthful innovation and experienced guidance are crucial for effective curriculum adaptation and professional growth, the demographic profile at HVP Gatagara indicates a promising environment for head teachers to leverage youthful teacher capacity in promoting instructional leadership, while also highlighting the need for sustained mentorship and professional development to strengthen inclusive education outcomes.

4.2.3 Education Level of Respondents

The researcher through questionnaires has requested respondents to indicate their higher level of qualification.

Table 3

Teachers' Education Level

Level	Frequency	Percentage
Bachelor in Education	38	100
Total	**38**	**100**

Every teacher at HVP Gatagara has a Bachelor's degree in Education. That is 100%. You don't always see that kind of consistency in schools and it really matters here. With this level of qualifications across the board, teachers are better prepared to deliver lessons, adapt materials, and make sure students with visual impairments are get left behind. When school leaders work with a team like this, they can trust their staff to handle adapted curricula, use assistive technology, and bring inclusive teaching methods into the classroom (Harris, 2011; Okongo et al., 2015).

This also means head teachers can count on their staff to jump into professional development and collaborate on new teaching strategies. When everyone comes from the same strong educational background, you get steady teaching quality and a shared sense of what inclusive education looks like.

4.3 Findings for the head teachers' instructional leadership practices in curriculum development and adaptation at HVP Gatagara

In order to assess the influence of head teacher's leadership in curriculum development and adaptation on academic performance of students with visual impairment, participants were asked to provide responses via a

questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 4

Responses on the Influence of Head teacher's Leadership in Curriculum Development and Adaptation on Academic Performance of Students with Visual Impairment

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std. Dev.
The head teacher actively supports the adaptation of the curriculum to meet the needs of students with visual impairment.	0 (0.0)	6 (15.8)	12 (31.6)	13 (34.2)	7 (18.4)	3.5526	0.97807
Assistive technologies are effectively integrated into curriculum delivery.	0 (0.0)	2 (5.3)	8 (21.1)	23 (60.5)	5 (13.2)	3.8158	0.72987
Teachers are encouraged to adapt and implement the curriculum.	0 (0.0)	4 (10.5)	24 (63.2)	6 (15.8)	4 (10.5)	3.2632	0.79472
The adapted curriculum enhances learning outcomes.	3 (7.9)	15 (39.5)	0 (0.0)	16 (42.1)	4 (10.5)	3.0789	1.26024
The head teacher facilitates collaboration between teachers and specialists in curriculum adaptation.	0 (0.0)	13 (34.2)	2 (5.3)	22 (57.9)	1 (2.6)	3.2895	0.98387
The school provides adequate teaching and learning materials for adapted curriculum delivery.	4 (10.5)	17 (44.7)	0 (0.0)	17 (44.7)	0 (0.0)	2.7895	1.14273
Regular assessments are conducted to evaluate the effectiveness of curriculum adaptations.	0 (0.0)	3 (7.9)	0 (0.0)	21 (55.3)	14 (36.8)	4.2105	0.81067
Teachers receive adequate training on adapting the curriculum to meet diverse student needs.	0 (0.0)	2 (5.3)	2 (5.3)	17 (44.7)	17 (44.7)	4.2895	0.80229

The results showed that for head teacher support in adapting the curriculum, 15.8% disagreed, 31.6% were neutral, 34.2% agreed, and 18.4% strongly agreed, giving a mean of 3.55 and a standard deviation of 0.98. This indicates moderate agreement with some variability, suggesting that while support was present, it was not universal. On the integration of assistive technologies, 5.3% disagreed, 21.1% were neutral, 60.5% agreed, and 13.2% strongly agreed, with a mean of 3.82 and a standard deviation of 0.73. This reflects strong consensus and low variability, implying that assistive technologies were effectively integrated and supported by leadership. Regarding encouragement for teachers to adapt the curriculum, 10.5% disagreed, 63.2% were neutral, 15.8% agreed, and 10.5% strongly agreed, yielding a mean of 3.26 and a standard deviation of 0.79. This suggests limited encouragement and moderate variability, indicating that headteacher support in motivating teachers to innovate was insufficient.

