# ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

**DEPERTEMENT OF SPECIAL NEEDS EDUCATION**

## EDUCATIONAL AND PSYCHOSOCIAL CHALLENGES OF VISUAL IMPAIRED STUDENTS IN INTEGRATED SCHOOL: THE CASE OF MINILIK II PRIMARY SCHOOL.

**By: Wondimagegn Bantiyrgu**

**May 2014**

**Addis Ababa**

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**This thesis is submitted to the Department of special needs Education in partial fulfillment the requirements for MA Degree in special needs Education**

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### Approval of the Board of Examiners

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3. **External Examiner**

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# ACKNOWLEDGEMENT

Special thanks are goes to Dr. Sewalem Tsega, my thesis advisor, for her painstaking effort, Unfailing encouragement, guidance, constructive comments and useful suggestions.

Indeed, without her unreserved dedication, the development and completion of this study

Would have been impossible.

I also wish to express my deepest gratitude to all my families for the encouragement and support during two years study.

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# ABBREVIA TION

VI - visual impairment

TGE -Transitional Government of Ethiopia

UN1CEF - United Nations International Children's Emergency Fund

SPSS - Statistical Package for Social Sciences

TVI - Teachers of Visual Impairment

NASP -National Application Service Provider

## ABSTRACT

The study was designed to assess the challenges of educational and psychosocial towards the integration of visually-impaired students by employing purposive sampling techniques method .

To achieve the purpose of the study, the main target group is 40 grades 5 up to 8 visual-impaired students, 20 regular class teachers,5 parents and 2 principals (a total of 67, m=30,F=37 participants), were included in the study. The participants were selected purposely from Governmental Primary School (Menelik-Il School in Addis Ababa)

The relation of some demographic variables to that of educational and psychosocial challenges towards integration was also examined by using multiple regression and correlation analysis.

A Five-point educational and psychosocial challenges rating scale questionnaire consisting of 20 items ,a three point social skill rating scale questionnaire consisting of 17 items and an interview questions had been used to collect the data. Depending upon the nature of the data collected, both quantitative and qualitative methods were employed in the analysis of the collected data.

The findings have shown that the majority of visual-impaired students (95%) has shown less access towards educational and psychosocial relation in an integrated class room. The study has also confirmed that there was no smooth relationship between visually impaired and regular class students and also there is inadequacies instructional material .The major perceived factors to disfavor integration were related to accessing instructional material problem, the participants self confidence in the school and to feeling of incompetence in facing challenges that may be encountered in the integration process.

The relation of some demographic variables (age, sex and grade level) to the challenges towards integration was not statistically significant in case of visual- impairment and regular class students. However, the overall contribution of the independent variables to the challenges towards integration was statistically significant in case of visually impaired students.

Generally, the result suggests that effective measures need to be taken to reduce barriers towards integration by accessing an inclusive instructional material and establishing a harmonious relationship between and among teachers and students also policy makers. Further research is also required to fill the gap between visually impaired students towards integration.

Some recommendations were made based on the findings particularly in relation to the active role the government and NGOs have to play. The study gives a direction on priority areas of interventions such as introducing and providing appropriate new technologies, developing self reliance in order to improve situations of with visual impairment

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# CHAPTER ONE

# INTRODUCTION

## 1.1 Back ground of the study

The prevalence of disabilities in developing countries seems to be higher than it is in the developed countries. Moreover, studies indicated that about 80 percent of all persons with disabilities live in isolated rural areas in developing countries (Ibid,2006). African countries seem to share the same problem; even worse. For instance, according to the National Disability Survey of Zimbabwe (1981) out of its total population (which is 10 million), one million (10%) persons were classified as disabled out of which 25% (250,000) were of school age children (Fred, 1996). As Tirusew (1996) noted it, "the situation of persons with disabilities in Ethiopia is not far from the global conditions, but even severe" . According to the 2007(1999) Population and Housing Census of Ethiopia (PHCE), out of the total population (80,000,000) there were 1,490,546 (2.86%) persons with disability (excluding the homeless).

The released statistical information indicated that, the total persons with disability, 17.7 percent are in the age group 0-14 years and 48 percent in the age group 15-49 years (Ibid,2006, p.60).

For several years, it was the preoccupation of special educators to conduct studies comparing the placement of children with visually impaired in various types of educational settings (Example general education classrooms versus resources rooms)

Studies, however, indicate that the results found are contradictory and inconclusive. While some researchers in the field of education and rehabilitation of children with visually impaired students will have demonstrated the integrated or mainstreamed educational provisions to be socially, emotionally and academically beneficial to children with visually impaired students.

Minilik II primary school is found in Addis Ababa around Amest kilo infronte of St. Merry Church .It is chosen since it involves low cost, expense like allowance & transportation are minimized as the researcher lives in Addis Ababa .Minilik II Primary

school a 2005 academic year statistical data represents for the visual impairment has a total of 40 students it has also 40 teachers and 2 principals at present.

There are some researchers which have shown no significant difference among those children studying in different educational settings to be more beneficial to them in terms of their social, Psychological and educational development (Hegarty et al; 1981). This is also supported by Hallalan and kauttman (1988). They indicate that results are sometimes mixed and what complicate the picture further is the difference in the results for academic versus social outcomes Rigby,F (1972.

The education of visually impaired 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 supported by Rigby (1972) ,Who indicate that since instruction was given orally reading and written were kept to a maximum , it was possible for the visually impaired (blind) to follow the traditional type of education . He considers this as the first instance of an integrated education system for the visually impaired students.

According to Rigby (1972),in the 1930's the Ethiopian education system started to follow the Western type of education .Since the focus of this type of education was on reading and writing, no attempt was made to introduce Braille reading & writing ,The Modern education was difficult for the Visually impaired students to follow their education.

## 1.2. Statement of the Problem.

Individuals with visual impairment have been learning their education in integrated educational settings in providing the necessary support for the educational and psychosocial needs of people with visual impairment initiate the development of integrated education.

Even though the basic assumption for the provision of integrated education for children with visual impairment, as indicated above, is the importance of integration for development of these children the findings regarding this are inconsistent. Some researchers indicate that segregated educational settings are better for the psychosocial

challenges of these children, which others indicate that integrated educational settings are the better ones (Hegarty et al;1981).There are some researchers who found non significant differences between those children attending segregated and integrated educational settings (Hegarty et al;1981).

