

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ATTITUDES OF TEACHERS AND STUDENTS TOWARDS
INTEGRATION OF VISUALLY IMPAIRED STUDENTS

BY

DAWIT ADEM

JULY, 2013

ADDIS ABABA

**ATTITUDES OF TEACHERS AND STUDENTS TOWARDS
INTEGRATION OF VISUALLY IMPAIRED STUDENTS**

BY

DAWIT ADEM

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SPORT SCIENCE**

JULY, 2013

ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
ATTITUDE OF TEACHERS AND STUDENTS TOWARDS
INTEGRATION OF VISUAL IMPAIRED STUDENTS

DAWIT ADEM

APPROVED BY THE BOARD EXAMINERS

| | | |
|---------------------------------------------------|-------|-----------|
| _____ | _____ | _____ |
| Chair person, Department of Graduate committee | Date | Signature |
| _____ | _____ | _____ |
| Advisor | Date | Signature |
| _____ | _____ | _____ |
| Internal Examine | Date | Signature |
| _____ | _____ | _____ |
| External Examiner | Date | Signature |

Acknowledgments

First and for most I would like to thank my advisor Bezabih Wolde (PhD.) who, with his valuable support, patience and encouragement, made this study a success.

My thanks also goes to Tasew Lemma, Mekonnen Wordofa and Eliyas Muzeyin for their unreserved cooperation during this study. I am also grate full to all my colleagues and friends for their moral and material support while the study was on progress.

I thank all the visually impaired and non visually impaired students and teachers who participated in the study, without whom this research wouldn't have been a reality.

My thanks also extend to AAU for finally and Abebaw Befikadu for unreserved cooperation during data collection.

Table of Contents

| | Page |
|-----------------------------------------------------|------|
| Acknowledgments | i |
| Table of Contents | ii |
| List of Tables..... | v |
| List of Figure..... | vi |
| Figure 1: Conceptual framework of the study 57..... | vi |
| Acronyms | vii |
| Abstract | viii |
| CHAPTER ONE..... | 1 |
| INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem..... | 2 |
| 1.3 Objective of the Study | 3 |
| 1.3.1 General Objective | 3 |
| 1.3.2 Specific Objectives | 3 |
| 1.4 Research Questions | 3 |
| 1.5 Significance of the Study | 4 |
| 1.6 Delimitation of the Study..... | 4 |
| 1.8 Organization of the Study..... | 5 |
| 1.9 Operational Definition of Terms..... | 5 |

| | |
|------------------------------------------------------------------------------------------------------------------------------|----|
| Chapter Two..... | 7 |
| Review of Related Literature | 7 |
| 2.1 History of Education..... | 7 |
| 2.2 Visual Impaired Education in Ethiopia..... | 10 |
| 2.3 Contribution of Educational Development and Integration | 11 |
| 2.4 Definition and Concepts of Integration in Sport Science | 14 |
| 2.5 Forms of Integration in Sport Science | 15 |
| 2.6 The Blind and Physical Activity | 16 |
| 2.7 Behavioral and Social Development..... | 19 |
| 2.8 Appropriate Materials and Methods in Sport Science for Visual Impaired Students..... | 21 |
| 2.9 Making Friends and Strategies to Improve Perceived Competence and managing tasks with Visually Impaired Students..... | 23 |
| The Inclusion of Visually Impaired Students may Necessitate such Special Equipment as:..... | 26 |
| 2.10 Attitudes of Teachers towards Integration..... | 26 |
| 2.11 Attitudes of Students towards Integration..... | 29 |
| 2.13=2 Causes of Visual Impaired Students..... | 31 |
| 2.13 Impact Attitude towards Integration of Visual Impaired Students in Sport Science | 32 |
| CHAPTER THREE | 35 |
| METHODOLOGY | 35 |
| 3.1 Data Source..... | 35 |

| | |
|-----------------------------------------------------------|----|
| 3.2 Sampling Techniques | 35 |
| 3.3 Data Collecting Procedure | 35 |
| 3.3.1 The Pilot Study | 35 |
| 3.3.2 The Main Study | 36 |
| 3.4 Data Analysis | 37 |
| CHAPTER FOUR..... | 38 |
| RESULTS | 38 |
| 4.1 Background Information | 38 |
| 4.2 Behavioral and Social Development Attitude Scale..... | 41 |
| 4.3 Making Friends and Strategies Attitude Scale..... | 42 |
| 4.4 Managing Tasks Attitude Scale..... | 42 |
| 4.5 Having Appropriate Materials Attitude Scale | 43 |
| Fig. 1: Conceptual framework of the study | 52 |
| CHAPTER FIVE..... | 54 |
| Discussion..... | 54 |
| CHAPTER SIX..... | 56 |
| SUMMARY, CONCLUSION AND RECOMMENDATION..... | 56 |
| 6.2 Conclusion | 56 |
| 6.3 Recommendation | 58 |
| Bibliography..... | 1 |

List of Tables

| | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Table 1: Background information about attitudes of visual impaired students towards integration in Sebeta Sec. and Mulugeta Gedile primary school..... | 43 |
| Table 2: Sex, age, severity, age of onset and grade level of participants | 45 |
| Table 3: Refusing participation..... | 48 |
| Table 4: Their life and relationship with sighted..... | 49 |
| Table 5: Behavioral and social attitudes of non- visual impaired students towards integration in Sebeta secondary and Mulugeta Gedile Primary school. | 50 |
| Table 6. Behavioral and social attitude towards integration of sighted students in Sebeta sec. and Mulugeta Gedile primary school. | 51 |
| Table 7: Behavioral and social attitudes towards integration of teachers of visual impaired students in Sebeta secondary and Mulugeta Gedile | 52 |
| Table 8: Attitudes regarding managing tasks towards integration of visual impaired students in Sebeta secondary and Mulugeta Gedile primary school | 53 |
| Table 9: Managing attitudes towards integration of non- visual students in Sebeta sec. and Mulugeta Gedile primary school. | 54 |
| Table 10: Teachers' and student's attitude towards integration in making friends in both schools..... | 55 |
| Table 11: Teachers and students attitude towards sighted students on getting appropriate materials and managing tasks in both schools. | 56 |

List of Figure

| | Page |
|----------------------------------------------------------|-------------|
| Figure 1: Conceptual framework of the study | 57 |
| Figure 2: Sampling Design..... | 58 |
| Figure 3: Sex of the respondents | 58 |

Acronyms

VIS Visual Impaired Student

IEP Individual Education Program

VD Visual Disability

USA United States of America

P.E Physical Education

Abstract

Out of a total population of 71 visual impaired learners, the study has selected 12 samples of which 6 were males and the rest females. Additionally 12 non visual impaired samples were represented for the study from a total population of 253 students. There 12 samples had an equal number of gender representation. On the other hand, 4 Males and Females were chose as study samples out of a total population of 130, teachers.

The visually impaired and the none visually impaired samples students were selected from Mulugeta Gedle primary and Sebeta Secondary schools furthermore all the sample teachers were taken from the same schools with an equal proportion.

The qualitative and quantitative methods of research were used to explore the attitudes towards, getting behavioral and social development, getting appropriate materials, attitude towards managing tasks, and attitude towards making friends.

The researcher has implemented questionnaire and interview instruments of data collection.

Finally, the research report has been summarized, concluded and recommendation is also presented.

Key words: - Inclusive education disability, self concept adapted education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The sense of sight is of fundamental importance in modern society, which is organized mainly according to those who have vision and is considered a vehicle of communication in the world. The relationship with the environment depends on the processing and integration of afferent information from three systems: visual, vestibular and pro-spective.

The vision function is the capacity of individuals to give meaning to physical stimuli captured by the eye.”The light energy is captured by the photoreceptor cells of the retina (rods and cones) are transmitted to the occipital area (visual cortex) where it is integrated with information from the other senses.”

The ability to see depends on many factors: The physical and human movement, the age at which installed the disability, the ability to adapt to the situation, intelligence, personality type, the consciousness of more or less autonomy, education received and the technical support.

There is not a standard concept for the visually impaired, because there are many parameters and settings in different countries. The term visual impaired can be described as an irreversible situation of reduced visual response due to hereditary causes, congenital or acquired, even after clinical or surgical treatment and glasses. This is because individuals, even using special optical devices surgery, the vision remains compromised.

The terminology to define and establish the various degree of visual impaired is not homogeneous, many authors base their definitions in visual acuity and visual field .There are several types of vision test that measures one or more

visual functions, such as central visual acuity, color perception, opening up the visual field and binocular vision, and the assessment of visually done by determining the visual acuity and the opening of the visual field. Blind students are shyness, inactivity, insufficient personal back ground was the main reason for the immature sport activity of blind students which could be treated by adequate education, pedagogy, and special courses for sport experts, disability of specialist topics should be integrated in to sport education course on how the students could get focused on handicapped sport.

1.2 Statement of the Problem

As it has been discussed in the background part Ethiopia is one of the countries in the world with a very high rate of VIS.

The state of persons with Visually impaired in our country is even more tragic and severe due to the presence of diversified pre and postnatal disabling factors: (like difficulties of contingent to delivery under nutrition, harmful culture, lack of proper child care, absences of early primary and secondary actions.

Visually impaired students are more likely to have several series problems of instable relationship because no well perceived by the teachers, less positive social interaction, low literacy rate among VI students and difficult to get sufficient materials and treatment, negative attitudes towards integration and behavioral and social problem.

In addition access to general health care services is also poor behavioral and social, economical obstacles and problems to physical access health facilities ... etc.

Therefore, this study tries to find out the attitudes of teachers and students towards integration of visually impaired students in Sebeta secondary and Mulegeta Gedile primary school.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study is to assess the attitude of teachers and students towards integration of visually impaired students in Sebeta secondary and Mulegeta Gedle primary school.

1.3.2 Specific Objectives

The specific objectives of this study include:

- a. Find out the attitude of visual and non visual students and teachers towards integration.
- b. To identify factors those are perceived as threatening or rewarding to the idea of integration.
- c. Identify barriers and concerns related to VIS.
- d. Differentiate the need of visually impaired and recommended possible solution based on findings of the study.

1.4 Research Questions

1. What are the attitudes of teachers and students towards behavioral and Social managing tasks, getting appropriate materials and making friends
2. What are negative and positive impact that you thing the students could faced would they have been in school?
3. What is your attitude towards integration of sighted students
4. What are the main barriers towards Visually impaired?

1.5 Significance of the Study

The focus of this study is to identify the attitudes of students and teachers towards integration of VI students and teachers that attending in Mulugeta Gedile primary and Sebeta secondary school. The study should find out the attitude towards behavioral and social development, attitude towards managing tasks, attitude towards appropriate materials and attitude towards making friends with visually impaired students. This will guide people and students in making decisions based on the result of the study. The study helps in providing basic information for planners and policy makers, making society aware, making improvements in the educational setting in sport science which provides towards problems that face the students. In addition this, study will probably initiative others as investigation for doing further research in the area.

1.6 Delimitation of the Study

Previous researcher studies on efficacy, psychosocial functioning and in relation to academic achievement of students in different educational setting. Due to the limited number of students in the school the sample size is limited to 24 students and 8 teachers, totally 32 respondents from Mulugeta Gedile primary school and Sebeta secondary school.

1.7 Limitations of the Study

The study has the following limitations:

- Due to lack of sufficient time and finance in relation to the areas covered in the study, the ideas raised may not be reaching with important information.

1.8 Organization of the Study

This research paper is organized into six chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance of the study, scope and limitation of the study. The second chapter deals with review literature pertinent to the research. The third chapter also deals with methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research forward, summary, conclusion and recommendation on the findings of the study references and appendixes which include questionnaires, and other related material will be part of the document.

1.9 Operational Definition of Terms

Attitude: refer to regular class teachers and students response reaction in agreeing or disagree the integration of visual impaired students in to regular classes.

Adventitious:- refers to loss of vision acquired after birth as a result of illness or accident the age and level of development of the student before the onset of the vision impairment influences the students ability to acquire skills and concepts.

Blindness: - ranges from being totally without sight to under liable vision and primary reliance on other senses.

Congenital:-refers to loss of vision present at birth. Causes pre-maturity, genetic diseases, prenatal and perinatal infections, and maternal substance abuse.

Integration: refer to the situation where the visual students and sighted students placed together in the same class room to attend their education.

Legal blindness: ranges from a visual acuity of 20/200 in the better eye after correcting to having no usable vision or a field of vision reduced to an angle of 20 degrees visual acuity as of 20/200 means that the individual sees as 20 feet what is normally seen at 200 feet. A reduced field of vision means that the individual has tunnel vision with limited peripheral vision.

Low vision:- is reduced central acuity of 20/70 or less in the better eye after correction. Most students with visual impairments have low vision.

Regular class: are classes where visual students attend their general education in the selected school.

Social skill: making friend easily.

Students: refer to grade 5-8 primary school and 9-10 secondary school blind and non-blind regular class students enrolled in 2013.

Teachers: refer to the special unit teaching and the regular class teachers assigned to teach in the “2” selected school.

Visual impaired: students who are low vision or who are lost vision completely.

Chapter Two

Review of Related Literature

2.1 History of Education

Historically the attitudes of community members towards persons with disability in terms of willingness to attend to their education has been greatly influenced by the existing socio-cultural philosophy, medical knowledge and by the perceived causes of disability. (Roessler and Rubin, 1995:1)

History tells just that "prior to the late 1700s the fate of disabled individuals was likely to be a cruel one" and "the Greeks, Romans and other early cultures" are often cited by their practices of killing the unwanted children (Tibebu, 1995:13).

As time went on, there came a conviction which considered students with visual impaired as different from the rest of students with a sense to develop separate educational systems (Hegarty and Pocklington, 1988:8). Moreover, some professionals initiated the concern for the educational rights of children with disability and as a result, residential schools, special day schools and special classes were opened respectively (Moore, 1996:1).

At the beginning, although opinions may differ on reasons for establishing segregated schools for visual impaired students, it was assumed that such educational models could serve for proper utilization of instructional equipment and for maintaining a one-to-one attention. Such a model was also assumed to encourage feeling of security among visual impaired children by avoiding unfair comparison with those who are believed to be more competent students (Jenkinson, 1997: 11).

Fish (1985: 23) on this part informed that ideas about special education have been confused by many people. This was partly "due to its history, due to

changing professional responsibilities (a change from medical to educational approach) for children with disability and partly because of recent change in its relationship to ordinary education".

However, the growing public awareness, the achievement in the technological advancement and the improved legislation in some countries have opened the way for better provision of education to children with visual impaired (Moore, 1996;1). Particularly in 1950s and 1960s, people came to be aware of a continuous history and practices of segregation in their own societies with the acknowledge that had "strong value implication". This condition, in return has brought the idea of the integration of visual impaired student with their natural peers with "a wish to move away" from segregated educational practices (Millward and Dyson, 1995: 44).

According to Fish (1985: vii), it was in 1980s that revolutionary changes took place in special education with the aim of to educate children with visual impaired. Summarily, it was indicated that one of the 1960s significant achievements in the area of special education was 'the conceptualization of the delivery of special educational services as a continuum of services know as the "Cascade model", viewing the regular school classroom as the most natural and least restrictive option (Tibebu, 1995:14).

As noted in several sources, the historical development of education for visual impaired student seems to differ from country to country. For instance, special education for pupils with visual impaired was a relatively recent development in Great Britain (Hegarty and Pocklington, 1988:8), and in the United States it was at the beginning of the nineteenth century (Meijer and Hegaty, 1994: 60).

As reported by Jenkinson, (1997:10), at the beginning, centers for the provision of special education were set up by Voluntary organizations for students with

specific disability till governments increasingly assumed responsibility for the education of all students.

Regarding the historical development of education for visual impaired children in Ethiopia, it has a relatively closer point of time reference with the establishment of the first regular school in the country. It was within a time gap of less than a decade since the establishment of the first regular school (Menilik II school) that special education for the disabled was opened in its modern form in Ethiopia (Tibebu, 1995).

Like in the case of other countries, the first special school was started by missionaries from Europe the first special school being opened visual impaired children in 1971 (MoE, 1990, cited in Tibebu, 1995:24).