On whether the adapted curriculum enhanced learning outcomes, 7.9% strongly disagreed, 39.5% disagreed, 42.1% agreed, and 10.5% strongly agreed, with a mean of 3.07 and a standard deviation of 1.26. This indicates mixed views with high variability, suggesting that curriculum adaptation had uneven effects on students' academic performance. Regarding collaboration with specialists, 34.2% disagreed, 5.3% were neutral, 57.9% agreed, and 2.6% strongly agreed, producing a mean of 3.29 and a standard deviation of 0.98. This reflects moderate agreement, showing that collaboration existed but was inconsistent. On the provision of adequate teaching and learning materials, 10.5% strongly disagreed, 44.7% disagreed, and 44.7% agreed, yielding a mean of 2.79 and a standard deviation of 1.14. This indicates gaps in resource availability, suggesting that insufficient materials may undermine the effectiveness of curriculum adaptation. Concerning regular assessments, 7.9% disagreed, 55.3% agreed, and 36.8% strongly agreed, giving a mean of 4.21 and a standard deviation of 0.81. This shows strong consensus with low variability, indicating that assessment and monitoring practices were well established. Furthermore, for teacher training, 5.3% disagreed, 5.3% were neutral, 44.7% agreed, and 44.7% strongly agreed, yielding a mean of 4.29 and a standard deviation of 0.80. This reflects very strong agreement with low variability, highlighting that teacher professional development was a priority under head teacher leadership. However, the study tested the null hypothesis $H0_1$ at 0.05 level of significance and results are shown below:

Table 5

Model Summary for Responses on the Influence of Head Teacher's Leadership in Curriculum Development and Adaptation on Academic Performance of Students with Visual Impairment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.167[a]	.028	.001	.54091

The findings from Table 5, the results indicate a positive but statistically non-significant relationship between head teachers' leadership in curriculum development and academic performance of students with visual impairment ($R = 0.167$, $p > 0.05$). Suggesting that only 2.8% of the variation in students' academic performance is attributable to leadership practices in curriculum adaptation. This implies that leadership in curriculum development alone do not significantly predict variations in students' academic performance.

Table 6

ANOVA Table for Responses on the Influence of Head Teacher's Leadership in Curriculum Development and Adaptation on Academic Performance of Students with Visual Impairment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.303	1	.303	1.034	.316[b]
	Residual	10.533	36	.293		
	Total	**10.836**	**37**			

The regression results in Table 6 show a regression sum of squares of 0.303, a residual sum of squares of 10.533, a mean square of 0.303 for regression and 0.293 for residuals, with an F-value of 1.034 and a significance level of 0.316. These results indicate that head teachers' leadership in the examined area does not have a statistically significant effect on the academic performance of students with visual impairments at HVP Gatagara.

Table 7

Regression Coefficients for Responses on the Influence of Head Teacher's Leadership in Curriculum Development and Adaptation on Academic Performance of Students with Visual Impairment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.729	.950		2.873	.007
Headteacher's Leadership in Curriculum Development and Adaptation	.272	.267	.167	1.017	.316

Dependent Variable: Academic Performance of Students with Visual Impairment

The regression results in Table 7 show that the constant (intercept) is 2.729 ($t = 2.873$, $p = 0.007$), while the unstandardized coefficient for head teachers' leadership in curriculum development and adaptation is 0.272 with a standard error of 0.267, a standardized Beta of 0.167, t-value of 1.017, and a significance level of 0.316. Therefore, the null hypothesis was not rejected and the study conclude that head teacher's leadership in curriculum development and adaptation has not a statistically significant influence on academic performance of students with visual impairment.