So these researches will bridge the gap between the above contradicting idea and inconsistency of the previous and also will help others for further research and current findings.

**The present study has been designed to answer the following research questions**:

1. What are the educational challenges of visually impaired students in an integrated class room?
2. What are Psychological challenges of visually impaired students in an integrated school?
3. What are the social challenges of visually impaired students in an integrated classroom?
4. what are the factors that affect self confidence of visually impaired students in an integrated classroom?

## 1.3. Objectives Of The Study

The study has the following general & specific objectives

The general objective of the study is to investigate the Educational, Psychological and social challenges of children with Visual impairment in integrated school

- **Specific objectives**

**The specific objectives of the study are to identify the challenges of :**

- Children with visual impairment in integrated schools with respect to their Academic Achievement.

- Psychological adjustment of children with visual impairment in integrated school.
- Social skill of visually impaired students in an integrated class.
- Having self confidence in an integrated class .

## 1.4. Significance of the Study

The objectives of integrated education are to:

- Provide the same opportunities and educational experiences for blind children as those provided for sighted children
- Allow blind children and their families, neighbors, and friends to interact socially in normal situations
- Provide a natural basis for adult life experiences so that blind students may take their proper places as contributing members in all sectors of society.

The focus of this study is to identify the educational and psychosocial challenges of children with visual impairment attending in integrated school settings. Doing this kind of study will enable parents and children to decide which placement is better in maximizing the academic and social growth of persons with visual impairment in general and the learners can get access to an appropriate teaching and learning material which allow them to a better learning as well as that also helps the learners are to be guided by professional teachers and care givers, which allow having access to optimum level of environmental support for their education. This will further guide parents and children in making placement decisions based on the result of the study. These studies also help in providing basic information for planners and policy makers so that they can make improvements in the educational setting which proves to be problematic for the academic and social challenge of the children. Furthermore, this study will initiate others or will help others as a stepping stone for doing further research in the area.

### 1.5 Limitation of the study

The study has the following limitations

Due to limited number of research site (which is taken from only Minilik II primary school ) and the sample size is also focused on limited children. So it may be difficult to generalize the finding of the study.

## 1.6 Delimitation of the study

Previous researches on studies are done educational achievement with respect to students in different educational settings and psychosocial functioning. However the focuses of this study is delimited to both the challenges of educational and psychosocial. Moreover even though there are many aspects of educational side like availability of instructional material and trained teachers' psychosocial challenges, this study focuses on the challenges of educational, social skill, self-confidence, independence on the psychosocial aspect.

## 1.7 Operational Definitions

**Psycho social challenge**: This refers to the lack of development or atrophy of the psychosocial self, often occurring alongside other dysfunctions that may be physical, emotional, or cognitive in nature.

**Educational Challenge**: unable to access instructional material in the school and school environment.

**Visual Impairment**: a problem with vision an individual partially or totally blind.

**Special Education:** This is the systems of education whereby instruction is modified for those with special needs. In this study it is used to define a specially designed instruction which meets unique needs of students with visual impairment.

**Integrated Education:** This is the principle of educating students with special needs and those without special needs together, interacting and sharing the facilities educational Institutions have to offer.

**Blind**

Those who have no sight or whose sight is so defective that they require special methods used for visual impairment.

**Braille:** Is a system of writing and reading raised dots for the blind people to enable them to read by touch.

**Low Vision** – is reduced central acuity of 20/70 or less in the better eye after

correction. Students who are described as blind may have some usable vision.

**Congenital** refers to loss of vision present at birth.

**Adventitious** refers to loss of vision acquired after birth as a result of illness or accident.

**Forms of Integration**

Hegarty et al,1981;as cited by Teferi,1996 indicated that Warnock distinguished three main forms of integration intermes of locational;social and educational .

**Location Integration:** exists where special units or classes are set up in ordinary schools or where a special and ordinary school share the same site.

**Social Integration:** is where children attending a special class or unit eat ,play, and consort with other children, and possibly share organized out -of- classroom activities with them.

**Educational Integration:** is educating children with different disabilities in regular class room whenever the placement best fit their particular learning.

**Rational for Integration**.

Bricker (1987) as cited in Hegarty et al.(1981) indicated that the rationales for the integration of exceptional children are three:-social –ethical, legal-legislative, and psychological-educational.

**Social-ethical,** reasons have to do with altering societal attitudes and the social/emotional effects of segregation, while **legal- legislative** reasons derive from legislative enactment and court decisions .

**Psychological –educational** reasons, on the other hand have to do with the educational or developmental benefits the children get by interacting person without disability.

The above rationale for integration is also supported by proponents of integration for young children with visually impaired students. Bricker (1987) as cited in Hegarty et al.,(1981).They rely primary up on the following rationale :First ,a legal rationale states that integration children without visual impairment peers represents the least restrictive educational environments requirements of P.L 99 -457.

A second rational suggests that integration is appropriate because it is the most morally and ethically correct form of education stated simply , integration should occur because it is the right thing to do.

The Third rational state that children with visually impaired students enrolled in integrated educational programs will receive additional educational or developmental benefits by being in close proximity to and interacting with normally developing peers of similar ages(NASP center,n.d)National Application Service Provider. A minimum criterion related to this rational is that children with visually impaired receive educational benefits that are at least equal to those that would be received in non integrated placements(NASP center,n.d) National Application Service Provider.

## CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1. Integration Education

To reexamine previous educational outlooks 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 inhuman living conditions of the disabled people, the short comings of the instruction offered by the special classes and movements that opposed the inappropriate use of tests in classifying students with disability 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, pp.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 disabilities 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 & Dimattia, 1993,p.l07).This early Greek educational Philosophy, as indicated by Osborne & Dimattia (1993,p.107),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 in the wcommunity" with due regard to individual values and freedom (Jaeger,1939, cited by Osborne & Dimattia, 1993, p.l07).

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 & Dimattia, 1993,p.l07).Similarly, Mortimer J. Adler (1982) cited in Osborne & Dimattia , (1993,pp.108-l09), called for "Universal Education of all children" thereby forwarding a philosophy (a philosophy drawn from fourth century B.c.) which was based on classical theories of knowing. Adler'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 & Dimattia, (1993, p. 108), on his part considered children as they are all the same in 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 Adler, 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 & Dimattia,1993, p.108).This is to say that, regardless of differences among individuals, every child has his/h er 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 their certain limitations appears to be denying their rights to grow up in an environment where they can learn from their "normal" peers.