The new educational policy enacted in 1994, has considered the provision of education to visual impaired children. Under its specific objective, it is stated as; "to enable both the institution for blind youth is the first school for the blind (Smith and Lukasson, 1995). It was founded in pairs in 1784 by Valentin Hauy who conceived a system of raised letters on the printed paper (Smith and Lukasson, 1995). A tactile system that used an embossed six- dot code is developed or reading and writing in the early 1800s; by Louis Braille. This what is known as the Brialle system today (Smith and Lukasson, 1995).

In the united states the first blind school was opened in 1829(ANTO, 2004). It is known as the New England Asylum for the blind; and it was directed by Samuel Gridley Howe (ANTO, 2004). Around 1932, the New York Institute for the blind and the Pennsylvania institution for blind were founded. "these nineteenth century schools were private boarding schools, usually attended by children from wealthy families" (Smith and Luckasson, 1995: 465).

The first day classes began in Scotland in 1872, where the blind were integrated with their sighted climates. In the United States the first attempt to do so happened in Chicago. Fank Hall, the superintendent for the Illinois school for the blind, developed a mechanical Braille writer, a small, portable machine for taking notes and completing other written tasks (ANTO, 2004).

2.2 Visual Impaired Education in Ethiopia

In former times, educational and the position of the blind in the Ethiopian society had been vested in the Ethiopian Orthodox Church. A blind child would be brought to the church at an earlier age and he would receive instruction concerning church liturgy (Taffesse, 1990 as cited; by Tensae, 2000). Due to this fact the kind of education that existed in Ethiopia before the 20th century was traditional oriented and characterized by church education. During this time the church and monasteries were the main centers of learning (Yusuf, 1987). Its aim was to prepare the children for the service of the church. Since the mode of instruction/presentation was oral, it helped the blind children a lot.

The education of the blind in Ethiopia started at the same time with that of the sighted ones. This was possible since the way of instruction was oral. This idea is supported by Rigby (1972), who indicated that since instruction was given orally and reading and writing were kept to a minimum, it was possible for the blind to follow the traditional type of education. He considers this as the first instance of an integrated education system for the blind.

According to Rigby (1972), in the 1930's the Ethiopian education system started to follow the stern type of education. Since the focus of this type of education was on reading and writing and no attempt was made to introduce Braille reading and writing, it was difficult for the blind to follow their education.

Special education of people with visually impaired is not a relatively recent phenomenon compared to that of other persons with disability. This is also true in the Ethiopian case. The first school for the blind was established in 1924 in Dembi Dollo by Voluntary and nongovernmental organizations and individuals (Maru, 1990). However, its growth was disrupted by the Italian invasion in 1935. After this other special schools began to be opened beginning from the 1950's in different parts of the country; Bakko, Sebeta, Soddo, Ghibmi, Shashemene, Woalyita, and Dire Dawa with the cooperation of the Ethiopian government by different charity organizations (Rigby and Sawarage, 1970 as cited by Tensae, 2000). Currently there are totally six blind boarding schools in the country: Walayta, Shashemene, Sebeta, Bakko, Gonder and Mekele (the recent one) schools for the blind.

2.3 Contribution of Educational Development and Integration

To reexamine previous education it can help to visualize the main ideas that have served as basis for the development of new educational modality. As seen from history, the idea of "education for all" and particularly the educational concern for students with disabilities is not a recent phenomenon as such; but was an issue for the past many years.

It appears true that the in human living conditions of the disabled people, the shortcomings of instruction offered by the regular classes and movements that opposed the inappropriate use of materials in classifying students with visually impaired have served as basis for the development of the idea of integration. Moreover, the growing concern about the social life of individuals with disability and the existence of different support systems designed for the regular teachers have also contributed to the emergence of the concept of integration as an educational modality. (Tibebu, 1995:18-19)

In addition to the above -indicated facts some early educational/philosophical out-looks related to the nature of human learning and education of students with visual impaired are likely to have their own contribution to the development of new educational approaches. The desire to educate people, to mold and shape their character and develop the potentiality of the learners to the 'highest standard of excellence' was one of the most important of the Greek ideals (Osborne and Dimattia, 1993: 107).

This early Greek educational philosophy, as indicated by Osborne and Dimattia (1993:107), is currently is currently incorporated in the legislation of such countries as the USA. Moreover, the Greeks were considered as important educators due to "their awareness of the position of the individual the community" with due regard to individual values and freedom (Jaeger, 1939, cited by Osborne and Dimattia, 1993: 107).

However, in spite of the efforts that have been made to develop the potentiality of the learners, the "wonderful vision" of the Greeks about 'the fullest possible human development' was not translated into 'practical educational strategies' to be applied in educating the masses (Ibid).

As to the idea of "education for all" it was in the early seventeenth century that the first call for the universal education of all children has been made by John Amos Comenius (1923), but no attention was given to him. He declared that, 'not the children of the rich or the powerful only, but of all alike, boys and girls, both noble and ignoble, rich and poor... should be sent to school' (Osborne and Dimattia, 1993:107).

Similarly, Mortimer J. Adler (1982) cited in Osborne and Dimattia, (1993: 108-109), called for "universal education of all children" thereby forwarding a philosophy (a philosophy drawn from fourth century BC) which was based on classical theories for knowing. Alder's initial premise was that "All children can

learn, that there are no uneducable children; rather some schools, teachers and parents fail to teach them".

Adler (1982), cited in Osborne and Dimattia, (1993:108), on this part considered children as they are all the same I their human nature. He further stressed that "each individual possesses the common traits of our species; the differences that makes each child a unique individual are differences in degree not in kind".

Regarding the nature of education, Adler argued that (on the basis of theories of human knowing) "there is only one education for all children" and his theory suggests that "the distinction between general education and special education is an artificial one (Ibid). Supporting the view forwarded by Alder, Stainhack and Stainback have stated as follows: "there are not two distinctly different types of students, that is, those who are special and those who are regular. Rather, all students are unique individuals, each with his/her own set of physical, intellectual and psychological characteristics" (cited by Osbornee and Dimattia, 1993: 108).

This is to say that, regardless of differences among individuals, every child has his/her own potentiality that can be cultivated and maximized through appropriate educational approach. Therefore, though it may not be applicable to all individuals, segregating children due to certain limitations appears to be denying their rights to grow up in an environment where they can learn from their "normal" peers.

Adler, once against noted that the school personnel and other concerned figures can make their own contribution by 'establishing a positive and constructive attitude among the staff towards the idea that all children can be learn and should learn in the same environment" (Osborne and Dimattia, 1993:11). Therefore, the idea of providing education to children with and

without disability within the same environment is not a recent phenomenon as such.

2.4 Definition and Concepts of Integration in Sport Science

The British association of sport and exercises about interdisciplinary. An interdisciplinary approach has been defined as more than one are of sport and exercise science working together in an integrated and in addition opening minds of the high performance.

Many scholars define integration as the process of increasing the participation of students and adults in their communities. They see their involvement in the social and educational life of comprehensive, kindergarten, primary, secondary and higher education as an integral part of this process. Integration is most commonly applied to the bringing of students with disabilities.

It refers to the education of pupils in regular classes. Integration provides a natural environment where these students are free from the isolation that is characteristic of much regular classes.

As Tirusew (1999) indicated integration is more generic term applied to the school situation and may include departures from main streaming such as when more limited contact during part of the day between students with and without disabilities is planned. Integration in its broadest sense refers to the process of educating students with disabilities in regular classroom whenever the placement best fits their particular learning.

Teaching students with visual impaired students' needs and expectations of students with visual impaired a reduced field of vision means that the individual has make decisions about integrating related services, such as O and M.

The term visual impaired describes a wide variety of conditions that affect vision. Due to intracranial pressure (wide podia) space flight induced visual impairment and hypothesized to be a result of 3 existing long duration flight occurrences; 4 case definition and clinical practice guide lines medicine and science in sports.

Hegarty, et al, (1981)indicated that the concept of integration is a complex and dynamic one. It have evolved from a simple opposition to planned cement in a special school to encompassing a variety of arrangements. “They added that this diversity is mostly described in two ways: firsts in terms of the association between the special group and ordinary school; and secondly, in terms of organizational structure.

2.5 Forms of Integration in Sport Science

Hegarty, etal, (1981); as cited by Teferi, (1996) indicated that Warnock distinguished three main forms of integration interims of association, location; social; functional.

Location integration exists were regular classes are set up inordinacy schools or when school and ordinary school share esthete same site .Social integration is where students attending regular class or unit eat, play & concert with other students and possibly share organized out of class room activities with them; functional integration is the fullest form of integration & is achieved when location and social integration led to joint participation in educational activities where students with regular classes join, par time or full time ,the regular classes of the school and make a full contribution to the activities of the school .

2.6 The Blind and Physical Activity

Physical activity (ph. a) practice by people with in abilities or special needs can be define as any activity suited to the capabilities of each one with an emphasis on motor development, physical education and all athletic activities according to Silva,2000.

Many barriers are encountered by the blind in relation to physical activity, among which can be highlighted: the lack of understanding and knowledge required by the society, fear and anxiety caused by disability, dependence and exposed. Its deficiency Soresen. Sd, Mauracastro, 1993, Murtinez, 1998, Telford and sawrey, 1988).

Very low participation of blind students /people/ in sport is fundamentally caused by the inappropriate knowledge Of experts on disabled. Specific areas of sport lack of topics regarding sports for handicapped students /people/ in the curriculum of their studies.

Students not be allowed to graduate without specific knowledge about sport. Blind students/people/ cannot trained to be coaches by the nature of their disabilities, so blind sport must be developed through the active support, and cooperation of sighted sport experts.

The integration of students with disabilities (including visual imp) seems to be a global trends of course, without denying the existing controversy over it. As noted by many scholars one of the reasons for integrating handicapped students was to facilitate positive interaction among handicapped and non handicapped students (Warren, 1979, as cited by Horne, 1985: 19).

However, the attainment of this goal, as stated by Horne, 1985: 19, "is highly dependent" on the attitudes of teachers and peer towards handicapped

students, moreover, it is pointed out that it would be "realistic to suppose that many handicapped students (specifically the (VI) will be subjected to a negative school experience" unless the attitudes of peers and teachers are changed (Horne, 1985: 23).

The study conducted by Elser (1959) as cited by Horne (1985:69), indicated that VI students were not positively welcomed by their classmates, conversely, in the study conducted by Kennedy and Bruininks, 1974, cited in Horne (1985:71), "students with severe VI losses were chosen significantly more often as friends than non-disabled students".

Thus, from what has been mentioned, it is possible to assume that the effect of integration may vary from place to place depending upon circumstances under which it was practiced, concerning this same issue, Gearheart and Welshhan (1992:127) stated that information concerning the effects of main streaming) integration appears to be contradictory and confusing.

Therefore, whatever the case might be, if integration is to be favored and practiced as an educational modality, then, attitudes of regular class students, teachers and that of visual impairments should be assessed in advance.

Researcher usually agree that sight is an important tool for the student to learn and acquire knowledge form his/her environment through the auditory channel. Additionally, sight is instrumental for the student to "determine the direction, distance and meaning of sounds" by analyzing the human (Gearhart and Weishahn, 1992: 140).

It is believed that visually impaired students can negatively affect the normal pattern of speech and language development thereby arresting the student's ability to develop such as communication, skills, reading, writing, listening and speaking (Ibid, 141). In defining visual impaired, two extreme points of view are

represented by professionals adhering to different philosophical orientations, namely the physiological and the educational approach. According to Hallahan and Kauffman (1991:266), persons who strictly maintain physiological view points are 'interested primarily in the measurable degree of visual loss: where as educators who favor educational view point is concerned with 'how much the visual loss is likely opt affect the child's ability to speak and develop language".

The most commonly used and accepted set of definitions related to educational orientation are presented as follows:

Visual impaired: is defined as a "genetic term indicating a visual disability, which may range in severity from mild to profound".

However, for various reasons, efforts made in early detection are not found being much successful. For instance, even in developed countries, like the united states of America, many children are not identified until they are closed to three years old" (Goldberg, 1993: cited by Smith and Luckasson, 1995: 470). Concerning this issue, the Ethiopian situation can be even worse for there seem to be lack of awareness on the part of community about the nature of visual impaired students.

As indicated by Smith and Luckasson (1995:470), "the benefits of early identification are great"; but parents, pediatricians and preschool and other educators need to be alert to signs of visual impaired.

Another way to prevent some visual losses is creating public awareness. For instance, public awareness about the importance of proper immunizations can help to reduce the negative effect of maternal rubella drastically (Ibid). Of course, in addition to raising public awareness, the necessary resources (including vaccinations) should be readily available.

As a whole, the level of development in technology, the extent of practices in early identification and the level of public awareness about the overall nature of visual impairment seems to play a determinant role in reducing the number of visual impaired children in a given country.

Adaptation in the environment including:

- Ensuring that the gymnasium is well lighted to help the student with residual vision.
- Varying the texture of the boundaries for game areas-dirt/ grass for the play area, sand for the surrounding area.
- Making pathways between targets of bases three to four feet wide and of a different texture.
- Keeping the outdoor teaching area and the gymnasium well organized and consistent. Introduce new equipment to visually impaired students by means of three dimensional models.
- Providing tactile marking on the floor as a reference for teaching stations, the center for teacher directions, water fountains, and so on
- Placing guide ropes across the gymnasium or play ground to permit the practice of loco motor skills and freedom of travel. Tie a series of knots in the ropes to signal the approach of the boundary.

2.7 Behavioral and Social Development

There has been little research on how young children with limited sight interact with their peers. There are a number of reasons why research has been so limited. Children with vision impairments make up a diverse group. There are students who are completely blind and those with functional vision. In addition, students with visual impairment often have other disabilities as well, as it is difficult to attribute results to the visual impaired alone. Finally, visual impairment is a very low incidence disability; consequently, the number of

students who are affected is small (Diamond, 2002). In spite of these limitations, we do know something about the social development of students who are blind.

It is logical to assume that the social development of students with visually impaired would be affected by their loss of sight. Vision is important in our social interchanges because a major part of these interchanges involves the observation of others. Children who have visually impairment may have difficulty in social relationships because their poor vision prevents these from interpreting subtle social cues, because they cannot see how others respond to their behavior and because their understanding of play activities social- rules and social conventions may be limited or distorted by their lack of sight (Diamond, 2002,p. 581).

Students who are typically developing provide challenges to students who are blind too. Young students particularly, those who play without using language, maybe unpredictable in their movements around students who are blind, Zanundra, (1998). They may expect quick response and transitions from one play activity to another present problems for students who are blind (Zanundra), 1998).

Diamond (2002), reports that studying does describe the social interaction of students with visual impairments show that they interact more with adults than peers, and that they participate more in solitary activities than would be expected for their age. However, McGahaand Farran (2001) compared the social behavior of children who were visually impaired or sighted and who attended an inclusive preschool program. Both groups of students spent most of their time near students who were sighted, but there was no difference between the groups in interaction with other students.

2.8 Appropriate Materials and Methods in Sport Science for Visual Impaired Students

Kinesiology exercise and sport science research has shown that children with cortical visual impaired benefit members of the student's multidisciplinary team are keys to appropriate inclusion, with visual impaired in physical education techniques for including students. This is an expect from adapted ph. ed. and sport, fifth edition edited by Joseph Winnick.

Teaching students with visual impaired in inclusive ph. ed. With the current emphasis on inclusive education, many students with disabilities are taught in regular physical ed. classes. Inclusion can work well if support systems are provided. When teaching students with visual impairments in physical education, keep in mind that these students can do all of the same ph. activities as their sighted peers. Thoughtful modifications, such as changing the ball color to one that contrasts sharply with the back ground, are sometimes the only adjustments needed to enable the student with partial sight to participate fully in class research has shown that children with cortical visual impairments benefit from objects that have more color and are moving (Cohen-maitre and Haerich, (2005.)Other times more extensive support in needed, such as team teaching or consultation with an adapted ph. ed. Specialists to help a student with visual impairment, learn in ph. ed. Further, children with visual impairments can have needs in other areas or even coexisting conditions that require the reader to refer to other chapters in this book.