4.4 Findings for the Head Teachers' Instructional Leadership Practices in Teacher Professional Development at HVP Gatagara

In order to assess the influence of head teacher's leadership in teacher professional development on academic performance of students with visual impairment, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 8

Responses on the Influence of Head Teacher's Leadership in Teacher Professional Development on Academic Performance of Students with Visual Impairment

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std. Dev.
School leadership organizes frequent training for teachers.	0 (0.0)	3 (7.9)	1 (2.6)	20 (52.6)	14 (36.8)	4.1842	0.83359
The headteacher offers ongoing mentorship and professional guidance to teachers.	0 (0.0)	3 (7.9)	3 (7.9)	21 (55.3)	11 (28.9)	4.0526	0.83658
Teachers collaborate with external experts in special education to enhance their skills.	0 (0.0)	3 (7.9)	1 (2.6)	21 (55.3)	13 (34.2)	4.1579	0.82286
The school provides incentives for teachers to attend professional development programs.	0 (0.0)	3 (7.9)	0 (0.0)	21 (55.3)	14 (36.8)	4.2105	0.81067
Workshops and seminars on inclusive education are regularly organized.	0 (0.0)	17 (44.7)	0 (0.0)	21 (55.3)	0 (0.0)	3.1053	1.00779
The headteacher encourages peer learning and collaboration among teachers.	0 (0.0)	0 (0.0)	0 (0.0)	21 (55.3)	17 (44.7)	4.4474	0.50390

The results showed that on school leadership organizing frequent training, 7.9% disagreed, 2.6% were neutral, 52.6% agreed, and 36.8% strongly agreed, with a mean of 4.18 and a standard deviation of 0.83. This high level of agreement indicated that training was consistently provided, confirming that professional development played a central role in improving teacher effectiveness at HVP Gatagara. On ongoing mentorship and professional guidance, 7.9% disagreed, 7.9% were neutral, 55.3% agreed, and 28.9% strongly agreed, yielding a mean of 4.05 and a standard deviation of 0.83. This suggested that teachers largely recognized mentorship practices, highlighting that mentorship was a key strategy in enhancing teacher competencies. For collaboration with external experts, 7.9% disagreed, 2.6% were neutral, 55.3% agreed, and 34.2% strongly agreed, with a mean of 4.16 and a standard deviation of 0.82. This indicated broad support for external collaboration, showing that HVP Gatagara leveraged external expertise to strengthen teaching for visually impaired learners. On incentives for professional development, 7.9% disagreed, 55.3% agreed, and 36.8% strongly agreed, producing a mean of 4.21 and a standard deviation of 0.81. This reflected strong consensus that incentives were used to motivate teachers, demonstrating that incentives were an effective motivator in this context. Regarding workshops and seminars, 44.7% disagreed and 55.3% agreed, with a mean of 3.11 and a standard deviation of 1.01. This mixed perception suggested irregularity in workshops, revealing that these activities required stronger planning and consistency. On peer learning and collaboration, 55.3% agreed and 44.7% strongly agreed, with a mean of 4.45 and a low standard deviation of 0.50, indicating very high consensus. The results showed that peer collaboration was the most consistently valued practice, strongly reinforcing instructional leadership in supporting academic performance of students with visual impairment at HVP Gatagara. In addition, the study tested the null hypothesis H0.2 at 0.05 level of significance and results are shown below:

Table 9

Model Summary for Responses on the Influence of Head Teacher's Leadership in Teacher Professional Development on Academic Performance of Students with Visual Impairment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.040[a]	.002	-.026	.54819

The regression results in Table 9 show a correlation coefficient of 0.040, an R^2 of 0.002, an adjusted R^2 of -0.026, and a standard error of 0.54819, indicating a very weak positive relationship between headteachers' leadership in teacher professional development and the academic performance of students with visual impairments at HVP Gatagara. This means that only 0.2% of the variation in academic performance is explained by leadership in professional development, suggesting minimal direct impact. Despite the low explanatory power, the positive direction indicates that activities such as organizing teacher training, mentorship, and capacity-building in inclusive instructional strategies can still support improved teaching quality and student outcomes.