### 2.1.1 Orientation and Mobility

As a part of the expanded core curriculum, orientation and mobility is a vital area of learning. Teachers who have been specifically prepared to teach orientation and mobility to blind and visually impaired learners are necessary in the delivery of this curriculum. Students will need to learn about themselves and the environment in which they move - from basic body image to independent travel in rural areas and busy cities. The existing core curriculum does not include provision for this instruction. It has been said that the two primary effects of blindness on the individual are communication and locomotion. The expanded core curriculum must include emphasis on the fundamental need and basic right of visually impaired persons to travel as independently as possible, enjoying and learning from the environment through which they are passing to the greatest extent possible. Coleman, J.M (1983).

### 2.1.2 Social Interaction Skills

Almost all social skills used by sighted children and adults have been learned by visually observing the environment and other persons, and behaving in socially appropriate ways based on that information. Social interaction skills are not learned casually and incidentally by blind and visually impaired individuals as they are by sighted persons. Social skills must be carefully, consciously, and sequentially taught to blind and visually impaired students. Nothing in the existing core curriculum addresses this critical need in a satisfactory manner. Thus, instruction in social interaction skills becomes a part of the expanded core curriculum as a need so fundamental that it can often mean the difference between social isolation and a satisfying and fulfilling life as an adult. Ban bury, (1978).

Social skill are defined as specific strategies used by an individual to perform social tasks effectively and thus by judging socially competent (smith,n/d).Foster and Richey (1979) as quoted in (Gresham,1982)define it as: “Those responses which with in a given situation prove effective or maximize the probability of producing ,maintain, or enhancing positive effects for the interaction.” Social skills are classified in different ways. The” Stop and Think” program organizes social skill in to four Areas:1.survival skill (e.g listening, following direction and ignoring direction, using nice or brave, talk,

rewardingyou),2.Inter personal skills: (sharing, asking for permission, joining an activity ,waiting your turn),3.Problem solving skills(eg .asking for help, apologizing, accepting consequences ,deciding what to do),and 4.confilict resolution skills:(e.g .dealing with teasing ,losing, accusations ,being left out, peer pressure ) (NASP center,n/d)

Social skills are the result of spontaneous visual imitation. However ,with regard to this very aspect ,children with visual impairment experience their limitations, sometimes even birth. In addition, people with visual impairment miss out on very important signals such as non verbal communication .it is a sours of information in the contact with others. for example, on verbal communication provides information about the moment of joining in a conversation with another person /other persons. Rejection by others also interferes with the acquisition of social skill(Bremer,n.d)

### 2.1.3 Independent Living Skills

This area of the expanded core curriculum is often referred to as "daily living skills." It consists of all the tasks and functions persons perform, in accordance with their abilities, in order to lead lives as independently as possible. These curricular needs are varied, as they include skills in personal hygiene, food preparation, money management, time monitoring, organization, etc. Some independent living skills are addressed in the existing core curriculum, but they often are introduced as splinter skills, appearing in learning material, disappearing, and then re-appearing. This approach will not adequately prepare blind and visually impaired students for adult life. Traditional classes in home economics and family life are not enough to meet the learning needs of most visually impaired students, since they assume a basic level of knowledge, acquired incidentally through vision. The skills and knowledge that sighted students acquire by casually and incidentally observing and interacting with their environment are often difficult, if not impossible, for blind and visually impaired students to learn without direct, sequential instruction by knowledgeable persons.(from Texas school of blind and visual impairment ,Nov 2007)

The opportunity to act independently ,to risks and make mistakes, to explore the world around them and their Owen capacities in relation to it, is an essential part of growing up

for all children. It is no less important for those who have special needs .”In some ways it may be more important since particular disabilities such as vision impairment or lack of mobility may restrict the scope for independent action”(Hegarty et al;1981).

## 2.2 Challenges to implement integrated education

### 2.2.1. Challenges of Integration

The curriculum for the disabled pupil should be changed and adjusted to his/her individual needs. Blind pupils have special lessons where they are taught to write and to read Braille, moving with a while stitgm nick, working on a computer and so on. Teachers should be ready, too. They should know the basic specifications about the education of blind people and methods how to teach them, they should cooperate with the family, with special teachers and the special pedagogical center likewise. (Hayes,M 1989, 54-55) Furthermore, it is crucial that future schoolmates are ready for an entrance of a blind or visually impaired student, or a student with any disability in general. The teacher should inform them about the disability and the way they should behave. This is a very important part of the integration because if the disabled child will not gain acceptance of the collective, it will affect the whole process of integration. ( Lang,H.G. 1998, 126-127) Concerning the disadvantages of the integration, it is primarily a lack of special approach to children, a lack of special teachers and less equipment available for children’s more effective education.

Adler, once again 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 Jeam and should learn in the same environment"(Osborne & Dimattia, 1993,p.l1). Therefore, the idea of providing education to children with and without disability within the same environment is not a recent phenomenon as such.

The academic success of students who are blind or vision impaired, whether in special, integrated or inclusive school settings depends on a variety of factors. Among these is their ability to access the classroom curriculum.

Curriculum access for blind and vision-impaired students requires provision of the same books and resource materials as those provided for sighted students. However, these need to be provided in an appropriate format, for example, Braille, large print, e-text and audio), at the same time and at the same level, including the same book edition (Kelley & Gale, 1998; Mason & McCall, 1997; Mosen & Small, 1996; Royal National Institute for the Blind, 1998). Gale & Cronin (1998) have argued that educational goals for students who are blind or vision-impaired should be the same as for sighted students, with some modifications and adaptations according to individual needs. Kelley & Gale (1998) have contended that literacy and numeracy acquisition, particularly through the medium of Braille should involve instruction across all key-learning areas, to the same level of proficiency expected of the student's sighted peers. Students should be exposed to text in the full range of contexts, formats and genres, as for example, environmental, factual and fictional.