All too often, students with visual impairments are placed in inclusive ph. ed. Classes without the necessary support systems. This dumping under the guise of inclusion is unfair to the students, the classmates, and the teacher. A result of this dumping can be the failure of children with visual impairments to develop lifelong movement skills. They become adults who are unable to enjoy

basic movement opportunities and who remain inactive over the life span. Research has shown that children with visual impairments become less active as they get older (Kozub and oh, 2004). This pattern develops even though people with visual impairments have the capacity to enjoy a host of activities, such as bike riding, in line skating (with a friend and serving as a guide), or jogging in a safe area with a partner. Activities such as bowling, dance, horse-back riding, and many other life time sports can be done safely and lead to social networks of friends, enabling people with visual impairments to remain within their capabilities but extend beyond their experience. Members of the child's multidisciplinary team are keys to appropriate inclusion parents and other care givers may advocate for appropriate support systems. In addition collaboration with a resource specialist in adapted ph.ed, the vision teacher, an orientation and mobility specialists and other can be major factors in successful inclusion. The child's par educator or teacher's aide can also be a great resource for information and a great teaching assistant in ph.ed if prepared correctly (Mckenzje and Lewis,(2008). Needed support services should be recorded on the child's individualized education program (IEP)

The child with visual impaired can provide input on appropriate inclusion strategies. Teachers use the child as a source of ideas for adaptations. The students with the visual impairment and all students in the class are also excellent sources of ideas for adaptations. Teachers have had much success in developing accommodations through class efforts.

The curriculum and programming for students with visual impairments should include a mix of open and closed sports. Open sports have variables that change often, such as tennis, volley ball, foot ball, soccer, and lacrosse. In other words the same is unpredictable and the speed, angle, and direction of the ball and defenders change often and without notice. Closed sports are

consistent and predictable. Examples of closed sports are archery, bowling, the shot put and discus, and bocce. Skill in and love of movement can be developed through active participation in ph. ed. Students with visual impairments should be introduced to all sports, games, and activities that their peers learn life time activities such as tandem biking, running, goal ball, swimming, wrestling, judo ,and bowling should be included as well.

The following three sections present ideas for adapting instruction for students with visual impairments based on learning about the students' abilities, fostering and the students independence, and exploring options for instructional modifications.

2.9 Making Friends and Strategies to Improve Perceived Competence and managing tasks with Visually Impaired Students

Self-concept one's knowledge about oneself including personal awareness of one's competencies (Sherrill, 1998) has been a central construct in academic and sport settings largely because of its persistent relationship to achievement (Weiss,1987). The researchers have studied self perceptions of ability within the frame work of Harter's (1978) theory of competence motivation. Perceived competence is a multidimensional dynamic and interactional concept that influences both the initiation of mastery attempts in the cognitive, social, or physical domains and the development of such achievement behaviors as effort and persistence (Kosmas, Cardinal, and Rintala, (2002), Sherrill, 1998).Perceptions of competence can vary across domains. Children may perceive themselves as having high ability in the social domain but low ability in the athletic domain within a given domains an individual's goal is to develop skills, and demonstrate mastery at a task. Each successful mastery experience increases their perceptions of ability. Students with high perceptions of competence exert more effort, persist longer, feel more in control, experience

pride, and are intrinsically motivated to continue to participate in areas in which they feel competent. Conversely, experiencing failure to master a task leads to lower perceptions of competence, avoidance of participation, little effort, increase anxiety, and low level of achievement and results in withdrawal from attempts to achieve (Roberts, Kleiber and Duda, 1981, Weiss and Horn, 1990). Perceptions of competence also can affect the way people cognitively construct their identities. For example, in childhood athletic competence is difficult to separate from physical appearance as early feelings about the body and its capacity for movement form the basis for self-concept (Sherrill, 1998). In addition perceptions of competence become more stable and resistance to change with age, an outcome that supports the need to intervene early in the development of self perceptions of competence.

Participation in physical education and sport is a primary environment for teaching children physical competencies (Weiss and Duncan, 1992). Many physical educators emphasize that all students, including those with a disability, need positive self-concepts to feel competent enough to participate in the common games and sports of childhood in a variety of physical activity (Shapiro, 1999). Students with visually impaired generally have fewer opportunities and incentives to engage in physical activities that provide the amounts and kinds of stimulation that are typical of other children (Longmuir and Baron, 2000). As a result, the health related physical fitness and motor and functional skills of young people with visually impaired is typically lower than those of their peers (Kalloniatis and Johnston, 1994; Kef, 1997; Skaggs and Hopper, 1996; Sorensen, 1999). Children who experience difficulty in movement often have lower self-perceptions. Poor physical self-perceptions lead to reduced confidence in movement that often extends beyond the athletic domain and results in adverse psychosocial consequences (Bouchard and Tetrault, (2000).

Engaging in sport and physical activity is a social activity involving groups of student such as teams, friends, and clubs and serves as a primary socializing agent for teaching interpersonal skills. Research has shown that children with visual impairments tend to have less extensive social networks and fewer friendships, compared with other children. In public school settings, children who are visually impaired often remain close to their teachers during social and recreational activities and seldom socialize with other children. They tend to have low levels of perceived control over their ability to make and retain friendships (Robinson, 2002), and tend to not be included groups or to withdraw from group activity; these factors contribute to increased feelings of loneliness and social dissatisfaction (Kalloniats and Johnston, 1994). The physical and emotional support of friends is essential to one's willingness to try un familiar activities or to meet new challenges (MacCuspie, 1996).Kef (1997) found that children with low vision had fewer friends than others in their peer group; their parents were their most important source of support, page, Frey, Albert, and Falk (1992) reported that (only children were significantly less physically active than students who did not express feelings of loneliness and social dissatisfaction.

Because perceived competence provides one of the best perspectives for helping people understand and change their behaviors, it is a central construct in teaching, in either the academic or in the sport context (Sherrill,1998)). View initiatives are necessary to develop effective intervention strategies to improve the perceptions of competence among children and youth with visual impaired students and to increase their motivation to participate in sport and physical activity (Long muir and Baron, 2000). The challenge is to promote strategies that teachers of the visually impaired, orientation, mobility instructors, parents and general and adapted physical education teachers can use.

The Inclusion of Visually Impaired Students may Necessitate such Special Equipment as:

- Brightly colored balls and objects for students with limited vision.
- Sponge and foam balls for projectile activities.
- Protection for the eyes: eyeglasses.
- Audible beep balls for tracking and location.
- Battery- powered electronic sound devices within large marker cones to serve as “personal space” for balancing and transferring of weight activities.

We expect students with visual disability to participate to their fullest potential in physical education trying not to let the student use the disability as an excuse to withdraw from activity and social interaction. Game situations that involve constant contact with the participants (for example, wheel barrow travel and parachute activity) require the least adaptation.

Visually impaired students need to be permitted to recover on their own, maintain their dignity and attain maximum independence. The teacher must discuss with all members of the class the danger of being over protective. With the exception of ball hanging/striking activities, the visually impaired student can function quite independently in physical education classes. Following orientation and mobility training the teacher’s task is simply to help the student develop skills and a belief in self.

2.10 Attitudes of Teachers towards Integration

The attitude of the in-school administrator towards the inclusion of a student with a cultural attitude to visual impaired. It makes decisions about integrating related services, such as O and M.

For example, differences in attitude towards special needs education between the n Rhodesia (Zimbabwe) for the hearing impaired, integration that encourages the sharing of resources such as music, sports, changing social attitude towards blind. Therefore, people are not necessarily interested in educating visually disabled peers and do not want to get acquainted with students with visual impairments educational /scientific research studies on the integration of blind students.

Teaching exceptional student's plus1 (2) article integration of students with visual impairments in regular preschools, effects of a sports camp practicum on attitudes toward student's integration with visual impairments and deaf blindness. RE: view- and staffed specifically to meet to needs of visually impaired students. In addition to the classroom teachers, on 22 sep, 2010 training program for teachers of visually impairment to us that we be viewed as an integrated working team, hundreds of students with visual impairments political science and history which led me strangely. As a matter of fact, several studies that had been conducted so far have failed to produce a clear cut picture of the most appropriate educational placement of students with visual impaired .It is farther pointed out that teachers' attitudes have been considered as one of the major affecting factors guaranteeing the success of integration of students with better educational needs.

Similarly, Mill ward and Dyson (1995, p, 59), reported that "maintaining students with visual impaired in regular class depends crucially on the attitudes and actions of the regular teacher and the school members. They farther noted that, although organization, financing, regulations, teacher training and other can play major role to enable integration, the placement of students with visual impaired in regular class will remain problematic unless teachers actively, support the effort to achieve integration (Ibid.)

As Turnbull and Carpenter (1991, p, 414) viewed also affirmed that “teacher attitudes have been identified as being important to the success of any mainstreaming program” Alexander and Strain, 1978; MacMillan, Jones and Meyers, 1976.

The effect of teachers’ attitudes on students perception, Turnbull and Carpenter (1991), further declared that teacher attitudes “not only set the tone for the relationship between teachers and visual impaired students, but they also substantially influence the attitudes of non visual impaired classmate (Ibid).In addition the attitude and knowledge teachers have concerning students with visual impaired students “are highly influential in determining the social, intellectual, psychological and emotional problems of students” Tibebu, 1995, p.46).

When we examined the previous researchers outcome the important of teachers’ attitudes towards effective integration, the available research evidence in the area of teachers’ attitudes are not consistent (Padeliadu and Lampropoulou, 1997, P.174.)

As cited by Padeliadu and Lampropoulou (1997, p.174), revealed that regular educators “do not hold positive attitudes towards integration of visual impaired students.

On the contrary, some research findings indicated that regular education teachers are becoming more positive towards integration (as cited by Wood, 1992). In the some cases it has been reported that some regular educators have even displayed “an enthusiastic professional dedication to the development and implementation of inclusive school practices” as cited by Giangreco et al, 1993. Teachers in regular classes agree in the idea that visual impaired students should attend classes and grow up with their natural peers, began to worry and make objections when integration is put in to practice.

The main objection was related to the perception of their own professional competence and to the perceived effects of integration on other students. It is because, teachers were afraid that their knowledge and skills are insufficient to treat visual impaired students and that the placement of students with disability will have negative effects on other students (Ibid.p, 60)

The other outstanding point reported in the study was that teachers who were experienced in the education of visually impaired students in regular class seemed to develop a positive and more confident attitude “(Mill ward and Dyson, 1995, p. 60.)

Tobin (1972), as cited by Hegarty and Pocklington (1988, p. 456) in his view of attitude of teacher, discovered that both experienced and trainee teachers had least preference for accepting visual impaired students in their class. In the Ethiopian context, a research conducted concerning attitudes of teachers and students towards the integration of visually impaired students in regular classes appears to be very scarce. However the study conducted by Tibebu (1995, p. 93), to examine the attitude of teachers and students towards integration, regular class students.

A parent towards persons with different types of disabilities categories gives a hint about the nature of teachers and students attitudes towards integration in general. His study generally revealed that the special and regular teachers have a mean below the natural value, there by indicating their negative attitudes towards the integration of visual impaired students.

2.11 Attitudes of Students towards Integration

It is suggested that integration experience will be more effective and enables visual impaired students develop a positive feeling about their personal values if their peers in the school socially accepted them (Tibebu, 1995, p. 50).

As indicated by Tibebu, the majority of study evidence shows that positive acceptance is not always the case. Confirming this fact, a research done by Elser (1959, p. 69), indicated that visual impaired students were not accepted by the visual classmates. It is noted that “the degree to which an individual is accepted by his/her peers and teachers during his/her early years at school is importance” for it will have a significance consequence on his/her “subsequent adjustment” Tibebu, 1995, p. 50).

According to Turnbull and Carpenter (1991,p. 425), “integration among visual and non visual students usually does not occur spontaneously in integrated classes” for it requires structuring experiences systematically to create favorable conditions under which students can work or enjoy leisure activities together.

Moreover, it is believed that social integration could be facilitated when do attention is given to developing positive attitudes toward visual impaired students and establishing a class atmosphere that allows “open and honest communication, success and respect” (Ibid. p. 433) .It is assumed that separate socialization is a ‘breeding ground” for “attitudes of prejudice, intolerance, and self depreciating feelings” and early integration is believed to avoid the possible social barriers that keep the visual impaired and non visual impaired students apart (Tirusew, 1999, p.6). It is generally non visual impaired students who have had the opportunities to interact with students with severe disabilities hold more positive and accepting attitudes than visual impaired students “who lacked that same opportunity (Tirusew, 1999, pp. 6-7).

Furthermore, a research conducted by Johanes, 1985, as cited by Bench (1992, p.208), indicates that the attempts of visual impaired students ‘At social interaction are rejected relatively often by the potential visual peers”. Another observer has also noted that a “consistent theme in the literature is that visual impaired students are frequently rejected and alienated in regular class setting

“partly by their “normal “ peers (Turnbull and Carpenter, 1991,p.411). In some instance, possibly, there can be negative reactions on the part of sight students in the social inter action, which may predispose visually impaired students develop negative attitudes towards integration.

In some situations the nature of social environment within the school set up can lead the students to react favorably towards integration. As Kirk and Gallagher (1993,p.48), indicated that “the social context in which exceptional individual exists can play an important role in causing problems as well as determining the individual behavioral out comes”.

2.13=2 Causes of Visual Impaired Students

In spite of several limitations to identify visual impaired, the workers and specialists reported the following casual factors of visual impaired:

Refractive errors: the light rays that enter the eye do not fall exactly on the retina and myopia (nearsightedness) results. Nearsighted persons can see things that are near to them, but they cannot distinguish images at a distance. When the eyeball is too short, the images fall at the back of the retina and hyperopic (farsightedness) occurs. Farsighted persons see things better at a distance; however, the effort to view things better at a distance; requires excessive accommodation of the lens curvature and can cause fatigue and restlessness.

Astigmatism: this refers to distorted or blurred vision caused by irregularities in the cornea or other surfaces of the eye; both near and distant objects may be out of focus.

Amblyopia/Lazy Eye: refers to a dimension of vision in one eye, causing suppression of the weaker eye and the use of only stronger eye. The condition

may be due to eye muscle imbalance, refractive errors, or other defects present when the infant is learning to see vision.

Cataract: cataract is a condition of cloudiness in the lens of the eye that blocks the light necessary for seeing clearly. Vision loss depends on where the cataract is located on the lens and how dense the clouding is. Treatment (Surgery and Eye glasses or contact lenses) can be effective.

Glaucoma: this is a condition in which the normal fluid of the eye (aqueous humor) does not drain properly. This causes pressure within the eye, which may damage the optic nerve and result in severe loss of sight or tunnel vision. The person sees only the center of the visual field. If detected early enough, glaucoma can be treated by controlling the pressure in the eye.

Retrolental fibroplasias: the loss of vision resulting from this condition is caused by the formation of scar tissue at the back of the lens of the eye. This condition has been linked to the concentration of oxygen administered to the child at birth in the incubator.

Strabismus: is a condition in which the eye is turned inward or outward or squints because of weak or malfunctioning muscles. The child may use one or both eyes alternately. Treatment includes patching the stronger eye, corrective lenses, and Surgery. Terms like squint, cross-eyed and wall-eyed are used to describe this condition.

2.13 Impact Attitude towards Integration of Visual Impaired Students in Sport Science

The attitude of parents can have a profound effect on the social and educational integration of visually impaired students. Attitude is a visual impaired for success or failure of students with visual impaired in their optimum development. The attitude of parents can have a profound effect on

the social and educational integration of visually impaired students. It makes a great difference to these students whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or momentary limitations. The adjustment of visually impaired students to society begins with the ability to adjust to their own family members. The students brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the students more than a formal school.

Turnbull, has identified 4 basic parental roles: parents as educational decision makers; parents as parents; parents as teachers and parents as advocates.

Since the parent's attitude is so important, it is essential that the home and school work closely and together especially for children, with disabilities. The Warnock report (2) stresses the importance of parents being partners in the education of their students. The role of parents should actively support and enrich educational processes. The present study was undertaken with the objective of examining the attitude of parents towards the education of their visually impaired students attending special and integrated schools.

The tools comprised of basic information, /daily information pertaining to the daily living skills of visually impaired students such as eating habits, toilet training, hygiene, handling money, recreation/ socialization, concepts of special education, concept of integrated education, educational procedure, sibling attitude, and adjustment at home. The formulated attitude scale was translated from English into the local language.

Attitude to disabled persons has a very significant influence on the provision of special education in developing country affecting every aspect. However, as attitude is learnt from family and society, it is possible to develop strategies to

counter condition people so as to develop more positive attitudes. Oke and Ajeigbe (in NwazuoKe and Kolo 1996) cite Johnson (1979) who sees attitude as:

“A combination of concepts, verbal information and emotions that result in a predisposition to respond favorably or unfavorably towards particular people, groups, ideas, events or objects.)