Table 10

ANOVA Table for Responses on the Influence of Headteachers' Leadership in Teacher Professional Development on Academic Performance of Students with Visual Impairment

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.017	1	.017	.057	.812[b]
	Residual	10.818	36	.301		
	Total	10.836	37			

The ANOVA results in Table 10 show that the regression sum of squares is 0.017, the residual sum of squares is 10.818, with a mean square of 0.017 for regression and 0.301 for residuals. The F-value is 0.057 with a significance level of 0.812, indicating that head teachers' leadership in teacher professional development does not have a statistically significant effect on the academic performance of students with visual impairments at HVP Gatagara. This suggests that variations in teacher professional development leadership account for very little of the differences in student performance.

Table 11

Regression Coefficients for Responses on the Influence of Head Teacher's Leadership in Teacher Professional Development on Academic Performance of Students with Visual Impairment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.515	.742		4.736	.000
Headteacher's Leadership in Teacher Professional Development	.044	.183	.040	.239	.812

a. Dependent Variable: Academic Performance of Students with Visual Impairment

The regression results in Table 11 indicate that the constant is 3.515 (t = 4.736, p = 0.000), and the unstandardized coefficient for head teachers' leadership in teacher professional development is 0.044 with a standard error of 0.183, a standardized Beta of 0.040, t = 0.239, and a significance level of 0.812.

4.5 Findings for the Head Teachers' Instructional Leadership Practices in Creating Inclusive School Environment at HVP Gatagara

In order to assess influence of head teacher's leadership in creating an inclusive school environment on academic performance of students with visual impairment, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 12

Responses on the Influence of Head Teacher's Leadership in Creating an Inclusive School Environment on Academic Performance of Students with Visual Impairment

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std. Dev.
The school accommodates the needs of students with visual impairment.	0 (0.0)	5 (13.2)	0 (0.0)	16 (42.1)	17 (44.7)	4.1842	0.98242
The school fosters an inclusive and supportive learning culture.	0 (0.0)	0 (0.0)	0 (0.0)	21 (55.3)	17 (44.7)	4.4474	0.50390
The headteacher promotes parents and community engagement in school activities.	0 (0.0)	5 (13.2)	0 (0.0)	16 (42.1)	17 (44.7)	4.1842	0.98242
The learning environment is conducive for active student participation and engagement.	0 (0.0)	5 (13.2)	0 (0.0)	16 (42.1)	17 (44.7)	4.1842	0.98242
The school ensures accessibility by providing necessary infrastructure and learning aids.	0 (0.0)	15 (39.5)	0 (0.0)	23 (60.5)	0 (0.0)	3.2105	0.99071
Awareness programs on disability inclusion are conducted for students and staff.	12 (31.6)	14 (36.8)	1 (2.6)	9 (23.7)	2 (5.3)	2.3421	1.30024
Students with visual impairment participate in extracurricular activities.	0 (0.0)	5 (13.2)	0 (0.0)	17 (44.7)	16 (42.1)	4.1579	0.97333
The headteacher ensures that inclusive policies are implemented effectively.	0 (0.0)	5 (13.2)	0 (0.0)	17 (44.7)	16 (42.1)	4.1579	0.97333

So, when it came to how well the school accommodated students with visual impairments, most people leaned positive: 42.1% agreed, and 44.7% strongly agreed. Only 13.2% disagreed. The average score landed at 4.18 (with a standard deviation of 0.98), which tells you most folks think the school does a good job here, though not everyone sees it the same way. Basically, leadership at HVP Gatagara tends to prioritize these accommodations, but there's still a bit of mixed opinion. Now, looking at how the school builds an inclusive and supportive culture, the numbers are even stronger. More than half 55.3% agreed, and the rest, 44.7%, strongly agreed. The mean shot up to 4.45, and the standard deviation dropped to 0.50, so almost everyone is on the same page. Inclusivity isn't just a buzzword at this school it's something they actually practice.

As for getting parents and the community involved, the pattern repeats: 42.1% agreed, 44.7% strongly agreed, and 13.2% disagreed. The mean and standard deviation match those from the accommodation question: 4.18 and 0.98. So, there's clear effort from the head teacher to build strong ties with families and the community, and most people notice. It seems to be making a real impact on how students perform. When it comes to creating a supportive learning environment, most people were on board 42.1% agreed and 44.7% strongly agreed, while only 13.2% disagreed. The average score hit 4.18 (with a standard deviation of 0.98), so it's clear that the head teacher is doing something right. The atmosphere really encourages visually impaired learners to jump in and take part.