### 2.2.2 The challenge of poverty associated with disability

With an estimated 1,027 million people, India is the world's second most populated country. It has 17 percent of the global population and 20 percent of the world's out-of-school children. Despite impressive gains in the last few decades ($11^{th}$ largest industrial power, $4^{th}$ largest economy in terms of purchasing power parity) India still has more than 260 million people living in poverty (Canadian International Development Agency [CIDA]. 2003). A large number of children with disabilities live in families with income significantly below the poverty level. According to Rao (1990), while disability causes poverty, it is also possible that in a country like India, poverty causes disability. The combination of poverty and disability results in a condition of "simultaneous deprivation." According to Harriss-White (1996), this is a syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling. Recently, the Ministry of Rural Development, Government of India, has allocated 3 percent funds in poverty alleviation programs targeting families of children with disabilities (B.L. Sharma, 2001). However, motivating poor families, with all the associated costs to send their child to school, is proving to be a big challenge.

### 2.2.3. The challenge of providing adequate levels of training to key stakeholders

The majority of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools. Most teacher training programs in India do not have a unit on Disability Studies (Corn,A.L 1996). The universities, which do cover some aspects of special education in their teacher training programs, fail to train teachers adequately to work in integrated settings. For example, there is limited coverage of information about practical strategies (,Corn,A.L 1996 ).

Great variations are noted in the content, process, and examination of existing special education programs as well in the country (Myreddi & Narayan, 2000). However, the situation may improve in the coming years as the Rehabilitation Council of India (RCI) will periodically evaluate special education programs to ensure that each program meets minimum standards (Rehabilitation Council of India, 1996). The number of trained special educators is also limited. The most recent report of the Rehabilitation Council of India (1996) states that the number of trained special education teachers is extremely small considering the number of children with disabilities that require their services. At the time of the publication of this report there were only 9,492 specially trained teachers. Of these, 4,295 were trained to teach students with mental retardation, 1,079 were trained to teach students with visual disabilities, 4,011 were trained to teach students with hearing impairments, and 107 were trained to teach students with locomotors disabilities in India. To address this severe shortage of trained teachers, the Rehabilitation Council of India recommended that an additional 44,000 teachers needed to be trained by the end of the Ninth Five-Year Plan (1997-2002). However, it should be noted that even if these targets were to be achieved, *only* 10 percent of the population of children with disabilities would be served (Rehabilitation Council of India, 1996). RCI must consider reformulating existing teacher training programs for special educators, with a greater emphasis on integrated education. Special educators could be a key resource as they can be used to train regular school educators in implementing integrated education. They can also act as an itinerant teachers working in partnership with a number of regular school educators to advise them on practical issues related to education of students with disabilities.

### 2.2.4 Inadequate resources

The majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with disabilities. The lack of disability friendly transportation services and accessible buildings are considered by some to be far greater problems than social prejudice and negative attitudes (for example, Arditi,G. 1998). Both the Central and State governments will have to provide increased resources to this aspect of education to ensure successful implementation of integrated practices in schools.

Over and above some of these challenges that India shares with other developing countries are some distinctive features that will make the implementation of educational reform particularly difficult. India is a multilingual, multicultural, multireligious country, and its people are stratified along sharp socio-economic and caste lines. Therefore, unless the challenges are carefully identified and systematically addressed, inclusion will remain a policy on paper. The forthcoming section presents some strategies that policy makers in India may find useful to implement integrated education successfully.

### 2.3. Utilization of itinerant teachers in integrated schools

According to Wilmshurst and Brue (2005), the provision of Special Education differs from country to country, and state to state. The ability of a child to access a particular setting may be dependent on his/her specific needs, location, family choice, or government policy. In the special education a teacher will provide one, or a combination of different models which he/she has been assisted by itinerant teachers to make. First, self-contained classes, located in mainstream schools but separate from regular education classrooms, are designed specifically for children who have severe visual impairment and may be termed support classes. Second, regular education classes combined with special education services are a flexible model often referred to as integration. In this model, children with special needs are educated with their typically developing peers for at least half of the day. Special education services may be provided in other settings at specific times during the day on a pull-out basis, such as resource rooms, occupational, physical and speech therapy, sensory rooms, rooms with special physical equipment, adaptive physical education, among others. Alternatively, specialized services may be provided in

the regular classroom by sending a teacher in to work with one or more children in their regular classroom setting. Therefore this study seeks to find out whether teachers are guided on how to teach students with VI in Moi Girls School, Nairobi.

In addition, modifications can consist of changes in curriculum, supplementary aides or equipment, and the provision of specialized facilities that allow students to participate in the educational environment to the fullest extent possible. Students may need this help to access subject matter, to physically gain access to the school, or to meet their emotional needs (Bukhala, 2006). More or less, support is targeted to the needs of the individual student and can be short or long-term. In the United States, the Individuals with Disabilities Education Act require that special needs students be included in regular education activities as much as possible. In Scotland, the Additional Support Needs Act places an obligation on education authorities to meet the needs of all children in consultation with other agencies and parents. The study seeks to find out whether this is embraced at Moi Girls School. Lang (1983), states that it may take time for a teacher to understand a student with visual impairment or special needs. Therefore, it is important for the teacher to be patient in that a student may help the teacher to learn about his or her special needs. According to Smith (1998), having a student with visual impairment will challenge a teacher to a new level of professionalism.

A teacher will be forced to get his or her sighted students to help in doing a certain or get help from an itinerant teacher. In addition, a teacher will have to say more as when pointing to objects as well as verbalize more. When holding up a picture or making a gesture or writing words on the board, the student with visual impairment will sit waiting until the teacher takes the time to say it hence, a teacher must say everything. This will definitely need a little more effort. To be more efficient a teacher is required to use one or more methods and use more devices to teach (Odero 2004).

## 2.4 Challenges and Criticism of Integrated Schooling Educationist

According to Smith, Polloway, Patton and Dowdy (1998), sometimes the policy of integration may work but most of the time it fails. Researchers have found relatively small differences in academic achievement between students with visual impairment who have been integrated in regular classrooms and those in special classrooms. Nevertheless, integration of learners with partial visual impairment into regular classrooms can lead to increased rather than decreased social rejection. Although the causes of this rejection may vary, for example, some students with visual impairment are shy and avoidant whereas others are aggressive and disruptive. It certainly doesn't go unnoticed, and the children who are rejected are more likely and more dissatisfied and anxious about their peer relationships than other children.