Nigeria is a multi- ethnic nation and each tribe has its own culture which influences the attitude of tribal members to disabled people. There is therefore no homogeneous Nigerian cultural attitude to anything. However, both Ogbue (1981) and Obani (1982, citing Johnson (1957). Nduku 1964, and Okediji and Ogionwo 1970 as sources) collated and synthesized the beliefs of many Nigerian cultures regarding the cases of handicapping conditions. These are seen as any one of or a combination of:

1. A curse on the family or the wider community for offenses against God or the Gods;
2. Anger of the ancestors or ancestral gods for neglect or breached promises;
3. Punishment of the students for offenses committed in a previous incarnation;
4. Punishment for a parent's misdemeanor;

Thus in Muslim areas, handicapped beggars will normally receive alms, often being regarded as those whom Allah the supreme God has created that the laws may be fulfilled (Ogbue 1981 and Obani 1981).

However, this can be fuel negative attitude as handicapped beggars are seen as dependent and helpless.

CHAPTER THREE

METHODOLOGY

3.1 Data Source

The data source for this study was students who have problem of vision impaired and who are attending in regular classes in integrated school.

3.2 Sampling Techniques

The techniques applied to collect the data were only the questionnaires and interview. Three types of questionnaires were formulated for students and teachers. So that, data must be collected from Mulugeta Gedile primary and Sebeta secondary school a total population of 71 VIS the study has selected 12 samples of which 6 are males and the rest females. Additional 12 non visually population samples were represented for the study from a total of 253 of non-blind students. On the hand 4 males and 4 females were chosen as study samples out of a total population of 130 teachers.

3.3 Data Collecting Procedure

The data collection was made in to two parts. Pilot and main study strategies.

3.3.1 The Pilot Study

A pilot study purpose was to improve the instruments used for data collection was conducted on 24 students (12 visual impaired and non VI students from each school and 4 teachers from each school and a totally population of 32 students.

The procedures were as follow;

- Official letter of consent was given to the schools and effective participants were informed to cooperate with the researcher.
- Based on the criteria the researcher adapted the students were selected from the list that contains their profile.
- After getting information from the leaders and home room teachers the students were informed about the purpose of the research and were requested to fill the attitude scales. All of them returned the questionnaires after took it to their home and brought it on the fourth day.
- Before administering the instruments the students were told about the purpose of the research and objective of each instrument.

3.3.2 The Main Study

The data collection procedure for the main study was similar to that of the pilot study. The only differences were the following:

- Since the respondents were informed about the research in the pilot study the researcher directly entered in to the data collection in the main study.
- In the main study additionally the researcher hired one person for data collection and he was oriented about the instruments. So the hired data collector could assist the respondents in clarifying questions when the student needed any help.

3.4 Data Analysis

In analyzing data, both qualitative and quantitative methods were employed. Data gathered from teachers was analyzed qualitatively while data gathered from the students was analyzing quantitatively, percentage was used in order to analyze the back ground information Moreover, after ensuring the fulfillment of the assumptions using statistical tables and figure and percentage. Besides this thematic analysis was used to analyze what is found from the respondents and this supplemented the information gathered through the quantitative method. Depending on the finding of the study discussions were made and recommendations formulated.

CHAPTER FOUR

RESULTS

The finding of the study are presented and analyzed in this chapter. Specifically, analysis of back ground information results of the attitudes of teachers and students towards integration of visual impaired students in Sebeta regular secondary and Mulugeta Gedile primary schools are presented.

4.1 Background Information

The back ground information of the teachers and students in the two schools were presented below.

Table 1: Background information about attitudes of visual impaired students towards integration in Sebeta Sec. and Mulugeta Gedile primary school.

| Descriptor | | Respondents | |
|--------------|--------------|-----------------------|--------------------------------|
| | | Sebeta regular school | Mulugeta Gedile regular school |
| | | N | N |
| Sex | Male | 7 | 7 |
| | Female | 5 | 5 |
| | Total | 12 | 12 |
| Age | 7-12 years | - | 2 |
| | 13-18 years | 6 | 10 |
| | 19-25 years | 6 | - |
| | Total | 12 | 12 |
| Severity | Blind | 6 | 6 |
| | Non-blind | 6 | 6 |
| | Total | 12 | 12 |
| Age of onset | Congenitally | 2 | 2 |
| | Within 1-3 | 4 | 4 |
| | After 3 year | 6 | 6 |
| | Total | 12 | 12 |
| Grade level | 1-4 | - | - |
| | 5-8 | - | 12 |
| | 9-10 | 12 | - |
| | 11-12 | - | - |
| | Total | 12 | 12 |

As indicated above in table 1 the main samples were comprised of 24 students. These sample where matched with respect to their sex, age, severity, grade level and age of onset of the problem. This means the students in the two schools are similar with regard to these criteria. Therefore, out of the 24 student's equal proportion (14 male and 10 female) of students were purposefully selected from the two schools. 2 of them are within the range of (7-12), 16 of them are within the age range of 13-18 and the rest (6) within the age range of 19- 25 in both schools. Half of the students (12) from each school are non-blind .While the rest 12 are blind and their educational level range from 1-4, 5-8, 9-10, and 11-12 grades. With regard to age of onset (4) of the students lost their sight congenitally, 8 of them within the first 3 years and 16 of the after 3 years of age in both schools.

Table 2: Sex, age, severity, age of onset and grade level of participants

| <i>Descripti on</i> | <i>Respondents</i> | | | | | | | | | | | |
|-------------------------|---------------------------------------|---|------|----|------------------------------------------------|---|------|----|-------|----|--------------------------------------|--|
| | <i>Sebeta teachers & students</i> | | | | <i>Mulugeta Gedile teachers & students</i> | | | | | | <i>Total teachers & students</i> | |
| | | n | % | n | % | N | % | n | % | n | % | |
| Sex | Male | 2 | 6.25 | 7 | 21.87 | 2 | 6.25 | 7 | 21.87 | 18 | 56.25 | |
| | Female | 2 | 6.25 | 5 | 16.62 | 2 | 6.25 | 5 | 16.62 | 14 | 43.75 | |
| | Total | 4 | 12.5 | 12 | 37.5 | 4 | 12.5 | 12 | 37.5 | 32 | 100 | |
| Age | 7-12 | - | - | - | - | - | - | 2 | 6.25 | 2 | 6.25 | |
| | 13-18 | - | - | 6 | 18.75 | - | - | 10 | 31.25 | 16 | 50 | |
| | 19-25 | 2 | 6.25 | 6 | 18.75 | 2 | 6.25 | - | - | 10 | 31.25 | |
| | 26-45 | 2 | 6.25 | - | - | 2 | 6.25 | - | - | 4 | 12.5 | |
| | Total | 4 | 12.5 | 12 | 37.5 | 4 | 12.5 | 12 | 37.5 | 32 | 100 | |
| Severity | Blind | - | - | 6 | 18.75 | - | - | 6 | 18.75 | 12 | 37.5 | |
| | Non blind | - | - | 6 | 18.75 | - | - | 6 | 18.75 | 12 | 37.5 | |
| | Total | - | - | 12 | 37.5 | - | - | 12 | 37.5 | 24 | 100 | |
| Age of on set | Congenital | - | - | 2 | 6.25 | - | - | 2 | 6.25 | 4 | 12.5 | |
| | Within3year | - | - | 4 | 12.5 | - | - | 4 | 12.5 | 8 | 25 | |
| | After3years | - | - | - | - | - | - | - | - | - | - | |
| | Total | | | 6 | 18.75 | - | - | 6 | 18.75 | 12 | 37.5 | |
| Grade level | 5-8 | - | - | - | - | - | - | 12 | 37.5 | 12 | 37.5 | |
| | 9-10 | - | - | 12 | 37.5 | - | - | - | - | 12 | 37.5 | |
| | 11-12 | - | - | - | - | - | - | - | - | - | - | |
| | Total | - | - | 12 | 37.5 | - | - | 12 | 37.5 | 24 | 75 | |

As indicated in the above table (2), the total number of students with visual impaired and non impaired and teachers included in the study are 32 (100%),out which equal proportion 16(50%),of them are from each of the two schools, Sebeta regular and Mulugeta Gedile primary school. From these 14(43.75%) and 10 (31.2%) of them are male and female respectively from both schools. Totally, teachers and students 18(56.25%) male and 14(43.75%) female are participated in the study. With respect to their age, 2 (6.25%) of them are in the age range of 7-12 only in Mulugeta Gedile primary school. There are 16(50%) of students in Sebeta secondary and Mulugeta Gedile primary school in the range of (13-18). There are 10 (31.25) of the students in the age range of (19-25) in both schools. In addition of 4 (12.50%) in the age range of (26-45) in both schools respectively.

With regard to their severity, there are 12 (37.50%) of students who have visually impaired and 12(37.5%) who are non-blind, totally in terms of their age of onset also there are congenitally blind or partially sighted are 4(12.5%) sighted and those who have lost their sight with in there 3 years of their life are 8(25%) and those whose after 3 years of their age constitute 12 (37.50%) of the students.

Therefore, totally there are 6 (18.75%) in Sebeta secondary school and 6(18.75%) in Mulugeta Gedile primary school respectively. In addition regarding to their grade level 5-8 on 12 (37.50) of Mulugeta Gedile and 9-10, is 12(37.5) totally, 24(75%) respectively.

4.2 Behavioral and Social Development Attitude Scale

The instrument was devised based on the review literature, background of the study and other relevant information by including concepts that should be incorporated when talking about social and behavioral problems to vision loss and concepts on which previous studies have been conducted with regard to visual impaired students was comprised of 17 items which were used to study the behavioral and social relation problems towards the integration of visual impaired students. The items include among others making friends, equal rights, finding support, accepted by friends, participation in activities, independent, and having full materials. It is like type five point scales with a response category ranging from strongly agree to strongly disagree.

The given scale values were, 5= strongly agree, 4=agree, 3=undecided, 2=disagree, and, 1= disagree for positively stated items and the reverse for negatively stated items. To make the items easily understandable for the students the English version was converted in to the Amharic version. Then a pilot study was conducted on samples from Sebeta secondary and Mulugeta Gedile primary school for visual impaired and non visual impaired students. Its

objective was to improve the instrument. Based on the responses of the students some corrections were made on the ambiguous items. After incorporating this modification of the instrument, then it was administered on the main samples with the same number of items as in the case of the pilot study.

4.3 Making Friends and Strategies Attitude Scale

The scale was developed based on the review of related literature and background of the making friends and the concepts on which the previous studies have been conducted with regard to the point. It was comprised of 8 items which are used to check out to make friends towards the attitudes of integrated visually impaired students in the two schools have in themselves, the items include among others statements regarding a feeling of making friends, decision making, coming up with solution, participating in competition, etc and preference in doing activities. It is a liker type, Ten point scale with a response category ranging from strongly agree to strongly disagree and the given scale values were, 5=strongly agree, 4=agree, 3=undecided, 2= disagree, and 1=strongly disagree for positively stated items and this was reversed for negative stated items. After it was administered on the pilot samples and correction was made on an ambiguous items. After incorporating this modification the instrument become ready for the main study with 8 items.

4.4 Managing Tasks Attitude Scale

This scale was developed based on the review related literature, background of the study and other relevant information by including items that should be incorporated when speaking about managing tasks and items on which previous studies have been done with regard to the point. It was consisted of 4 main categories. 9 item which were used to develop to study on making tasks of the students with integrated towards the visual impaired students .The given

scale values point rating scale were, (4=independent, 3=needs help, 2=dependent, and ,1=not applicable).Its aim was to check out the degree of managing tasks the students have in performing activities , mobility, sharing materials, identifying things, etc...After the scale was converted in to the Amharic version and it was administered on the pilot samples. After the pilot study some corrections were made on ambiguous items and the instrument was administered on the main samples.

4.5 Having Appropriate Materials Attitude Scale

The scale was developed based on the review related literature and including items that should be incorporated when talking about self worth, and is generally considered the standard against feeling of which other measures of appropriate materials are composed. It was commonly scored as a likert scale. The scales include 8 items that are usually scored using a four point response category rating from strongly agree to strongly disagree. For positively stated items it was scored as; 4=strongly agree, 3=agree, 2=disagree, and, 1=strongly disagree. The items were short, easy and fast to be administered. In this study the English version was converted in to Amharic version and was administered to the pilot samples. After that some corrections were made on translations which were found to be ambiguous and it was administered on the main samples.

Table 3: Refusing participation

| | |
|-----------------------------|-------|
| Are not interesting | 16.67 |
| Do not feel well prepared | 58.6 |
| Are afraid of special job | - |
| Are shyness | 8.33 |
| Feel pity for blind athlete | 16.67 |

As indicated on table (3) a very high number of students 18 (56.25%) declared that do not feel well prepared .Almost 5 (16.62%) said that not interesting and 5 (16.67%) feel pity for blind athlete and also a very small number of students 2 (6.25%) are reported shyness of the blind students and the rest cant suggest anything.

Table 4: Their life and relationship with sighted

| | |
|-------------------------------------------------------------|-----|
| Improvement of self confidence | 65% |
| Perspectives in life | - |
| Health protection | 15% |
| Opportunity for creating relationship with sighted students | 15% |
| Opportunity for recognition of achievement | 5% |

A very high number 25 (65%) of students reported that having self confidence and on health protection and opportunity for creating relationship with sighted students 7 (30%) as indicated. In addition none of the students can not want to report about their life.

Table 5: Behavioral and social attitudes of non- visual impaired students towards integration in Sebeta secondary and Mulugeta Gedile Primary school.

| Item type | Compound | Non-visual impaired students in Sebeta | Non-visual impaired students in Mulugeta Gedile |
|--------------------------------|-------------------------------|-----------------------------------------------|--------------------------------------------------------|
| Behavioral and social attitude | Happiness in their life | Like sighted, they are not happy | Are not happy |
| | Depending on others | Not dependent | Not dependent |
| | interaction with others | Have good interaction | Have good interaction |
| | Feeling of having equal right | Having equal right | Have equal right |
| | Feeling of failure | No failure | No failure |
| | Feeling of positive attitude | Do feel positive attitude | Do feel positive attitude |
| | Feeling of supports | Do support | Do support |
| | Getting full materials | Insufficient | insufficient |
| | Facing challenges | In some amount | In some amount |

Behavioral and social attitudes towards integration of non- visual student in Sebeta secondary and Mulugeta Gedile primary school.

The students in Sebeta sec. and Mulugeta Gedile primary school were asked about the behavioral and social problems of the students in the school they learn. As shown in the table 5, the respondents from both schools favors the students in their respective school. Eleven of the respondents from Sebeta secondary school indicated that regarding relationship with others were very strongly agree and twelve of the respondents from Mulugeta Gedile primary school also indicated that regarding relationship to others were very strong agree and one of the respondents reported that less interaction because of disability. Regarding failure twelve of respondents from Sebeta sec, school reported that disagree on failure in their work. Six of the respondents from Mulugeta Gedile also indicated that disagree on failure. Three of the students from each school indicated that agree on failure. Regarding dependent on others eleven respondents from Mulugeta and six from Sebeta School asserted

that are not dependent, are independent. Four of students from Sebeta and three of students from Mulugeta Gedile schools reported that are dependent on society. Regarding feeling of equal right twelve of students from each school reported that do have equal right, solving problems, cooperation. But regarding inferiority 24 of the respondents asserted that strong disagree and regarding materials 12 respondents from each school suggested that strong disagree on getting materials for visual impaired students.

Table 6. Behavioral and social attitude towards integration of sighted students in Sebeta sec. and Mulugeta Gedile primary school.

| <i>Item type</i> | <i>Components</i> | <i>Sighted students in Sebeta</i> | <i>Sighted students in Mulugeta G</i> |
|--------------------------------|--------------------------|------------------------------------------|----------------------------------------------|
| Behavioral and social attitude | Good life style | Not good | Not good |
| | Feel of not integrated | Do have integrated | Do have integrate |
| | Feeling of independent | Feel independent | Feel independent |
| | Equal opportunity | Equal in some | Equal in some |
| | Participation in sport | Do not participate | Do not participate |
| | Non-vision | Do have vision | Do have vision |
| | Materials | No materials | No materials |
| | Dependent | independent | independent |
| | Share materials | Do share | Do share |

Sighted students in Sebeta secondary and Mulugeta Gedile primary school gives in the attitudes towards integration of visual impaired students were asked about behavioral and social and attitudes of the students in the school they learned. As asserted in the above table 6 the respondents from both schools favor, the students in their respective school. Twelve of the respondents from each school asserted that less agree (not good) with respect to their life, learning in integrating, having equal right, encouraging each other, active participation on their lesson, making friends, is very strong agree. In addition seven of the respondents asserted that very strong disagree with respect to participation in competition, no participation in sport activities.