Now, looking at accessibility this one's more of a mixed bag. About 39.5% disagreed that infrastructure and learning aids were accessible, but 60.5% agreed. The mean landed at 3.21 (standard deviation 0.99), which tells us things are somewhat accessible, but there's still work to do. Some resources are there, but not everything's in place yet. Awareness programs? That's where things get shaky. A solid 31.6% strongly disagreed and 36.8% disagreed that awareness efforts were happening. Only 23.7% agreed, and just 5.3% strongly agreed, with a mean of 2.34 (standard deviation 1.30). So, not much consensus awareness just isn't a big focus for leadership right now. On the bright side, participation in extracurricular looks good. Just 13.2% disagreed, while 44.7% agreed and 42.1% strongly agreed. The mean was 4.16 (standard deviation 0.97), so visually impaired learners are getting plenty of chances to join in activities outside the classroom thanks to the head teacher's push for inclusion. Same goes for inclusive policies. The numbers mirror extracurricular: 13.2% disagreed, but 44.7% agreed and 42.1% strongly agreed, with a mean of 4.16 and a standard deviation of 0.97. So, the head teacher's leadership really drives the implementation of policies that support academic success. Finally, the study put the null hypothesis H0.2 to the test at a 0.05 significance level. The results are up next.

Table 13

Model Summary for Responses on the Influence of Headteacher's Leadership in Creating an Inclusive School Environment on Academic Performance of Students with Visual Impairment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.567	.555	.36087

The results in Table 13 indicate that the correlation coefficient (R) is 0.753, the R Square is 0.567, the Adjusted R Square is 0.555, and the standard error of the estimate is 0.36087. These numbers show a strong positive relationship between headteachers' leadership in creating an inclusive school environment and the academic performance of students with visual impairments at HVP Rwamagana, with 56.7% of the variation in academic performance explained by this leadership practice. This demonstrates that when headteachers actively foster accessibility, supportive school culture, and collaboration among teachers, students, and the community, learning outcomes improve significantly.

Table 14

ANOVA Table for Responses on the Influence of Headteacher's Leadership in Creating an Inclusive School Environment on Academic Performance of Students with Visual Impairment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.147	1	6.147	47.203	.000[b]
	Residual	4.688	36	.130		
	Total	10.836	37			

The ANOVA results in Table 14 show a regression sum of squares of 6.147, a residual sum of squares of 4.688, with mean squares of 6.147 for regression and 0.130 for residuals. The F-value is 47.203 with a significance level of 0.000, indicating that head teachers' leadership in creating an inclusive school environment has a statistically significant effect on the academic performance of students with visual impairments at HVP Gatagara.

Table 15

Regression Coefficients for Responses on the Influence of Head Teacher's Leadership in Creating an Inclusive School Environment on Academic Performance of Students with Visual Impairment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.002	.396		2.533	.016
Headteacher's Leadership in Creating an Inclusive School Environment	.697	.101	.753	6.870	.000

Dependent Variable: Academic Performance of Students with Visual Impairment

The regression results in Table 15 show that the constant (intercept) is 1.002 (t = 2.533, p = 0.016), while head teachers' leadership in creating an inclusive school environment has an unstandardized coefficient (B) of 0.697, a standardized coefficient (Beta) of 0.753, t = 6.870, and a significance level of 0.000. Therefore, the null hypothesis was rejected and the study conclude that head teacher's leadership in creating an inclusive school environment has a statistically significant influence on academic performance of students with visual impairment. The results suggest that when headteachers actively foster an inclusive school culture, provide accessible learning environments, and promote positive attitudes toward students with disabilities, student performance improves substantially.

4.6 The findings for academic performance of students with visual impairment

In order to assess the academic performance of students with visual impairment, participants were asked to provide their responses through questionnaires. This was achieved through using a Likert scale, ranging from strongly agree to strongly disagree, to quantify the insights of respondents.