According to Arditi & Rosenthal (1998), the mainstream schools cannot manage students with visual impairment. The National Union of Teachers in U.S.A dramatically reversed decades of support for integration and demanded a halt to the closure of special schools. It called on the government to carry out an urgent review of inclusion in policy and practice. The union issued a report by academics at Cambridge University which suggested that integration was harming children with special needs, undermining the education of others and leaving teachers exhausted as they struggle to cope with severe behavioral and medical conditions. Resnikoff, Pascolini, Etya‟ale, Kocur, Pararajasegaram and Pokharel (2004) describe integration as a form of abuse for some children who were placed in totally inappropriate schools where they inevitably failed.

Pupils with special needs were nine times more likely to be expelled and teachers were leaving the profession because they could not cope with the pressure of working with them. Teachers were being given responsibility for tasks such as clearing out tracheotomy tubes, changing nappies and managing children prone to harming themselves in outbursts of extreme violence. Other pupils lost out as staff devoted excessive time to children with special needs. Many students witnessed highly disturbing behavior as s pupils with special needs reacted in frustration and anger to their

surroundings. Teachers often delegated responsibility for pupils with special needs to classroom assistants. In addition, parents felt betrayed as their children‟ s educational needs went unmet and the children sunk into a spiral of misbehavior that often ended in expulsion. Parents of other children were unhappy at the repeated disruptions to their children`s education.

According to Wilmshurst and Brue (2005), the largest groups of callers to the UK national workplace bullying advice line service are teachers. Some of these calls, and some of the most distressing, are from teachers working in special education environment with young, teenage or adult clients with special needs. The serial bully is attracted to roles with opportunities for power and control over vulnerable clients and employees who, because of their dedication and commitment to clients, are easily manipulated with guilt. Government policy has been to move children with special needs into mainstream schools, ostensibly for reasons of integration, but in reality, this is aimed at saving money. Dumping students with visual impairment in a class of 35 children is a recipe for disaster but budget targets have to be met. In addition, there have been cases of children with special needs being denied the opportunity to take examinations because it is estimated they will achieve a low pass which adversely affects the school‟ s position in league tables. Moreover, some students with visual impairment require instructional methods that differ dramatically from regular programme. Critics assert that it is not possible to deliver effectively two or more very different instructional methods in the same classroom. As a result, the educational progress of students who depend on different instructional methods often falls even further behind their peers without disabilities.

With regard to post-primary schools, Odero (2004) investigated curriculum barriers to successful integration of students with visual impairment in Kenyan secondary schools. He found out that lack of funds has resulted in decline in development of both physical facilities and instructional materials for special needs education. Akatsa (1986), in his study of special education in Kenya, recognized the fact that integration is an important

aspect for a successful education for learners with any kind of disability. His conclusion was that learners with disabilities can benefit from all- rounded education given an ordinary setting. Akasta 1986 shows that negative and stereotypic attitude towards persons with impairment undermine their access to training opportunity. It fails short of showing how this is affecting Secondary learning of student with visual impairment.

## 2.5. Training of Teachers

The quality of education and training largely depend on the quality of teachers that is academic qualification, professionals‟ training, commitment and dedication. Teachers are central to any successful implementation of education change. Kenya is presently presenting very rapid societal changes and as society changes, so does its needs and aspirations. Schools are therefore, expected to be prepared, not only to cope with such changes, but also to initiate educational changes in relation to the changing needs of the society. Schools can only accomplish this if teachers are professionally trained and continuously in-serviced to improve their knowledge, pedagogical skills and competency. In this way teachers will be responsive and adaptable to change (Kamunge, 1988). The quality of teaching is mainly determined by the level of academic professional education and training. Teacher education programmes are therefore planned to produce qualified teachers in order to achieve the objectives and policies of education (Kamunge 1988).

Currently special education teachers are being trained for diploma at KISE and Kenyatta University and Moi University for degree courses. However, teacher service commission does not recognize special need education as teaching subjects (Republic of Kenya, 2003). Due to this effect insufficient number of trained special education teachers was observed to have an effect on teacher learner ratio in integrated schools. This ratio is sometimes increased when learners with visual impairment are lumped together and one teacher who may not have SNE training (Republic of Kenya, 2003). The study sought to find out whether teachers are adequately trained to teach learners with visual impairment in Moi Girls.

## 2.6. Curriculum and Adaptation of the Syllabus

Learners with visual impairment have unique educational needs and learning the necessary compensatory skills and adapted techniques such as using Braille or optical devices for written communication requires specialized instructions from teachers who have expertise in addressing disabilities and specific needs (Heward 2006). Teachers may be able to use their usual instructions techniques with some modification to provide effective education programme. However teachers working with students with visual impairment need to understand the nature of a particular visual problem to be able to choose appropriate accommodative tactic. In Ethiopia, regular and special needs education is disseminated through a central curriculum. That is, all learners go through the same learning experiences without putting into account their deferring conditions. Learners with such needs are discouraged because of such curriculum provisions.

A developed relevant curriculum, support materials for use in all levels of education and training except universities. To cater for diverse conditions of the learners with special needs, the curriculum is adopted and adapted when necessary. The education policy allows the modifications by empowering schools to make decisions governing learning of students with visual impairment (KISE 2002). With all the recommendations on adaptation of the syllabus nothing has been mentioned about the challenges that a teacher faces in adapting the syllabus in integrated school for learners with visual impairment. It is for this purpose that the researcher is interested in capturing the challenges the teachers face in adapting the syllabus for the student with visual impairment which may lead to proper implementation of integrated programme.

## 2.7. Teachers Opinion on Integrated Education

The UNESCO survey (2003) on teachers view on integrated education points outs that, countries where teachers favor education for all children in ordinary classroom, have a law requiring that, but in countries offering sophisticated segregated education, teachers are not in favors of integrated education. Teachers are key implementers of any education policy and their perception is very vital towards success or failure of the policy. In Latin

America a study pointed some of the barriers to integrated education as teachers' low perception of learners with visual impairment and unwillingness to meet their diverse needs of learning. This was attributed to lack of training in a heterogeneous approach.