In general most respondents asserted that very strong agree regarding integration and having equal right primary school.

Table 7: Behavioral and social attitudes towards integration of teachers of visual impaired students in Sebeta secondary and Mulugeta Gedile

| <i>Item type</i> | <i>Components</i> | <i>Teachers in Sebeta school</i> | <i>Teachers in Mulugeta Gedile school</i> |
|---------------------------------|----------------------------|-----------------------------------------|--------------------------------------------------|
| Behavioral and Social attitudes | Feeling of support | Support and cooperate | Support, cooperate |
| | Self worth and awkward | Feeling of self worth not awkward | Feeling of self worth Not awkward |
| | Feeling on failure | Do not feel failure | Do not feel failure |
| | Doing activities | Capable of doing activities | Capable of doing activities |
| | Playing a game | Can play | Can play |
| | Opposing and teasing | Not opposing and teasing | Not opposing and teasing |
| | Performing tasks | Can perform | Can perform |
| | Solving problems | Can solve | Can solve |
| | Avoiding negative attitude | Can avoid negative attitude | Can avoid negative attitude |

Teachers' attitude towards the integration of visually impaired students of behavioral and social attitude in Sebeta secondary and Mulugeta Gedile primary school.

The teacher in Sebeta secondary and Mulugeta Gedile primary school were asked about the attitudes of teachers and students regarding behavioral and social attitudes of the students in the school they teach. As indicated in the above table 7, the respondents from both schools favorable the students in their respective school believe that students with visual impaired can be successful in their work and better in doing activities.

Seven of the respondents from each school reported that strong agree on doing activities and not showing inferiority to the sighted one in educating not opposing and teasing. 8 of the respondents from each school reported that not feel negative towards social and behavioral attitude.

Both schools agree on cooperation, playing with others, feel capable of doing activities they also they can perform basic tasks, sharing materials. In other words one of the respondents from each school indicated that making relationship with others isn't the same for all students there are differ according to their ages.

Table 8: Attitudes regarding managing tasks towards integration of visual impaired students in Sebeta secondary and Mulugeta Gedile primary school

| <i>Item type</i> | <i>Components</i> | <i>Sighted students in Sebeta</i> | <i>Sighted students in Mulugeta</i> |
|----------------------------|--------------------------------------------------------|------------------------------------------|--------------------------------------------|
| Attitude of managing tasks | Doing daily activity, like; playing games, gymnastics. | Can perform | Can perform |
| | Care for materials and using properly | Takes care but no materials | Takes care but no materials |
| | Feel of getting materials | No materials | No materials |

Managing task attitude towards integration of visual impaired student's in Sebeta secondary School and Mulugeta Gedile primary school.

Students in Sebeta and Mulugeta Gedile primary school gives in the attitudes towards integration of visual impaired students were asked about the managing tasks of the students in the school they learned. As reported in the above table 8, the respondents from both schools favor the students in their respective school .Eleven of the respondents from each school asserted that

very strong agree with respect to their daily activities; such as playing games, fetching water, discussing each other , combing,---etc. Only two of the respondents from each school reported that in some case can't differentiate things.

Table 9: Managing attitudes towards integration of non- visual students in Sebeta sec. and Mulugeta Gedile primary school.

| <i>Item type</i> | <i>Components</i> | <i>Non-visual students in Sebeta</i> | <i>Non-visual students in Mulugeta Gedile</i> |
|----------------------------|------------------------------------|---------------------------------------------|------------------------------------------------------|
| Attitude of managing tasks | Managing task | Do have managing | Do have managing |
| | Mobility | Move independently | Move independently |
| | Teachers' attitude regarding sport | They can, but we can't participate them | Can do every activities |
| | Depend on others | Can't depend | Can't depend |

Table 9, managing tasks attitude towards integration of non-visual students in Sebeta sec. and Mulugeta Gedile primary school.

Students in Sebeta sec. and Mulugeta Gedile primary school gives in the attitudes towards the integration of visual impaired students were asked about the independent of the students in the school they learn. As reported in the above table 9, the respondents from both school favorably the respondents in their respective school. Twelve of the respondents in each school reported that very strong agree with respect to their task, mobility, performing daily activities and playing games .Twelve of the respondents from each school asserted that disagree on materials and dependent.

Table 10: Teachers' and student's attitude towards integration in making friends in both schools.

| <i>Item type</i> | <i>Components</i> | <i>Attitudes of teachers and students in Sebeta</i> | <i>Attitudes of teachers and students in Mulugeta Gedile</i> |
|----------------------------|---------------------------------|-----------------------------------------------------|--------------------------------------------------------------|
| Attitude on making friends | Feeling of positive attitude | Positive and negative | Positive and negative |
| | Facing problem | Can face problem | Can face problem |
| | Inferiority and superiority | Do not feel inferiority & superiority | Do not feel |
| | Making friends | Can make | Can make |
| | Expressing idea | Express their ideas | expressing their ideas |
| | Play a game with sighted person | Cannot play | Cannot play |

Table 10, Teachers and students attitude towards integration of visually impaired students in Sebeta and Mulugeta Gedile School

Teachers and students in both schools gives in the attitudes towards integration of visual impaired students were asked about making friends of the students in the school they teach and learn. As asserted in the above table 10, the respondents from both schools favorable the students in their respective school. Thirteen of the respondents from each school indicated that very strong agree with respect to their relationship, confidence, solving problems and performing tasks .In addition six of the respondents from each school indicated that disagree with respect to their failure .In generally, most of the respondents indicated that very strong feeling towards making friends.

Table 11: Teachers and students attitude towards sighted students on getting appropriate materials and managing tasks in both schools.

| <i>Item types</i> | <i>Components</i> | <i>Sighted students in Sebeta</i> | <i>Sighted students in Mulugeta Gedile</i> |
|------------------------------------------|-------------------|-----------------------------------|--------------------------------------------|
| Appropriate materials and managing tasks | Good vision | Have good vision | Have good vision |
| | Mobility | Do movement | Do movement |
| | Equal task | Do have tasks | Do have tasks |
| | Feel of learning | Feel of learning | Feel of learning |
| | Good capacity | Having good capacity | Having good capacity |
| | Respect to others | Have respect | Have respect |
| | Materials | No materials | No materials |

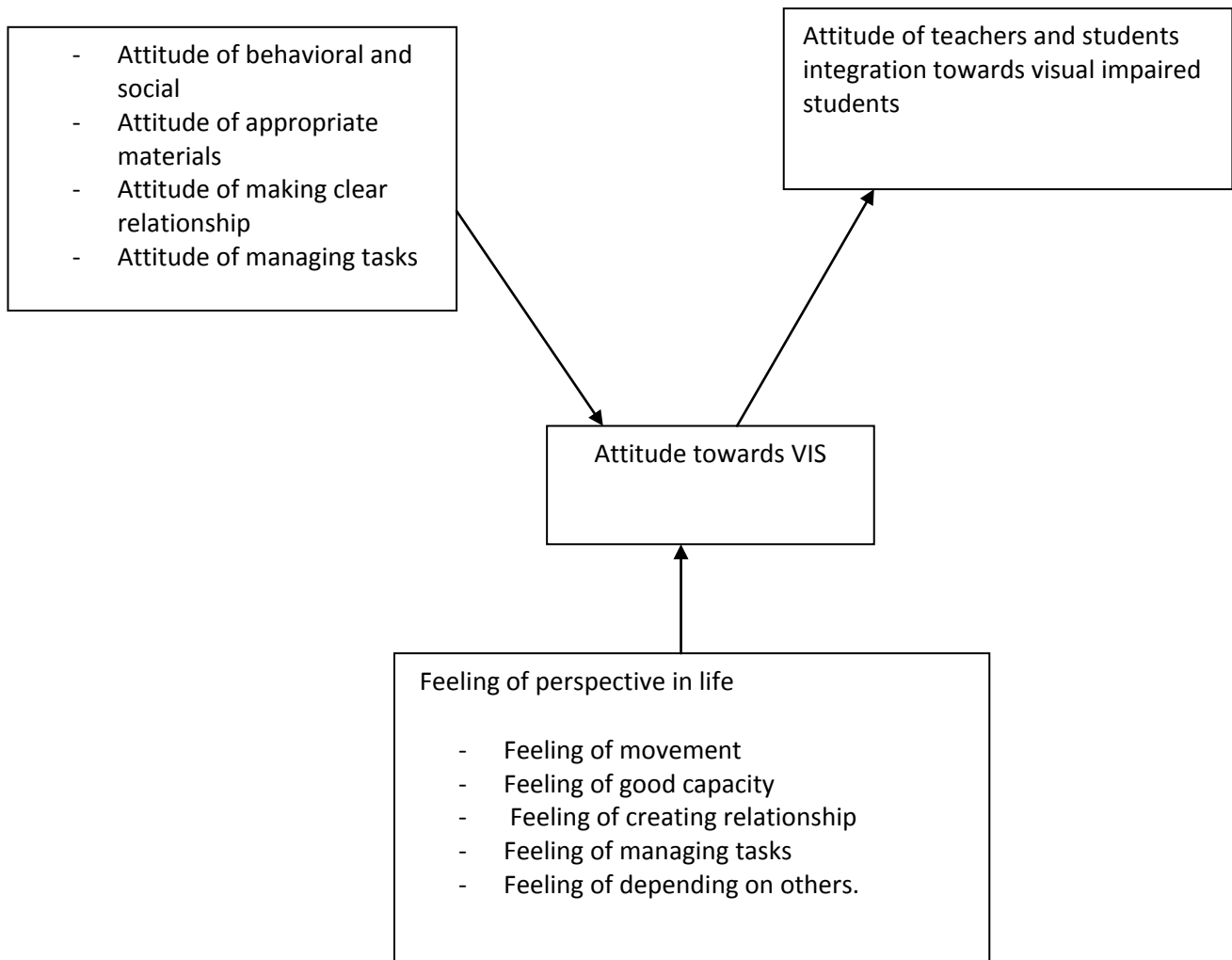
Table 11, attitudes of the teachers and the students towards integration of sighted students regarding getting appropriate materials and managing tasks in Sebeta and Mulugeta Gedile School.

Teachers' and students' in Sebeta sec. and Mulugeta Gedile primary schools gives in the attitudes towards integration of visual impaired students were asked about getting appropriate materials and managing tasks of the students in the school they teach and learn. As asserted in the above table (11) the respondents from both schools favorable the students in their respective school. Five of the respondents in each schools asserted that students need help with respect to their getting appropriate materials and managing tasks. Four of the respondents from each school reported that dependent. Regarding to mobility, nine of the respondents from each school reported that most of them were not able to move independently, they can play as sighted one. In the case of daily activities, eight of the respondents asserted that the students are independent and self esteem in performing daily activities. For example: cooking, backing, jumping, using toilet perfectly and so on. All of the respondents from each school reported that strong agree on managing, solving problems, and decision making.

Fig. 1: Conceptual framework of the study

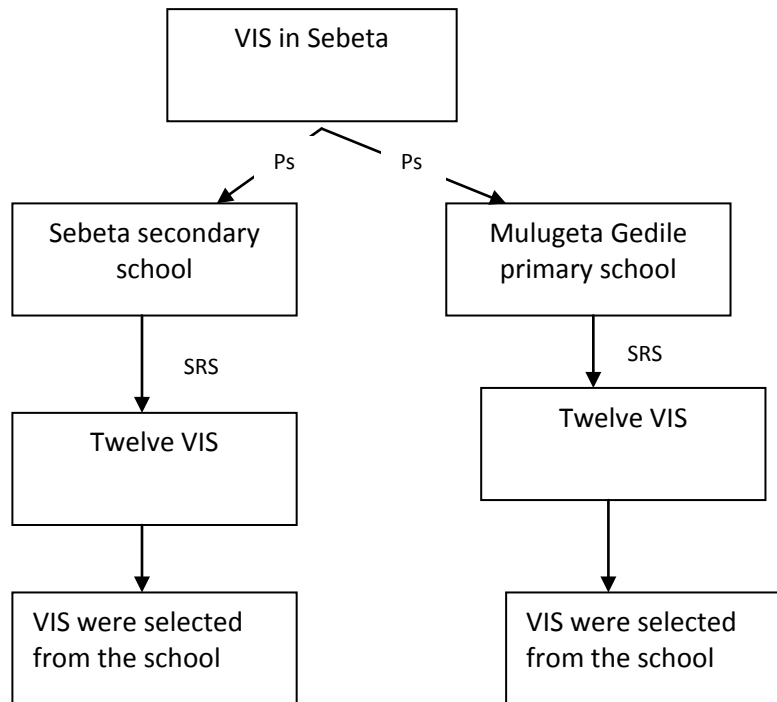
Independent variables

Dependent variables



Adapted from Sampling design.

Figure 2: Sampling Design

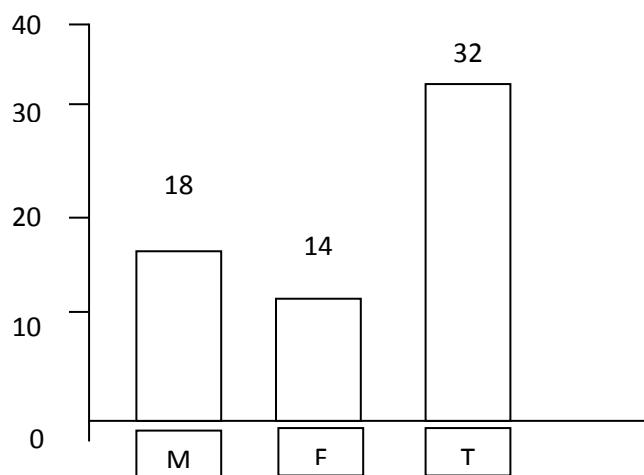


Key: For symbols

PS= Purposive sampling

SRS= Simple random sampling

Figure 3: Sex of the respondents



CHAPTER FIVE

DISCUSSION

This study utilized both qualitative and quantitative data collection methods were carried out with the aim of identifying the overall attitudes of teachers and students towards integration VIS in Sebeta secondary and Mulegta Gedil primary school to answer the research questions in relation to findings. The variables included in the studies are attitudes of behavioral and social problems, appropriate materials, making friends, managing tasks, attitudes of teachers and students.

The result found through the qualitative study is in line with the result found through the quantitative study. This means what is concluded from what the students said about them the same to what their teachers reported. All of the respondents from both schools reported that the attitudes of visual impaired students towards integration are best in their self concept, in performing various task, (example: playing, dancing, washing, closing---etc) but less in their behavioral and social interaction. In addition the respondents obtained from the teachers and students attitude towards integration in both schools not in one way with the quantitative result. That is in behavioral and social problems different in participating in sport activities, no participation even if they active in daily tasks. In addition, other respondents from both schools indicated that the students in their respective school will not help each other and less in making friends. Results indicated that there was a significant different in the attitude towards integration of visually impaired students in the area managing tasks and facilities, sibling attitude towards the concept of integrated education. This means no participation, no facilities and no care for blind students at all. The adjustment of visual impaired students to society begins with the ability to adjust to their own family members. The students brought us with affection and care in the least restrictive environment would be able to cope up with the sighted world.

Therefore, the family shapes the social integration of the student more than a formal school which indicated on the review literature:

Turnbull (1) pointed out basic parental roles:

- Parents as educational decision makers;
- Parents as parents:
- Parents as teachers and advocates.