Table 16

Academic Performance of Students with Visual Impairment

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std. Dev.
Students with visual impairment perform well in classroom assessments.	2 (5.3)	6 (15.8)	8 (21.1)	15 (39.5)	7 (18.4)	3.50	1.05
Students with visual impairment show improvement in national examination results.	3 (7.9)	5 (13.2)	10 (26.3)	14 (36.8)	6 (15.8)	3.39	1.06
Students with visual impairment actively participate in classroom learning activities.	1 (2.6)	4 (10.5)	6 (15.8)	18 (47.4)	9 (23.7)	3.79	0.94
Students with visual impairment complete assignments and learning tasks successfully.	2 (5.3)	5 (13.2)	7 (18.4)	17 (44.7)	7 (18.4)	3.58	1.02
Overall academic performance of students with visual impairment has improved in recent years.	3 (7.9)	4 (10.5)	9 (23.7)	15 (39.5)	7 (18.4)	3.50	1.08

The descriptive results in Table 16 indicates the academic performance of students with visual impairment to be moderate to a relatively positive. The statement that students with visual impairment actively participate in classroom learning activities recorded the highest mean score of 3.79 (SD = 0.94), suggesting a strong engagement among students. The respondents agreed that students successfully complete assignments and learning tasks, with a mean score of 3.58 (SD = 1.02). This implies that despite the challenges associated with visual impairment, many learners demonstrate the ability to meet the academic demands. However, the level agreement on the statement regarding improvement in national examination results were slightly lower, with a mean score of 3.39 (SD = 1.06), indicating that although academic progress is made, the overall academic outcomes still face the challenges.

4.7 Qualitative findings

To enhance the credibility and comprehensiveness of the findings, the study collected qualitative data. Therefore, the following are findings from interviews with teachers and school administrators as well as focus group discussions with students with visual impairments at HVP Gatagara. The insights from the participants were into themes to answer the research questions.

4.7.1 Instructional Leadership Practices for Promoting Curriculum Development and Adaptation

Theme 1: Support for Curriculum Adaptation

The collected data on Curriculum development and adaptation centered in the insight that head teachers encourage teachers to adapt the curriculum to accommodate the needs of students with visual impairments by using

Braille materials, tactile diagrams and audio learning resources. The teachers indicated that adapting learning materials helps students understand lesson content and participate actively in learning activities.

These findings help explain the moderately positive mean scores observed in the quantitative results regarding students' classroom participation and completion of assignments. However, the regression results earlier in the chapter showed that curriculum development and adaptation had a weak and statistically non-significant relationship with students' academic performance ($R = 0.167$, $p > 0.05$). This suggests that although curriculum adaptation practices exist, their influence on overall academic performance may be limited compared with other factors affecting student achievement.

Theme 2: Supervision and Monitoring of Instruction

The recurring insight from teachers showed that head teachers regularly observe classroom instruction, review lesson plans and monitor teaching practices to ensure effective curriculum implementation. Participants noted that such supervision encourages teachers to apply diverse teaching methods in the learning activities to address diverse needs of students with visual impairments.

While this leadership practice contributes to improving instructional quality, the earlier quantitative findings indicated that curriculum-related leadership practices explained only a small proportion of the variation in students' academic performance ($R^2 = 0.028$). This implies that supervision alone is not sufficient to significantly improve academic outcomes.

Theme 3: Collaborative Curriculum Implementation

Participants also highlighted that head teachers encourage collaboration among teachers through staff meetings and departmental discussions where teachers share strategies for adapting curriculum content. Such collaboration helps teachers learn from each other and improve their instructional approaches.

This supports the quantitative findings, which indicated the moderate agreement among respondents regarding the effectiveness of curriculum implementation practices in the school.

4.7.2 Instructional Leadership Practices for Enhancing Teacher Professional Development

The recurring theme about the leadership practices for enhancing teacher professional development from the insights of participants was that, head teachers encourage teachers to attend training workshops, seminars, and professional development programs related to inclusive education. The teachers said that these programs help them to acquire new skills in teaching students with visual impairments and using assistive technologies.