## 2.8. Prevalence and causes of blindness and Low Vision in Ethiopia:

The prevalence is greater in the rural population and among women. The major causes of low vision are cataract, and refractive errors that are by and large preventable and avoidable .The major causes of blindness are cataract and trachoma .Cataract is treatable, whereas trachoma is both preventable and treatable .Some of the villages were extremely remote and posed a serious challenge for the strict implementation of the survey procedures. Quality control in remote regions was a serious challenge and results must be interpreted carefully. Five clusters with obvious uncertainty about data quality are excluded from analysis. In a few remote villages where settlement is scattered sampling on a straight line direction as described in the sampling procedure was practically impossible. Thus, a proximity sampling strategy was used as there was no danger of clustering of the outcome of interest in a scattered settlement.

The low prevalence of blindness and low vision in the Benshangul-Gemuz regional state was attributed to the presence of large number of healthy immigrants from the neighboring Sudan into the survey villages, as observed by the survey team. The very high prevalence of low vision and blindness in Somali region could not be adequately explained. Estimates in this paper provide the magnitude of the eye problems at the national and regional levels. Regional estimates are self-weighted and no adjustments were made.

All national estimates in this paper are weighted for population size of regions. No attempt was made to provide zonal and woreda level estimates based on this study as the sample size calculations and sampling procedures were not designed to produce estimates at those levels. This is strictly a household survey and as such no homeless people even those living in the survey clusters were included. Our assessment emphasized on determining the presenting vision of the persons; this approach helps to determine the needs for appropriate interventions. (*Ethiop .J.Health,*2007;21(3)Very large proportion of

the causes of blindness and low vision are avoidable (preventable or treatable) with time proven interventions that are both feasible and reasonably affordable in the Ethiopian context. About 50% of the blindness (600,000 persons) and 41% of low vision (1.2million persons) are due to cataract that can be corrected surgically. Trachoma also accounts for a significant proportion of blindness (11.5%) and low vision (7.7%).Again there are effective prevention and curative instruments for avoiding eye problems due to trachoma. The prevalence of blindness reported in this survey is similar to the recent reports from African countries. Studies from Cameroon, Nigeria and Mali also reported a similar prevalence rate of blindness and the main cause for blindness was cataract. The main causes of blindness and low vision were cataract, accounting for 60% of all bilateral blindness and 51.7% of all low vision (8-10).

Population based surveys in Ethiopia also reported cataract as the main cause of blindness (5, 11). The study from Butajira, Ethiopia, indicated that blindness is either preventable or curable in 74% of the cases (11). In concurrence with previous studies old age, female gender, and rural residents are at a greater risk of low vision and blindness (8-11). Although age is a biological risk factor for blindness and low vision the gender and residency differentials reflect on the social inequalities related in accessing health and health related services that leaves females and rural residents at a disadvantage. The childhood prevalence of blindness is also unacceptably high and accounts for about 6% of the total blindness.

This is especially true when considering that large proportion of the causes of blindness is either avoidable or treatable .The logistics and financial requirements to conduct large scale population based studies using qualified eye care professional is a major obstacle for repeated surveys to estimate the magnitude and cause of blindness in developing countries. Thus, most countries do not have recent estimates. In order to overcome this problem there are some practical recommendations. Dineen et al indicated that conducting surveys in the 50 year and above age group reduces the sample size requirements significantly and can provide reasonable estimates in the total population in

a relatively less cost. Babalola et al also reported that fairly good information can be obtained for planning eye care by asking individuals about their visual status and the reasons for visual impairment. Masanganise et al also showed using village community development workers as reliable alternative in diagnosing blindness in the community when shortage of both ophthalmic trained personnel and funds are serious constraints in conducting blindness surveys. These studies suggest more frequent assessment of eye care needs in the population is necessary to properly manage eye care programs and can be made feasible by adapting simpler survey methods in resource constrained countries.

The major causes of blindness and low vision are either preventable or avoidable with time proven interventions that are feasible to implement if properly planned and adequate commitment is achieved from all stake holders .Barriers for seeking eye care services include cost of surgery and distance to hospital. The gender inequality in accessing eye care services also deserves solution in order to reduce the burden of eye diseases on individual and societies. Without addressing the barriers that prevent women from utilizing services the mere availability of eye care services in the area may not alleviate the gender imbalance in the eye problems .

In conclusion, eye problems in Ethiopia are among the major public health challenges of the country and pose huge economic and social impact for affected individuals and to the society and the nation at large. The burden of disease and the number of individuals affected also indicate the formidable demand on health services (resources) to clear the backlog of cataract surgery. Thus, recognizing eye problems as major public health challenge; and implementing appropriate, affordable and accessible interventions by allocating adequate resources with emphasis to the disadvantaged segments of the population is needed urgently. The huge problem of blindness and low vision in children deserves a special focus because many of the conditions associated with childhood blindness are also causes of child mortality. The unfortunate fact is that up to 60% children in developing countries are likely to die within one year of becoming blind and this fact would not be any different in Ethiopia. . Even if these children survive, the

number of blind years of disability would be counted in millions of years and these years of blindness can be saved .

The Federal Government of Ethiopia and relevant state organs need to enhance their commitment by providing resources and improving organizational capacity and capability at all levels to effectively and timely provide preventive and curative eye care services. .(Budden FH. A report on blindness in Ethiopia.Geneva: WHO, STC,1981),

## 2.9. Educational Interventions for Students with Low Vision

Approximately 90% of individuals with visual impairments have functional or low vision; just 10% are functionally blind. However, students with low vision are often an overlooked majority in the population of children who are visually impaired. Difficulties of students with low vision are often not as apparent as they are for students who are blind. Nonetheless, students with low vision require direct instruction in literacy, visual efficiency, accessing the core curriculum, compensatory skills and more. The following educational interventions are beneficial to students in any school setting.

### 2.9.1. Teacher of Students with Visual Impairments

Every child who meets the criteria of visual impairment in his/her state is eligible to receive services from a certified teacher of students with visual impairments (TVI). A TVI is a teacher who specializes in working with students who are visually impaired. Most often, when a new student with a visual impairment enters a school system, it is the TVI who is responsible for assessing the student, determining and aiding in adaptations and modifications, as well as creating individualized education programs (IEPs). If the situation does not permit the TVI to perform all necessary specialized instruction with a student, the TVI will generally oversee or direct the instructional process.