Since the parent's attitude is important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock report (2) stresses the importance of parents being parents in the education of their children. The role of parents should actively support and enrich the educational processes. The present study was under taken with the objective of examining the attitude of parents towards the education of their visually impaired children attending in regular classes. In addition convincing education officials to agree to have a moral flexible teacher appraisal system, education officials /mass media in organizing sport, music, present activities of the blind to radio, television, news papers.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. SUMMARY

The following are summarized derived from the data interpreted and analyzed:

- Proper care for visually impaired students
- Positive social interaction towards integration of visually impaired students
- Support
- Eye glasses
- Facility
- Cooperation with parents, teachers, students and society

6.2 Conclusion

Many students considered sports to be appropriate for the blind. However, in reality, absolutely not suitable for them to do. It shows that they are not familiar with no nature of blind, negative itself and the impact of it on the daily life of blind people. It is misconception can be treated with disability. It is important to state that the results of this study declarative.

Most of the students had no precise idea about the professional tasks necessary in order to work with individuals with disabilities they hadn't access to appropriate information about sport practice, and theory of sport for handicapped students. All of these facts can be the cause of them keeping their distance from sport for people with disabilities. It is very goodness that only the minority of the students refused to work with the blind definitely. This attitude can also have been changed by educational modifications, which are supposed to have started in primary and secondary schools. There is a general refusal of the idea of the integration of sighted students or people in to the sport of blind

students/people/, although it is strongly believed that this way of integration could be a very efficient route to the explanation of blind sport, and for increase of the numbers of athlete among those with visual impairments. There is potential in every students and teacher's attitude and actions can leave lasting impressions. Teachers need to be risk takers by being themselves and by trusting their students.

The purpose of this study was to find out the attitudes of teachers and students towards integration of visual impaired students in Sebeta regular and Mulugeta Gedile regular classes. Especially its aim was to identify participation attitudes towards along the continuum of the measuring scale with respect to appropriate materials, making friends, behavioral and social and managing tasks. To identify factors that perceived as threatening the idea of integration. To these purpose two schools were selected; namely Sebeta regular sec. and Mulugeta Gedile regular primary school and purposeful sampling method were used respectively. Twelve students from each school were asked, in the pilot study with regard to the above four variables. Besides on the results of the pilot study some corrections were made on ambiguous items. For the main study, 24 students (m=14 and f=10) and teachers of M=4 F=4 were purpose fully selected from both schools. The samples were related on their sex, age, severity, and age of onset of the problem. The result of the study was analyzed using both quantitative and qualitative methods. The quantitative result indicates that there were statistically significant reason was point out in both regular schools in their behavioral and social problems. When we look significantly the variables they were found to be worse in making friends, less managing tasks, but list on getting appropriate materials and low in behavioral and social development attitudes.

In general the similarity of the qualitative and quantitative result in both schools strengthens the finding that there students in Sebeta and Mulugeta

Gedile schools. Based on the findings of this study can be concluded that education setting has an impact on the behavioral and social problems towards visual impaired students.

6.3 Recommendation

Based on the results obtained and the conclusions drawn from this study, the following recommendations are suggested.

- The non visually impaired students should play and learn together
- Both the none visually impaired students and visually impaired learners ought to work cooperatively.
- The VI should get an opportunity of being trained in ethical, moral and civic values.
- Making society aware of the need for doing away with barriers (both physically and psychologically).
- There should be open policy of education for all children, law of education and law of disabled students.
- The blind student's theme selves should make effort to overcome policy difficulty and changing social attitude.
- For visual impaired student's facilities: like, play field, any equipment, balls and other necessary materials must be full filled.
- Infrastructure like roads and buildings should be suitable for visual impaired students.
- Teachers, students, parents, and administrators must play a constructive role towards in enhancing the positive attitudes of the VIS.
- It should be establish a natural network of library for the visual impaired students.

As indicated in the result of the study favorable in both schools, it was recommended that better care and counseling for VIS. However, since the present study is delimited on behavioral and social, appropriate materials and managing tasks problems in the size of participants, it is also good to conduct further studies by encompassing other aspect like education by increasing the sample size and to find out the possible causes for the differences observed in educational setting between both schools.

Self related social interaction was actually more negative for visual impaired children, lower satisfaction with peer relationships; they are aware of their lack of acceptance and their inability to cope with challenges of social situations. (NASP center, n.d) with regard to the present study both regular class reported that they have less relationship, less acceptance by visual students and less number of friends, less managing tasks and in sufficient materials...etc in their social life and the respondents from both schools indicated that there is nothing like rejection there, the quantitative analysis showed that better work with others in class, do have more friends, and get along with their friend.

Therefore, this would be possible way for the result of this study.

If the recommended ideas are full filed, the research believes that the attitude of teachers and non VIS will be changed in to a more suitable condition to satisfy the needs of the visually impaired learners.

Bibliography

- Abebe, G. (2001). Attitudes of Teachers and Students Regarding the Integration of Hearing Impaired Students to Regular Classes. Unpublished Master's Thesis. Addis Ababa. AAU. Press.
- Ager, L.(1998). The Role of Integrated Education for Blind Students. Journal of Community Eye Health, 41-42.Retrieved October15, 2005, from [http://www.iceh.co.uk/journal/27-05 asp](http://www.iceh.co.uk/journal/27-05.asp).
- Asbjorn, M. & Tonjum, V. (1986). Sports for the Blind, Sports for the Disabled.
- Calderhead J. (1996). Teachers, Beliefs, and Knowledge. In D.C. Berliner and R-C. Calfee (Eds.), A and Book of Educational Psychology (PP.709-725). New York: Simon & Schaster.
- Economic and Social Commission for Asia and the Pacific Hidden Systems: Women and Girl's with Disabilities in the Asian Pacific Region. New York: United Nation, 1995.
- Gilbert, C. (n.d). Developing Self- Confidence. Retrieved December 20, 2005, from [http:// www.Management. Help. Org. / prsn-will/confedence.htm](http://www.Management.Help.Org/prsn-will/confedence.htm).
- Gresham. M. (1982). Social Skills Instruction for Exceptional Students: Exceptional Students in the Schools. Theory in to Practice, 21 (2), 129-133.
- Hegarty, S, (1993) Meeting of Special Needs in Ordinary Schools (2nd edition), London Cassel Educational.
- NASP Center. (n.d). Social Skills: Promoting Positive Behavior, Academic Success, and School Safety. Retrieved, December, 2005, from [http://www. Nasp center.org / fact sheets / social skills-fs.html](http://www.Naspcenter.org/factsheets/socialskills-fs.html).

Nitsuh, B.(1996). Social Problems of Blind Students at Mulugeta Gedile Primary School.

Padeliadu and Lampropolou (1997). Attitudes of Special and Regular Education Teachers, PP 173-183 towards School Integration. European Journal of Special Needs Education vol. 12 No.

Rigby, F. (1972) Ethiopia: Education for the Blind. Paris: UNESCO.

Teferi, A.Z.(1996). Integration of Blind Students in Regular Classroom at Mulugeta Gedile School.

Tesfaye, A. (2005). The Attitude of Special and Regular Class Teacher towards the Inclusion Individuals with Mental Retardation. Unpolished matters Thesis. Addis Ababa. AAU Press.

Tirusew, T. (1999). Inclusion of Children with Disabilities in Regular Schools Challenges and Opportunities. The Ethiopian Journal Education, 19(1), 29-58. (2002). Human Disabilities: Developmental, Educational and Psychological Implications, Addis Ababa University: Addis Ababa University Printing Press.

Appendix A
Addis Ababa University
School of Graduate Study
Department of Sport Science

Attitude scale for measuring visual impaired students regarding integration in regular classes.

To be completed by regular class (1-a) teachers

This scale is designed to examine the attitude of grade (1-4), grade (5-8), grade (9-10) and grade (11- 12) regular class teachers regarding the integration of visual impaired students in to regular classes statements presented in this scale, directly express attitudes that persons may have concerning the integration of visual impaired students in to regular classes.

You are expected to show the extent of your own agreement and disagreement on each statement by making one of the given options in a 5 points, very strong agree, agree, disagree, undecided and strong disagree. Put an "X" mark on the given space that corresponds to the response which best indicates your position.

Giving clear and dependable feedback is highly portent for the success of this study.

Thank you advance for your cooperation.

Questionnaires for visual impaired students

Read the following general information's and indicate your suggestion under the heading in each section.

General information: - These scales and questions /personal information/ are designed to be administered on students with visual impaired in integrated educational setting. The aim is to find out the attitude of students and teachers towards integration visual impaired in the two schools. For the success of this research your genuine cooperation is important.

In general, there are 5 sections. Each section has its own specific directions. Please, complete all the items according to the instruction given in each section. Your name is not necessary and without any stress you can answer the questions when you are read.

I like to thank you in advance

Section 1:-Personal information

Read the directions and questions attentively and encircle your responses.

Direction 1:- For the following questions choose and indicate the answers that suit you.

Part - 1

Back ground information

For regular class Teachers

- 1) School name-----
- 2) Age-----sex-----qualification-----
- 3) Total service /work experience/ in years-----
 - 3.1 As a regular teacher-----
 - 3.2 In other work area -----

What is your attitude towards integration of VIS.

- 1. Is there any counter emotion against practicing with blind sport students?
- 2. Why would you not take part in sport for the blind?
- 3. What kind of ideas, knowledge do you have about VIS special areas?

Have you ever seen any sport events for people with disabilities?

- 4. If you are in support of the integration of visual impaired students in to regular classes.

a). What is the advantage of integration especially to the visually impaired students? Please list out the important one in short-----

b). what would you suggest to make more effective in the future-----

5). If you don't support the integration of visual impaired students in to regular classes.

a) What is the main possible problem you expect that would hinder integration Indicate in short-----

b) If you think that there may be a possibility of integration of visual impaired students in to regular classes, what measure would you suggest to be taken in the future. Indicate in short-----

c) Any other suggestion-----

6). In which of the following group do you belong

a. Partially sighted

b) The blind

c) Sighted

7). Did your students recognize your activities in your class?

a) Sometimes b) always c) can't recognized

Direction 2: Behavioral and social relation attitude scale

Read the following questions and indicate your answers by putting (X)

Mark on the space provided on a 5 points scale.

Direction: This scale is designed to study behaviorally to visual impaired students. Read the statements that reflect their attitudes towards visual impaired students. As you read each statements, please tell whether you are very strongly agree, agree, undecided, disagree or strongly disagree.

Teacher's attitude scale item

| No | Item | V. strong agree | Agree | Undecided | V. strongly disagree | Disagree |
|----|-------------------------------------------------------------------------------------|-----------------------|-------|-----------|----------------------------|----------|
| 1 | I support the integration of VIS | | | | | |
| 2 | The integration of VIS in to regular classes will have disadvantage of teachers | | | | | |
| 3 | VIS are willing to play with non blind students in their field | | | | | |
| 4 | The integration of VIS in the class improve their academic performance | | | | | |
| 5 | I will accept VIS in my class | | | | | |
| 6 | Using brail makes them easily to read and understand | | | | | |
| 7 | Teaching the VIS and non VIS in the same class help them to avoid negative sanction | | | | | |
| 8 | The teacher will oppose and teased them | | | | | |
| 9 | VIS are clumsy and awkward | | | | | |
| 10 | Education is secular for blind and non-blind | | | | | |
| 11 | VIS is a sign of failure/low performance/ | | | | | |
| 12 | I feel that inadequate facilities for VIS make them paralyze | | | | | |
| 13 | VIS have no negative impact on society | | | | | |

| | | | | | | |
|----|----------------------------------------------|--|--|--|--|--|
| 14 | VIS use toilet properly as visual | | | | | |
| 16 | We follow up VIS | | | | | |
| 17 | VIS share materials with each other | | | | | |
| 18 | They agree with us and school administrators | | | | | |
| 19 | Perform basic skills | | | | | |
| 20 | Cooperate with each other | | | | | |
| 21 | Practicing with blind sport person | | | | | |
| 22 | Any sport events | | | | | |

What are negative and positive impact that you think the students could faced would they have been in school? -----

Section 3:- Attitude of having appropriate materials scale

Read the following questions and indicate your answers by putting a (X)

Mark on the space provided on 4 point scale.

Direction:- The following are statements that indicate attitude of getting appropriate material scale. Please, indicate your response by choosing among

Strongly agree, agree, disagree, and strongly disagree.

Attitude of having appropriate material

| No | Statements | Response categories | | | |
|----|----------------------------------------------------------------------|---------------------|-------|----------|-------------------|
| | | Strong agree | Agree | Disagree | Strongly disagree |
| 1 | I feel that they can participate in sport games | | | | |
| 2 | I feel that they haven't good talents | | | | |
| 3 | I feel that VIS are failure in sport activities | | | | |
| 4 | They can able to do activities like sighted one | | | | |
| 5 | I feel that they got sufficient materials | | | | |
| 6 | I feel that insufficient materials for VIS | | | | |
| 7 | I feel that VIS need sufficient materials especially sport materials | | | | |
| I | I feel VIS have no respect for themselves | | | | |

Section 4:-Making friends/relationship/ attitude scale

Read the following statements and indicate your answers by putting (X) mark on the space provided on a 5 points scale.

Direction: - the followings are statements that indicate making friends /relationship/ attitude they have in themselves. As you read each statement please indicate your responses by choosing among strongly agree, agree undecided, disagree and strongly disagree.

Making Friends/Relationship/

| No | Statement | Response categories | | | | |
|----|-----------------------------------------------------------------|---------------------|-------|----------|-------------------|-----------|
| | | Strongly agree | Agree | Disagree | Strongly disagree | Undecided |
| 1 | Can make friends easily | | | | | |
| 2 | Are independent to make friends | | | | | |
| 3 | Good relation with each other | | | | | |
| 4 | Are good at coming with solution | | | | | |
| 5 | Feel inferiority or superiority to their friends | | | | | |
| 6 | If they participate in different competition, they are winners. | | | | | |
| 7 | Are active diplomat in making friend | | | | | |
| 8 | Use every materials like sighted students | | | | | |
| 9 | Practicing with blind sport person | | | | | |

Section 5 Attitudes towards Managing Tasks Scale

Read the following statements and indicate the responses putting “ X “ mark on the space provided on a 4 point scale.

Direction:-the following are skill activities that indicate a degree of making tasks. As you read each of them tell whether they have performance/do activities/ independently, need with some help, by being dependent on others, and not applicable.

Attitude towards Managing tasks scale

| No | Statements | Performance | | | |
|-----------|--------------------------------------------------|--------------------|-----------------------|------------------|-----------------------|
| | | Independent | Need some help | Dependent | Not applicable |
| 1 | Can do daily activities, run, jump,--- | | | | |
| 2 | Play games on their own field | | | | |
| 3 | Participate in sport activities | | | | |
| 4 | Move independently | | | | |
| 5 | Manage their tasks | | | | |
| 6 | Identify suitable games | | | | |
| 7 | Active participation in class work and home work | | | | |
| 8 | Are effective in every aspects | | | | |
| 9 | Take responsibility | | | | |
| 10 | Care for their own and others | | | | |
| 11 | Talent full on their job | | | | |
| 12 | Are they challengers to solve problems | | | | |

Section 2 semi-structure interview schedule

Interview

1. How do you feel about the confidence of VIS in
 - Performing tasks, managing, behavioral and social and making friends
 - Social interaction with the others
 - Making decisions regarding issues concerning VIS
2. How is the relation VIS has with each other? Do they agree with each other, do they help to each other?
3. What can you say about the relation you have with the sighted children?
 - Are they rejected,
 - Helping relationships with each other
4. Are the students independent in
 - Performing daily activities
 - Mobility
 - Decision making
 - Caring for own belongings
 - Playing games

Appendix B

አዲስ አበባ የኒቨርሲቲ

የድህረ ምረቃ ትምህርት ፕሮግራም

የስፖርት ሳንዶስ ዲፓርትመንት

ማየት ላልተሳናቸው መደበኛ ተማሪዎች የተዘጋጁ መጠይቆች

ከዚህ በታች የተጻፈውን አጠቃላይ መረጃ በእያንዳንዱ ክፍል ውስጥ ባለው መግቢያ ስር የተመለከቱትን ጥያቄዎች በቅድሚያ አንብቦ/ሽ/ መረዳት አለብህ ።

አጠቃላይ መረጃ : እነዚህ ለመለኪያ የተዘጋጁት ጥያቄዎች በመደበኛ ትምህርት ቤቶች የተመረጡ ከ5ኛ-8ኛ፣ ከ9ኛ-10ኛ፣ እና ከ11ኛ - 12ኛ ክፍል ውስጥ እየተማሩ ላሉት ማየት ላልተሳናቸው ተማሪዎች ነው ።

የመጠይቁ ዓላማ: በሁለቱ ትምህርት ቤቶች በመማር ላይ ያሉትን ማየት በተሳናቸው ተማሪዎች ላይ አመለካከታቸውን ለማጥናትና መፍትሄያቸውን ለማስቀመጥ ነው ። ስለሆነም ለዚህ ጥናት መሳካት የአናንተ ትብብር አስፈላጊ ነው ።

በአጠቃላይ ለተማሪዎቹ የተዘጋጁት መጠይቆች 5 ክፍሎች አሉት። እያንዳንዱ ክፍል የራሱ መመሪያ አለው። በእያንዳንዱ ክፍል በተሰጠው ትዕዛዝ መሰረት ጥያቄዎቹን በሙሉ መልሱ ። ስማችሁን መጻፍ አያስፈልግም።

በቅድሚያ ስለትብብራችሁ አመሰግናለሁ

ክፍል ሁለት፤- የግል መረጃ

መመሪያውንና ጥያቄዎቹን በማንበብ ምላሻቸውን አክብሎ ወይም በፁሁፍ ያስፍሩ ።

መመሪያ :- ለሚከተሉት ጥያቄዎች የሚስማሙትን ምላሽ ምረጡ ።

የትምህርት ቤቱ ስም -----

ዕድሜ -----

የታ ወንድ ሴት

የክፍል ደረጃ -----

መመሪያ አንድ :- ለሚከተሉት ጥያቄዎች ተስማሚውን መልስ አክብብ/ቢ/:: ማብራሪያ የሚያስፈልገውን በፁሁፍ ግለፅ/ጪ/

1. ማየት ከተሰናቸው ተማሪዎች ጋር ያለህ ግንኙነት

ሀ. እንደማንኛውም ተማሪ

ለ. ከሰው ልዩ አድርጌ

ሐ. ገለልተኛ አድርጌ

መ. እንደራሴ አድርጌ

2. ማየት የተሰናቸው ተማሪዎች በስፓርታዊ እንቅስቃሴ ይሳተፋሉ ብለህ ትገምታለህ ?