However, the quantitative findings presented earlier revealed that teacher professional development had a very weak and statistically non-significant relationship with students' academic performance ($R = 0.040$, $p > 0.05$). This suggests that although professional development opportunities are available, their direct impact on student academic outcomes is not yet be fully realized.

4.7.3 Instructional Leadership Practices for Creating an Inclusive School Environment

Theme 1: Promotion of Inclusive School Policies

Participants reported that head teachers promote policies that ensure equal participation of students with visual impairments in academic and co-curricular activities. Head teacher said that such policies help reduce discrimination and create a supportive learning environment for all learners. These makes them feel most welcomed and valued, which highly motivate them to learn.

These supports the quantitative results, which showed that inclusive school environment had a strong and statistically significant relationship with students' academic performance ($R = 0.753$, $p < 0.05$).

Theme 2: Provision of Assistive Learning Resources

Participants also reported that school leadership ensures the availability of assistive learning resources such as Braille machines, audio materials and tactile learning aids. Students said that these resources enable them to access learning contents and participate actively in learning activities.

This finding helps explain the quantitative results that indicated relatively high mean scores for student participation in classroom activities ($M = 3.79$).

4.8 Discussion

4.8.1 The Influence of the Head Teacher's Leadership Practices in Curriculum Development and Adaptation on Academic Performance of Students at HVP Gatagara

The study looked at how head teachers lead curriculum adaptation and how that affects students with disabilities at HVP Gatagara. The numbers show that support for adapting the curriculum sits at a moderate level (mean = 3.55), and honestly, the consistency just isn't there. That matches what Bush (2020) found leadership exists but isn't always steady. On the bright side, they've done well with assistive technologies (mean = 3.82). Leadership really shines here, pushing for inclusive learning, just like Alper and Raharinirina (2006) talked about. But when it comes to teachers actually encouraging curriculum changes, the support drops (mean = 3.26). There's just not enough drive to innovate, which lines up with Avramidis et al. (2002).

As for the results of these curriculum tweaks, it's a mixed bag (mean = 3.07). Sometimes the changes work, sometimes they do not (Ruijs, 2009) noticed the same thing. Working with specialists is also hit or miss (mean = 3.29). They collaborate, but not consistently, echoing what (Friend & Cook, 1992) described. Resources are another weak spot (mean = 2.79). There just aren't enough materials or support, which Okongo et al. (2015) also reported. But here's something good: regular assessments (mean = 4.21) and teacher training (mean = 4.29) get a lot of attention. These areas are strong, backing up (Hallinger et al., 2015). The regression analysis showed a positive, though pretty modest, link between leadership and academic performance ($R = 0.167$, $R^2 = 0.028$, $p = 0.316$). So, leadership helps, but it's clearly not the only thing that matters. Finally, interviews confirmed that tools like Braille materials, audio resources, and assistive tech really do help students understand better and stay engaged (Ferrell, 2014) found the same thing.

4.8.2 Influence of Head Teacher's Leadership in Teacher Professional Development on Academic Performance of Students with Visual Impairment

The numbers tell a clear story: most teachers said their head teacher regularly set up training sessions (mean = 4.18, SD = 0.83), kept up with mentorship (mean = 4.05, SD = 0.84), brought in outside experts (mean = 4.16, SD = 0.82), gave out incentives for professional development (mean = 4.21, SD = 0.81), and pushed for peer learning (mean = 4.45, SD = 0.50). These high scores show that teachers not only noticed these efforts, but saw them as real support for improving their teaching. But when it came to workshops and seminars, things felt less steady (mean = 3.11, SD = 1.01) those events didn't happen as often. Now, on the numbers side, regression analysis showed almost no link between head teachers' leadership in professional development and student academic performance ($R = 0.040$, $R^2 = 0.002$, adjusted $R^2 = -0.026$). The ANOVA ($F = 0.057$, $p = 0.812$) backed that up no real statistical connection, which lines up with what Harris (2011) found.