### 2.9.2.Accessing the Visual Environment

One of the principal concerns for students with low vision is their ability to access the visual environment. Just as students who are blind have difficulty with environmental cues such as facial expressions and eye contact, so too do students with low vision. One way for students to access the visual environment is through optical devices. Optical

devices include magnifiers, microscopes, and telemicroscopes for accessing near information and monocular telescopes and bioptic lenses for accessing distance information. Near devices aid a child in viewing regular print materials, non-textbook materials such as baseball cards, and menus. Distance devices are used for viewing information that is beyond arms reach, such as the chalkboard, menus in fast food restaurants, or sporting events. Because every child's vision is different, a certified professional should always prescribe optical devices. Every child with low vision should receive a clinical low-vision evaluation from an optometrist or ophthalmologist who specializes in such services.

### 2.9.3. Access to Information

One of the most important academic areas related to accessing the visual environment is accessing information through print. While some students with low vision require their texts to be transcribed into Braille, many are able to access regular or large print. Large print books and papers can be created through modern copy machines but such copies are often of poor quality. Many states have centers and agencies that can be contracted to create required large print and Braille materials. For students who can access regular print through optical devices, instruction beyond the introduction of the optical device is required to make sure the student uses it effectively. Lengthy texts such as novels might also be presented on audiotape. However, it is recommended that audiotape materials not be stressed until later grades to ensure that students develop the requisite basic literacy skills. Audiotapes are often used more by students in university who must access large amounts of information from a variety of sources.

Many technology solutions exist for accessing information via computer. Progress is being made on the ability to download academic texts from publishers directly to student's computers, bypassing the print medium. Text on computer can be output through speech, large print, or Braille, depending on the software and hardware available. Some students might also benefit from any combination of Braille, large print, regular print, optical devices, and technology.

### 2.9.4.Access to the Core Curriculum

Students with low vision are often at a disadvantage when presented with information in regular classrooms. If a student has difficulty seeing material at a distance, writing on chalkboards will be hard to discern. A distance optical device, preferential seating, and handouts containing pertinent information are all ways that the information can be more easily accessed by the student. Curriculum areas such as the sciences that require hands on activity and interaction with materials can also present a challenge to students with low vision. Specialized instruments with larger numbers or inventive ways of using existing materials can overcome barriers.( Corn,A.L.,&Koenig, A.J. (1996).

## 2.10. The Need for Early Intervention

There is a wide recognition that better understanding about the nature of disability and effects of environmental factors have enabled persons to develop new approaches in place of “genetic determinism". Thus, environmental factors were considered as important components in designing early intervention programs (Meisels & Shonkoff,1993, p.374).Understanding the importance of early experiences for children's healthy development and insight into the possibility of reducing individual deficits by maximizing their potentiality are taken as rationales for early intervention program. Similarly, the anticipation of enhanced children's developmental progress, due to their participation in the early intervention program, knowledge about the necessity of trained personnel for the provision of "early experiences to compensate for developmental problems", and awareness about the need to offer "more and/or different early experiences" for children with developmental problems (including the hearing impaired) are the theoretical assumptions for the development of early intervention.

In many aspects, the child's success usually "depends on the willingness and ability of other people to interpret the child's efforts" in a developmentally meaningful manner (Berger,1983, p.16l). It is noticed that "sound family functioning is essential for providing a supportive and developmentally appropriate environment for the child with special needs". Furthermore, it is believed that "a family truly becomes a more prominent

and direct focus of early intervention program" in order "to yield developmental benefits to children"(Guralnick & Bennett, 1987, p.368). In other words, the early parent-child relationship can be taken as "basis for children's socially competent functioning" (Ibid).

Concerning the effect of child-parent relationship modality, current evidences suggested that "a relationship-focused model" is a preferable approach to attain a "warm, reciprocal and supportive parent-child relationships" rather than "a rigid emphasis on the teaching roles of parents", especially in the preverbal stages of the visual-impaired child (Ibid).Next to the family, intervention at preschool level can play an important role to facilitate children's development in its multi-form. As an effective educational unit, it is noted that preschool program should provide academic and cognitive training, emphasize parental involvement and employ both oral and manual techniques to teach visual impaired children (Hallhan & Kauffman, 1991, p.292). As it is reported in some studies, in some countries (like in the USA) special education is given for visual impaired children at preschool levels by the age of 3, and in other situations it is even conducted "from birth onwards" (Guralnick & Bennett 1987 p.331). To see the effect of early intervention in facilitating the integration of visual impaired students, Nashville as cited by Moores (1996, p.346).

### 2.10.1 Self-esteem

**Challenges on self-esteem of children with visual impairment in integrated school.**

One aspect of psychological challenges included in this study is self esteem. Self esteem is related to a person’s feeling of self worth and value. It is critical ingredient for life – long happiness, success and a better life .(Perera,2000 as cited in Tirusew ,2005,231).

Although the benefits of integration for academic achievement have been a focus more persistent theme has been the impact of special education on the self concept and self esteem of exceptional learners which is one of the points to be covered in the current study (Ager,1998).

Developing and maintain positive self concept and self esteem has been considered important in educational programs for exceptional learners. The strong relation shipe

between a student's self esteem, level of challenges and school success indicate that one criterion for choosing appropriate educational placements for students with mild disabilities must be the impact on self concept and self-esteem (Ager,1998).

The basic assumption in providing integrated education to the blind children is that it would enhance their social emotional development including enhancement of self concept and self esteem. Non disabled people provide role models for more socially acceptable behavior ,and also that being a fully included member of general education class increases self esteem (Hayers,1980).

The move away from segregated setting was, in part, based on the assumption that indicating children as special and isolating them results in a decrease in self concept and self esteem. This is because of the a stigmatizing effect of handicapped labels (Hayes,1980).This a stigmatizing effect is one frequent criticism of the current special education system. Integration supports suggest that the very fact of labeling a student as a "special "frequently lowers expectations and self esteem(Hayes,1980).Further ,special education placement in "pull out" programmes has (all too often)left many students with fragmented education and feeling that they are not belong in the general education classroom. The impact of such stigmas lowered expectations and also results in poor self esteem (Ager1998).