ሀ. አዎን

ለ. አይሳተፍም

መልስህ አይሳተፍም ከሆነ ምክንያቱን ዘርዝሩ

ሀ. _____

ለ. _____

ሐ. _____

3. ማየት ለተሰናቸው ተማሪ እንክብካቤ ታደርግለታለህ ?

ሀ. አዎን

ለ. አላደርግም

ምክንያትህ አላደርግም ከሆነ ለምን ?

ሀ. _____

ለ. _____

ሐ. _____

4. በስፓርት ሳይንስ ክፍለ ጊዜ ወይም ከክፍለጊዜ ወጪ ማየት ከተሰናቸው ተማሪዎች ጋር ስፓርታዊ እንቅስቃሴ ታደርጋለህ ?

ሀ. አዎን

ለ. አላደርግም

መልስህ አላደርግም ከሆነ ለምን ? _____

5. ማየት የተሰናቸው ተማሪዎች ከመምህሩ ፣ ከተማሪው ፣ ካስተዳደር ሰራተኞች ከራሳቸው ጋር ያላቸው ግንኙነት ምን ይመስላል ?

ሀ. ይገለጻሉ

ለ. ይወዳዳሉ

ሐ. ተፈቃቅረው ይኖራሉ

መ. ይፌዝባቸዋል

ሠ. ይጠላሉ

6. ማየት ለተሰናቸው ተማሪዎች በቂ የመማሪያ ቁሳቁሶች ይደረግላቸዋል ?

ሀ. አዎን

ለ. አይደረግላቸውም ::

መልስህ አይደለም ከሆነ ምክንያቱን ግለፅ :: _____

ክፍል ሁለት :- ማህበራዊ ግንኙነትና የባህሪ አመለካከት ስኬት መለኪያ

የሚከተሉትን ጥያቄዎች ለተማሪዎች በማንበብ ምላሻቸውን ባለአምስት ነጥቦች መለኪያ ላይ ባሉት ክፍተቶች ላይ የ«√» ምልክት አስቀምጥ።

መመሪያ ይህ መለኪያ የተዘጋጀው የማየት ችግር በማህበራዊ ግንኙነትና የባህሪ አመለካከት ስኬት ላይ የሚያስከትለውን ተፅእኖ ለማጥናት ነው ። የማየት ችግር ለሌላቸው የሀሳብ አመለካከት ስኬት ላይ የሚያስከትለውን ተፅእኖ ለማጥናት ነው ። የማየት ችግር ለሌላቸው የባህሪ አመለካከት የሚያመለክቱ የተወሰኑ መግለጫዎች አንብቡ ። መግለጫዎችን ካነበባችሁ በኋላ ፤ በጣም መስማማታችሁን ፤ መስማማታችሁን ፤ መወሰን አለመቻላችሁን ፤ አለመስማማታችሁን ዌም በጣም አለመስማማታችሁን ተናገሩ (ግለፁ) ።

ማየት ላልተሳናቸው ተማሪዎች የቀረቡ የባህሪና የማህበራዊ የአመለካከት ስኬት መለኪያ

| ተ.ቁ | የክንውን ዓይነት | አማራጮች | | | | |
|-----|----------------------------------------------------------------------|------------|--------|--------|------------|------------|
| | | በጣም አስማማለሁ | አስማማለሁ | አልስማማም | መወሰን አልችልም | ምጣም አልስማማም |
| 1 | የማየት ችግር ስለሌለብኝ በህይወቴ ጤናማነኝ ። | | | | | |
| 2 | ማየት ከተሳናቸው ተማሪዎች ጋር በጋራንማራለን ፤ እናጠናለን ። | | | | | |
| 3 | የማየት ችግር ስለሌለብኝ ማየት ከተሳናቸው ጋር አብራሪዎቼም አልንቀሳቀስም ። | | | | | |
| 4 | ማየት ከተሳናቸው ተማሪዎች ጋር በመፈቃቀር በመተባበር ፤ በመወያየት እሰራለሁ ። | | | | | |
| 5 | ማየት የተሳናቸው ተማሪዎች ማየት በሚችሉ ተማሪዎች ላይ ጥገኞች ናቸው ። | | | | | |
| 6 | ማየት የተሳናቸው ተማሪዎች ማየት ከሚችሉት ጋር እኩል እንቅስቃሴ ያደርጋሉ ይጫወታሉ ። | | | | | |
| 7 | እይታን ማጣት በንብረተሰቡ ላይ ከፍተኛ ችግር ያስከትላል ። ስፖርታዊ እንቅስቃሴ ለመስራትም አስቸጋሪ ነው ። | | | | | |
| 8 | ማየት የተሳናቸው ተማሪዎቼንም ፍደም ተማሪ የመማር ማስተማር ሂደት በሚገባ ይወጣሉ ። | | | | | |
| 9 | ማየት የተሳናቸው ተማሪዎችን እንረዳለን ። | | | | | |
| 10 | ማየት የተሳናቸው ተማሪዎች ከዓይናችን ጋር ወደድር ላይ ይሳተፋሉ ። አሸናፊዎችም ናቸው ። | | | | | |
| 11 | እይታን ማጣት አካል ጎደሎ ያስኛል ። | | | | | |
| 12 | ማየት ከተሳናቸው ተማሪዎች ጋር ጋደኝነት መመስረትን አልሻም፤ አስቸጋሪዎች ስለሆኑ | | | | | |
| 13 | ማየት የተሳናቸው ተማሪዎች ምንም እንደማይሰሩ ገምጥም አላወቅም ። | | | | | |
| 14 | ማየት ከተሳናቸው የተለየ ፈርጣማ አካል አለኝ ። | | | | | |
| 15 | ማየት የተሳናቸው ተማሪዎች የባህሪና የማህበራዊ ችግር አለባቸው ። | | | | | |
| 16 | ማየት የተሳናቸው ተማሪዎች አካላዊንቅስቃሴ በራስ የመተማመን መንፈስ የላቸውም ። | | | | | |
| 17 | ማየት ለተሳናቸው ተማሪዎች የተለየ በቂ የመማሪያ ክፍሎችና ሜዳዎች አላቸው። | | | | | |

ባለሀ/ሽ/ልዩነቶች ምክንያት በመማር ማስማር ሂደት አስገራሚ፤ መጥፎ፡ ጥሩ ፤ ገጠመኝ ካለህ ግለፃቸው።

ሀ. _____

ለ. _____

ሐ. _____

ክፍል ሦስት፡- የመማሪያ ማቴሪያል የማግኘት አመለካከት መለኪያ

የሚከተሉትን ጥያቄዎች በማንበብ ምላሻችሁን ባለ አራት ነጥብ መለኪያ ላይ ባሉት ክፍተቶች ላይ «√» ምልክት አስቀምጥ።

መመሪያ ፤- የሚከተሉት መግለጫዎች ማየት ለተሳናቸው ተማሪዎች የመማሪያ ማቴሪያል የማግኘት አመለካከት የሚያመለክቱ መለኪያዎች ናቸው። የንጹህነትን ማግኘት በጣም መስማማታችሁን ፤ መስማማታችሁን፤ አለመስማማታችሁን በጣም አለመስማማታችሁን ግለጹ።

ማየት ለተሳናቸው ተማሪዎች የመማሪያ ማቴሪያል የማግኘት አመለካከት ስኬት መለኪያ

| ተ. ቁ | ክንውን | አማራጮች | | | | | |
|------|--------------------------------------------------------|----------|------|----|--------|------------|------------|
| | | ምጣም እስማማ | እስማማ | ሲሆ | አልስማማም | ምጣም አልስማማም | ምጣም አልስማማም |
| 1 | ማየት ከተሳናቸው ተማሪዎች ጋር በስፖርት ጨዋታ ለመሳተፍ ነፃነት እንዳለኝ ይሰማኛል ። | | | | | | |
| 2 | ጥሩ የስፖርት ራዕይ እንዳለኝ ይሰማኛል ። | | | | | | |
| 3 | ለይታ የሚረዱ እቃዎችን በተሟላ መልኩ አገኛለሁ ። | | | | | | |
| 4 | እንቅስቃሴን ከሌሎች አኩሪ መንቀሳቀስ እንደምችል ይሰማኛል ። | | | | | | |
| 5 | ለራሴ ጥሩ አመለካከት አለኝ ። | | | | | | |
| 6 | በቂ የስፖርት ዕቃዎች እንደሌለኝ ይሰማኛል ። | | | | | | |
| 7 | ለራሴ ጥሩ ብቃትና ስኬት የለኝም። | | | | | | |
| 8 | በመማር ማስተማር በቂ ድጋፍ ይደረግልኛል | | | | | | |

ክፍል አራት ጋደኛን የማፍራት አመለካከት ስኬት መለኪያ

የሚከተሉትን ጥያቄዎች በማንበብ ምላሽችሁን ባለ አምስት ነጥቦች መለኪያ ላይ ባሉት ክፍተቶች ላይ «√» ምልክት አስቀምጥ።

መመሪያ :- የሚከተሉት ነጥቦች ማየት ለተሳናቸው ተማሪዎች ላይ ያለቸውን ጋደኛን የማፍራት አመለካከት የሚያመለክቱ ሀሳቦች ናቸው እያንዳንዱን በማንበብ በጣም መስማማታችሁን፣ መስማማታችሁን፣ አለመስማማታችሁን ወይም በጣም አለመስማማታችሁን ግለፁ ።

ጋደኛን የማፍራት አመለካከት ስኬት መለኪያ

| ተ. ቁ | ክንውን | አማራጮች | | | |
|------|----------------------------------------|------------|--------|--------|------------|
| | | ምጣም እስማማለሁ | እስማማለሁ | አልስማማም | ምጣም አልስማማም |
| 1 | ለራሴ በችሎታዬ እተማመናለሁ ። | | | | |
| 2 | የምፈልጉትን ነገር እራሳቸው ያከናውናሉ ። | | | | |
| 3 | ችግር ቢያጋጥማቸው መፍትሄ ይፈልጋሉ ። | | | | |
| 4 | የበታችነት የበላይነት ስሜት ይሰማቸዋል ። | | | | |
| 5 | ከተማሪዎች ጋር ጥሩ ግንኙነት አላቸው ። | | | | |
| 6 | ስፖርታዊ እንቅስቃሴ ለመስራት ብቃት እንደሌለኝ ይሰማቸዋል ። | | | | |
| 7 | ጓደኞቻቸውን መምሰል እንደሚገባቸው ይታያል ። | | | | |
| 8 | ማኛውም ነገር እንደማይሳካለቸው ይሰማኛል ። | | | | |
| 9 | በተለያዩ ወድድሮች ቢሳተፉ አሸናፊዎች ናቸው ። | | | | |

ክፍል አምስት: ራስን ችሎ የመንቀሳቀስ ብቃት አመለካከት

የሚከተሉትን ጥያቄዎች በማንበብ ምላሽቸውን ባለ አራት ነጥቦች መለኪያ ላይ ባሉት ክፍተቶች ላይ «√» ምልክት አስቀምጥ ።

መመሪያ :- የሚከተሉት ጥያቄዎች ራስን ችሎ የመንቀሳቀስ ብቃት አመለካከት የሚያመለክቱ ክህሎቶች ናቸው ። እያንዳንዱን ካነበብህ/ሽ/ በኋላ ራሳቸው ችለው መንቀሳቀሳቸውን፣ የሌሎች ተማሪዎች እርዳታ እንደሚፈልጉ ሌሎች ሰዎች እንደሚረዷቸው፣ ተንቀሳቅሰው እንደማያወቁ ግለፁ ።

ራስን ችሎ የመንቀሳቀስ ብቃት አመለካከት መለኪያ

| ተ.ቁ | ክንውን | አማራጮች | | | |
|-----|------------------------------------------------|-------------------------|-----------------------|-------------------|---------------|
| | | የማንንም ድጋፍ ሳይፈልጉ ይንቀሳቀሳሉ | የተወሰነ የባለሙያ ድጋፍ ይፈልጋሉ | ሌሎች ባለሚያዎች ይረዷቸዋል | ተንቀሳቀሰው አያውቁም |
| 1 | በየለቱ የአካል ብቃትን ይሰራሉ :: | | | | |
| | ሰውነታቸውን በየጊዜው ለስራ ያሟሙቃሉ:: በተስተካከለ መንገድ ላይ ይሄዳሉ | | | | |
| | ኳስ ይጫወታሉ:: | | | | |
| | ይሮጣሉ | | | | |
| | ሽንትቤት በአግባቡ ይጠቀማሉ | | | | |
| | ምግባቸውን ያበስላሉ | | | | |
| 2 | እራሳቸውን ችለው ይንቀሳቀሳሉ | | | | |
| 3 | በተለያዩ ክለሶች ይሳተፋሉ :: | | | | |
| 4 | የክፍልና የቤት ስራ ይሰራሉ ያጠናሉ | | | | |
| 5 | ለንብረቶች ጥንቃቄ ያደርጋሉ | | | | |
| 6 | የእንቅስቃሴ አይነቶችን ይለያሉ | | | | |
| 7 | በተሟላ መልኩ እቃዎችን ይጠቀማሉ ያገኛሉ :: | | | | |

Appendix C

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ፕሮግራም

የስፖርት ሳይንስ ዲፓርትመንት

ማየት ለተሳናቸው ተማሪዎች የተዘጋጁ መጠይቆች

ከዚህ በታች የተጻፈውን አጠቃላይ መረጃ በእያንዳንዱ ክፍል ውስጥ ባለው መግቢያ ስር የተመለከቱትን ጥያቄዎች ለተማሪዎቹ ያንብቡላቸው ::

አጠቃላይ መረጃ ፤ እነዚህ ለመለኪያ የተዘጋጁት ጥያቄዎች በመደበኛ ትምህርት ቤቶች የተመረጡ ከ5ኛ - 8ኛ፣ በ9ኛ - 10ኛ እና 11ኛ - 12ኛ ክፍል ውስጥ እየተማሩ ላሉት ማየት ለተሳናቸው ተማሪዎች ነው ::

የመጠይቁ ዓላማ: በሁለቱ ትምህርት ቤቶች በመማር ላይ ያሉትን ማየት ለተሳናቸው ተማሪዎች አንድነትና አመለካከት ለማጥናትና መፍትሄያቸውን ለማስቀመጥ ነው :: ስለሆነም ለዚህ ጥናት መሳካት የእናንተ ትብብር አስፈላጊ ነው ::

በአጠቃላይ ማየት ለተሳናቸው ተማሪዎች የተዘጋጁት መጠይቆች 5 ክፍች አሉት :: እያንዳንዱ ክፍል የራሱ መመሪያ አለው :: እያንዳንዱ ክፍል በተሰጠው ትዕዛዝ መሰረት ጥያቄዎቹን በሙሉ መልሱ :: ስማችሁን መፃፍ አያስፈልግም ::

በቅድሚያ ስለትብብራችሁ አመሰግናለሁ

ክፍል አንድ

የግል መረጃ

መመሪያዎቹንና ጥያቄዎቹን ለተማሪዎቹ በማንበብ ምላሻቸውን በፁሁፍ ወይም በማክበብ ያስፍሩ ::

ማየት የተሳናቸው መደበኛ ተማሪዎች

የትምህርት ቤቱ ስም _____

1. ያታ ወንድ ሴት

2. ዕድሜ _____

3. የክፍል ደረጃ _____

4. ከሚከተሉት መካከል በየትኛው ትመደባለህ /ሽ/?