However, although the statistical analysis revealed a very weak relationship between teacher professional development and academic performance, qualitative responses from teachers indicated that professional development activities such as training, mentorship, and collaborative learning contribute to improving teaching effectiveness in inclusive classrooms. That means they could offer more personalized support to students with visual impairments. So, while test scores may not have changed overnight, teaching practices improved, echoing what Guskey (2002); Day (2016); Alper and Raharinirina (2006) have pointed out.

4.8.3 The Influence of Head Teacher's Leadership in Creating an Inclusive School Environment on Academic Performance of Students with Visual Impairment

The results indicate a clear pattern: most people feel the school really gets inclusive leadership right, especially when it comes to supporting students with visual impairments. You've got 42.1% agreeing and 44.7% strongly agreeing, with an average score of 4.18 out of 5 not bad at all. The same goes for how the school creates an inclusive, supportive learning culture. That average jumps even higher, up to 4.45. It's obvious the school puts students' needs front and center, though not everyone sees it happening all the time so there are still some rough edges to smooth out.

When it comes to getting parents and the wider community involved, the same high numbers show up. This isn't just nice on paper; it lines up with what (Epstein, 2018) argued when schools bring in the community, students do better. The head teacher, in particular, seems to set the tone for building a positive environment, at least according to the data. But let's be real, not everything is perfect. When asked about things like ramps or special learning tools, the average drops to 3.21, and nearly 40% disagreed that these supports are in place. So, physical changes and teaching aids still lag behind. Awareness programs about disability? Those are really lacking, with a low mean of 2.34 so that's clearly not a focus. On the bright side, students are getting to join in on extracurricular activities and the school is putting inclusive policies into practice. Both scored well, at 4.16, which suggests leadership is thinking beyond just academics.

If you look at the statistics, the impact of all this shows up loud and clear. The correlation coefficient is 0.753, and the R^2 tells us that head teachers' inclusive leadership explains more than half, 56.7% of the differences in academic performance. The ANOVA and regression results back this up, showing that what leaders do really shapes learning outcomes. These findings are consistent with the studies of Alper and Raharinirina (2006), Orphanos and Orr (2014)

and Leithwood and Jantzi (2008), which reported that effective and inclusive instructional leadership significantly contributes to improved educational outcomes. This suggests that strong and inclusive leadership practices play a critical role in enhancing students' academic performance.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This study shows that instructional leadership practices play an important role in promoting students' academic performance. However, among the leadership practices examined, it's really inclusive school leadership that makes the biggest difference for students with visual impairments. Although curriculum adaptation and teacher professional development were found to be important for improving instructional quality, they did not show statistically significant effects on students' academic performance in this study. Therefore, when schools focus on inclusive policies, make their environments accessible, and get everyone involved, students and teachers, the overall academic outcomes of students with visual impairment are enhanced.

5.2 Recommendations

The Ministry of Education needs to boost policies that push for strong instructional leadership and true inclusion in schools serving students with visual impairments. These policies should make sure there's clear supervision of how the curriculum is adapted, invest in solid teacher development, and build school environments where every student can learn. Head teachers need clear, practical guidelines that help them use proven strategies, support and mentor teachers when they need it, and keep inclusive teaching at the center of what they do. On top of that, policies should focus on helping teachers build their skills in adaptive methods and get the most out of assistive technology, so students with visual impairment get consistent, high-quality instruction that actually lifts their academic performance.

School leaders and teachers need to create classrooms where every student feels welcome and supported. Head teachers should check in with teachers often give them feedback, offer mentorship, and help them use new tools or teaching strategies, especially when working with students who have visual impairments. It helps to keep an eye on how adapted lessons and remedial programs are actually playing out in real classrooms, not just on paper.

Teachers should work together, share ideas, and keep learning new ways to reach their students. That way, everyone keeps getting better at what they do. Schools also have to make sure classrooms, materials, and spaces are genuinely accessible. Don't just stop at academics, get students with visual impairments involved in clubs, sports, and everything else. And don't forget parents and the wider community; when everyone's involved, students feel more supported. All of this brings up the quality of teaching and helps students with visual impairments stay engaged and succeed, both in class and beyond.

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