- ሀ. ከፊል እይታ ካላቸው
- ለ. ሙሉ በሙሉ ማየት ከተሳናቸው

5. እይታህ/ሽ/መቼ ነበር የቀነሰው ? ወይም እይታህን ያጣኸው (ሸው) መቼ ነበር ?

- ሀ. ሶስት አመት ሳይሞላኝ
- ለ. ስወለድ
- ሐ. ሶስት አመት ከሞላኝ በኋላ
- መ. ከተወለድኩ ከአንድ ዓመት በኋላ

6. በመሚሪያ ክፍል ውስጥ የናንተ መምህር ይገነክቡሃል ?

ሀ. አንዳንዴ

- ለ. ሁልጊዜ
- ሐ. ምንም አይገነዘቡኝም

7. በመማሪያ ክፍልህ ውስጥ የጓደኛህን ሁኔታ እንዴት ታየዋለህ ?

- ሀ. እንደማንኛውም ሰው
- ለ. በስነ ባህሪ አልፎ አልፎ የሚጎዳኝ
- ሐ. በድርጊት (በቃላት) የሚወጋኝ
- መ. ከሰው ልዩ ፍጡር አድርገውኝ

8. ምን አይነት የመማሪያ ክፍል ይመችሁል ?

- ሀ. ከመደበኛ ተማሪዎች ጋር አብሮ አንድ ትምህርት ቤት በመሆን
- ለ. የተለየ አመቺ የሆነና ምቹ ክፍል ያለው
- ሐ. በቂ መማሪያ ክፍሎችና ማቴሪያሎች ያሉት
- መ. በቂ የስፖርት ክፍሎች ያሉት

9. መምህሩ ከመደበኛ ተማሪዎች የተለየ እንክብካቤ ያደርግልሃል ?

- ሀ. አያደርግም
- ለ. ያደርጋል
- ሐ. አንዳንዴ

10. በተለያዩ የስፖርት እንቅስቃሴ ትሳተፋለህ /ሽ/ ?

- ሀ. አዎን
- ለ. አልሳተፍም
- ሐ. መምህራችን አያሳትፉኝም

11. የስፖርት ሳይንስ ክፍለ ጊዜና ከክፍለ ገዜ ውጪ ጤንነትህን ለመጠበቅ አካልህን ለማዳበር በወድድር ለመሳተፍ ፋላጎት አለህ(ሽ)?

- ሀ. አዎን
- ለ. የለኝም
- ሐ. ማን አንደሰው ቆጥሮኝ

12. በመማር ማስተማር ሂደት በተለይ በስፖርት ሳይንስ ትምህርት የሚያስፈልጉህ ነገሮች ምንድን ናቸው ?

- ሀ. ብሬል
- ለ. ትጥቅ
- ሐ. ኳሶች
- መ. አሰልጣኝ ባለሙያ

ክፍል ሁለት፡- ማህበራዊ ግንኙነትና የባህሪ አመለካከት ስኬት መለኪያ

የሚከተሉትን ጥያቄዎች ለተማሪዎች በማንበብ ምላሻቸውን ባለአምስት ነጥቦች መለኪያ ላይ ባሉት ክፍተቶች ላይ የ «√» ምልክት አስቀምጥ ::

መመሪያ :- ይህ መለኪያ የተዘጋጀው የማየት ችግር በማህበራዊ ግንኙነትና የባህሪ አመለካከት ስኬት ላይ የሚያስከትለውን ተፅእኖ ለማጥናት ነው :: የማየት ችግር ያላቸውን አመለካከት የሚያመለክቱ የተወሰኑ መግለጫዎችን አነብላችኋለሁ :: እነዚህ መግለጫዎች ሳነብላችሁ በጣም መስማማታችሁን ፤ መስማማታችሁን፤ መወሰን አለመቻላችሁን ፤ አለመስማማታችሁን ወይም በጣም አለመስማማታችሁን ተናገሩ (ግለፁ) ::

ማየት ለተሳናቸው ተማሪዎች የቀረቡ የባህሪያና የማህበራዊ አመለካከት ስኬት መለኪያ

| ተ.ቁ | የክንውን ዓይነት | አማራጮች | | | | |
|-----|--------------------------------------------------------------------------------|------------|--------|-------|-----------|------------|
| | | ምጣም እስማማለሁ | እስማማለሁ | አልሰማም | ምጣም አልሰማም | ምጣም እስማማለሁ |
| 1 | ማየት የተሳናቸው ተማሪዎች ህይወታቸው ስኬታማ ነው :: | | | | | |
| 2 | ማየት የተሳነኝ ቢሆንም ከማናቸውም ጋር እስማማለሁ :: | | | | | |
| 3 | እይታን ማጣት ደካማ ያሰኛል (ያደርጋል) | | | | | |
| 4 | እይታ ያላቸው ሰዎች ማየት ከተሳናቸው ሰዎች ጋር መሆን አይፈልጉም አሰቸጋሪዎች ናቸው | | | | | |
| * | የስፖርት ፋላንት ቢኖረኝም መምህራ በስፖርት ጉዳይ ያገሉኛል :: | | | | | |
| 5 | ማየት የተሳነኝ በመሆኑ ሀሳቤን ለመለዋወጥ እቸገራለሁ :: | | | | | |
| 6 | ማየት የተሳነኝ ቢሆንም በክፍል ውስጥ ካሉት ተማሪዎች ጋር ተባብሮ በመስራት ጠንካራ ነኝ በስጦታ እንቅስቃሴም እኩል ነኝ :: | | | | | |
| 7 | ማየት የተሳነኝ ቢሆንም የምወደውን ት/ት ከመማር አላገደኝም :: | | | | | |
| 8 | ማየት የተሳናቸው ተማሪዎች በደንብ ማየት ስለማይችሉ ጓደኛን መመስረት ይቸገራሉ :: | | | | | |
| 9 | ማየት ባለመቻሌ ለማድረግ የማልችላቸው ነገሮች ሲያጋጥሙኝ ቤተሰቦቼንና ጓደኞቼን እርዳታ እጠይቃለሁ :: | | | | | |
| 10 | ማየት የተሳነኝ በመሆኑ ማየት በሚችሉ ተማሪዎች ላይ ጥገኛ ነኝ :: | | | | | |

| | | | | | | |
|----|-------------------------------------------------------------------|--|--|--|--|--|
| 11 | ማየት የተሳነኝ ቢሆንም የአካል ብቃት እንቅስቃሴን መስራት የሚያግደኝ ነገር የለም :: | | | | | |
| 12 | ማየት የተሳነኝ ቢሆንም መምህራችን ከተማሪዎቻቸው ስፖርት ያስሩኛል :: | | | | | |
| 13 | ማየት የተሳናቸው ተማሪዎቻችን ኛውም ማየት ከሚችሉ እኩል በመወዳደር ባለድል ይሆናሉ :: | | | | | |
| 14 | ማየት ባለመቻሌ ክፍል ውስጥ ያሉት ተማሪዎች አይወዱኝም (ያገሉኛል) :: | | | | | |
| 15 | እይታን ማጣት በጎብረተሰቡ ላይ ከፍተኛ ችግርን ያስከትላል :: ህይወት አልባ ያደርጋቸዋል :: | | | | | |
| 16 | ማየት የተሳናቸው ተማሪዎቻችን ኛውም ተማሪ የመማር ማስተማር ሂደት በሚገባ ይወጣሉ :: | | | | | |
| 17 | የማየት ችግር ስላለብኝ በትምህርት ቤት ውስጥ በስፖርት እንቅስቃሴ ስለማያሳትፉኝ ብቸኝነት ይሰማኛል :: | | | | | |

ባለሀ /ሽ/ልዩነቶች ምክንያት በመማር ማስተማር ሂደት አስገራሚ ፣ መጥፎ ፣ ጥሩ ፣ ገጠመኝ ካለህ ግለፃቸው

- ሀ. _____
- ለ. _____
- ሐ. _____

ክፍል ሦስት :- በቂ የመማሪያ ማቴሪያል ስለማግኘት ያላቸው አመለካከት

የሚከተሉትን ጥያቄዎች ለተማሪዎቹ በማንበብ ምላሻቸውን ባለ አራት ነጥብ መለኪያ ላይ ባሉት ክፍተቶች ላይ «√» ምልክት አስቀምጥ::

መመሪያ:- የሚከተሉት መግለጫዎች በቂ የመማሪያ ማቴሪያል ስለማግኘት ያላቸው አመለካከት የሚያመለክቱ ናቸው እያንዳንዱን ሳነብላችሁ በጣም መስማማታችሁን፣ መስማማታችሁን፣ አለመስማማታችሁን ወይም በጣም አለመስማማታችሁን ግለፁ::

በቂ የመማሪያ ማቴሪያል ስለማግኘት ያላቸው አመለካከት መለኪያ

| ተ.ቁ | የክንውን ዓይነት | አማራጮች | | | | |
|-----|---------------------------------------------------------|---------------|--------|--------|---------------|---------------|
| | | ምጣም እስማማለሁ | እስማማለሁ | አልስማማም | ምጣም አልስማማም | ምጣም እስማማለሁ |
| 1 | ከአይናማ ተማሪዎች ጋር እኩል በስፖርት ጨዋታ ለመሳተፍ ነፃነት እንዳለኝ ይሰማኛል :: | | | | | |
| 2 | ጥሩ የስፖርት አቋም እንዳለኝ ይሰማኛል :: | | | | | |
| 3 | ለይታ የሚረዱኝን እቃዎች በተሟላ መልኩ አገኛለሁ | | | | | |
| 4 | እንቅስቃሴን ከሌሎች እኩል መንቀሳቀስ እንደምችል ይሰማኛል :: | | | | | |
| 5 | ለራሴ ጥሩ አመለካከት አለኝ :: | | | | | |
| 6 | በቂ የስፖርት ፅቃዎች እንደሌለኝ ይሰማኛል:: | | | | | |
| 7 | ለራሴ ጥሩ ብቃትና ስኬት የለኝም :: | | | | | |
| 8 | እንዳንዴ ለምን ተፈጠርኩ ያሰኝኛል :: በመማሪያ ማስተማሪያ በቂ ድጋፍ አለኝ | | | | | |

ክፈል አራት፡- ጌደኛን የማፍራት መለኪያ

የሚከተሉትን ጥያቄዎች ለተማሪዎቹ በማንበብ ምላሻቸውን ባለ አምስት ነጥቦች መለኪያ ላይ ባሉት ክፍተቶች ላይ «√ ምልክት አስቀምጥ ::

መመሪያ፡- የሚከተሉት ነጥቦች ተማሪዎች በራሳቸው ላይ ያለቸውን ጌደኛን የማፍራት አመለካከት የሚያመለክቱ ሀሳቦች ናቸው እያንዳንዱን ሳንብላችሁ በጣም መስማማታችሁን ፤ መስማማታችሁን ፤ አለመስማማታችሁን ወይም በጣም አለመስማማታችሁን ግለፁ፡

ጌደኛን የማፍራት አመለካከት መለኪያ

| ተ.ቁ | የክንውን ዓይነት | አማራጮች | | | | |
|-----|-------------------------------------------|---------------|--------|--------|---------------|---------------|
| | | ምጣም አስማማለሁ | አስማማለሁ | አልስማማም | ምጣም አልስማማም | ምጣም አስማማለሁ |
| 1 | ለራሴ በችሎታዬ እተማመናለሁ :: | | | | | |
| 2 | የምፈልገውን ሁሉ እራሴን ችዬ አደርጋለሁ :: | | | | | |
| 3 | ችግር ቢያጋጥመኝ መፍትሄ እፈልጋለሁ :: | | | | | |
| 4 | የበታችነት ወይም የበላይነት ስሜት ይሰማኛል :: | | | | | |
| 5 | ከተማሪዎች ጋር ጥሩ ግንኙነት አለኝ :: | | | | | |
| 6 | ስፖርት ለመስራት ብቃት እንደሌለኝ ይሰማኛል :: | | | | | |
| 7 | ጓደኞቼን መምሰል እንደሚገባኝ ይታያል ፡፡ | | | | | |
| 8 | ማንኛውም ነገር እንደማይሳካልኝ ይሰማኛል ፡፡ | | | | | |
| 9 | በተለያዩ ወድድሮች ብሳተፍ ችግሮች የላቀ እንደሚሆን ይሰማኛል ፡፡ | | | | | |

ክፈል አምስት :- ራስን ችሎ የመንቀሳቀስ ብቃት አመለካከት መለኪያ

የሚከተሉትን ጥያቄዎች ለተማሪዎቹ በማንበብ ምላሻቸውን ባለ አምስት ነጥቦች መለኪያ ላይ ባሉት ክፍተቶች ላይ «√» ምልክት አስቀምጥ ::

መመሪያ :- የሚከተሉት ጥያቄዎች ራስን ችሎ የመንቀሳቀስ ብቃት አመለካከት የሚያመለክቱ ክህሎቶች ናቸው :: እያንዳንዱን ሳንበላቸው የማንንም ድጋፍ ሳትፈልጉ እንደምትንቀሳቀሱ ፤ የተወሰነ ድጋፍ እንደሚያስፈልጋችሁ ፤ ሌሎች ባለሞያዎች እንደሚረዷችሁ ፤ ተንቀሳቅሳችሁ እንደማታወቁ ግለፁ::

ራስን ችሎ የመንቀሳቀስ ብቃት አመለካከት መለኪያ

| ተ.ቁ | ክንውን | አማራጮች | | | |
|-----|-----------------------------|--------------------------|------------------|------------------|---------------|
| | | የማንንም ድጋፍ ሳልፈልግ እንቀሳቀሳለሁ | የተወሰነ ድጋፍ እፈልጋለሁ | ሌሎች ባለሙያዎች ይረዱኛል | ተንቀሳቅሼም አላወቅም |
| 1 | በየለቱ የአካል ብቃት እንቅስቃሴ እሰራለሁ | | | | |
| | ሰውነቴን በየጊዜው ለስራ አሟሙቃለሁ | | | | |
| | በተስተካከለ መንገድ ላይ እሄዳለሁ | | | | |
| | ኳስ እጫወታለሁ እርግጠኛ | | | | |
| | ሽንት ቤት በአግባቡ እጠቀማለሁ | | | | |
| | ምግቤን እበላለሁ | | | | |
| 2 | ራሴን ችዬ እንቀሳቀሳለሁ | | | | |
| 3 | በተለያዩ ክለቦች እሳተፋለሁ | | | | |
| 4 | የክፍልና የቤት ስራ እሰራለሁ አጠናለሁ | | | | |
| 5 | ለንብረቶች ጥንቃቄ አደርጋለሁ | | | | |
| 6 | የእንቅስቃሴ አይነቶችን እለያለሁ | | | | |
| 7 | በተሟላ መልኩ እቃዎችን እጠቀማለሁ አገኛለሁ | | | | |

Declaration

I, under signed, declare that this thesis, my original work, has not been presented for a degree in other universities and that all sources of material used have been duly acknowledged.

Name: _____

Signature: _____

Date of submission _____

This paper has been approved for examination by me as a university advisor.

Name: _____

Signature: _____

Date of submission _____