A review & theoretical analysis of research on the influence of handicapped labels on children's self concepts & self esteem ,provided by Macmilan et al .(1974) as cited in Coleman(1983,6.1,4) hypothesized two mechanisms through which handicapped labels supposedly influence children's perceptions of themselves : (a) the direct effects of the level on the child, & (b) the direct effects of the level as it influence the behavior & attributes of others that interact with children so labeled. Through the first mechanism children's self concept is thought to become reduced as their perceptions of themselves change in reaction to being label as handicapped. According to the second mechanism, handicapped labels influence self concepts & self- esteem indirectly in that the

differential perceptions of parents, teachers &/or peers towards the child who receives a handicapped label somehow assist the child in fulfilling the prophesy of lower self-concept resulting from being identified as handicapped (Coleman, 1983,6.1,4)

Most prior research has focused on the direct effects of labeling i.e, the extent to which being label as handicapped results in lowered self-concept. These studies have typically assessed the self concept of children in different instructional settings. Children identified as handicapped by legal mandate, must receive special education assistance As a result, labeling & integrated class placement always occur together, obvious/legal &ethical issues prevent attempts at separating the influence of each event experimentally.(coleman,1983,6.1,5).

Smith(1980)&hiscolleagues(coleman,rogers,smith,&coleman,1987;smith,zingale,&colem an,1978;stang,smith,&rogers,1978) as cited in coleman (1983) studied the self concept and the self esteem mildly handicapped elementary school students across a wide range of instructional placements. Based on their observations, these authors concluded that special-class placement is a more powerful influence on children's self-perceptions than are handicapped labels. Furthermore they contended that special-class participation most often has favorable, not negative, impact on children's self concepts. These researches repeatedly presented evidence that pre adolescent handicapped children in both partially and totally segregated instructional settings retain positive self image. In their view, children's self esteem maintenance is based on largely on the process delimited in Festinger's (1954) social comparison theory. They cited him as saying that individual use others in their immediate as the basis for making subjective judgment of self worth (Coleman, 1983)

Macmillan et al. (1974) as cited in Hallahan & Kauffman, (1988) however indicate that they are not sure of the relationship between self esteem & self concept & self esteem and labeling some investigations found lower Self –concept in labeled & or special-class students (Bors,1966,Jones 1973;Mann,1960; Mererowitt,1962) others found the opposite (Drew;1962,Goldberg,passow,& justman,1961;&one researcher reported no difference (Bacher,1965).and the methodological problems inherent in the vast majority of these

studies render their findings difficult to interpret (p:467). Opponents of integration argue that difficulties can only be exaggerated when students with disabilities fun in the presence of non disabled students & this will ultimately result in lowering their self-concept & self –esteem integrationists, however indicate that this is not what is happening in case of integration (stain back, sand stainback.w,1985 as cited in Tirusew,2002). Integration supports also suggest that as regular and special education faculty work corporately together in integrated settings, their coordinated work tends to raise their own expectations for their students with disabilities, as well as students' self-esteem& sense of belonging (Ager,1988).

Peer acceptances positively related to good socio-emotional development. If one is accepted by others, their relationship is likely to have positive effect on individuals' self-esteem & self concept. On the other hand, if peers or teachers have no lack of acceptance, their relationship may have unfavorable effect on the individual's self-esteem. The acceptance of children with visual impairment by their sighted peers has a great effect on their socio-emotional development including their self esteem (Tirusew,2002)

### 2.10.2. Self-confidence

**Challenges on self confidence of children with visual impaired in integrated school**

As indicated Rarcier in this paper there have been numerous studies attempting to establish the relative superiority of ordinary schools or integrated schools in terms of social and emotional development of children with disabilities .the result found, in these studies, however, were inclusive (Hegarty,1993) Integrated educational settings are better than the special ones in helping children with disabilities gain in self confidence, & independence and having a realistic acceptance of these handicapped condition (Hagarty,1993).Cave & Madison(1978)as cited in Hegarty et al.(1981)have made studies on the social &emotional development of children in the integrated programs.

The specialists staff especially those who had experience of special schools indicate that the children seemed as if they were more confident & mature than they would have been in special school but less so than their ordinary peers.

Further information on self-confidence comes from responses to questionnaires on the small sample of case study pupils. The teacher indicate that "this suggests a reasonable level of confidence with a slight increase over the twelve months; the difference is in fact statistically significant (2%) level of confidence, using a matched pairs test" (Hegarty et al; 1981,425).

The development of self confidence was affected in different ways by pupil's presence in the ordinary school. Some of these children got confidence only because of the fact that they are being in an ordinary school.

### 2.10.3. Psychological adjustment to visually impaired students.

Psychological adjustment to visual impaired students means becoming aware of the limitation associated with it and accepting them without discrimination.

In this regards Hegarty et ai (1981)said '' this doesn't mean any easy acceptance of visual impaired personality, where achievement is set at low level by static and conventions targets''(P:434).Werner(1993)as cited in Tirusew (2005) also said that in addition to having self confidence and developing the right concept of self (both strengths and weakness),acceptance of one's self is an important for adjustment and well being.

Many children with special needs have adjustment problems of two sorts .some of them become 'Inward looking and attach to much importance to their visually impaired condition.' They are ego centric and misinterpret other pupils' actions retaliate negatively ,(Hegarty et al;1981).better adjusted children are less likely to be annoyed or update by what they see as unfair treatment or teachers behavior and are more able to tolerate uncertain or ambiguous situation where they are unsure of others' reaction to them (Shakesper,1982).Some other children with special needs see themselves as special case and deserve sympathy and exceptional states ,They didn't expect that they have to wait their turn ,to be punctual ,etc. There are also others who have wildly ambitious dreams which indicate a lack of realism (Hegarty et al;1981).

There were different efficacy studies conducted to see the relative in regular school on the socio-emotional development of children with disability even though the findings indicated in consistent results.

In ordinary schools increases self confidence and independence and also promote a realistic acceptance of the individual's impairment condition. One study was done in this direction by Hegarty ,Prockling & Lucas (1981).And ,in general ,Positive results were found from this study in answering the question ,does ordinary schools provide a stimulating environment that promotes adjustment or immersion in 'normality 'too much to cope with? Children with special needs in ordinary schools are surrounded by peers who don't have their limitation, this doesn't necessarily lead to low self-esteem but rather their self-esteem can be enhanced from being there (Hegarty et al;1981).

Tirusew (2002), however, indicates that if the environments (for example,the school)is a rejecting ,insensitive, hostile and degrading type, this will not only complicate the adjustment of person's with disability but also thwarts their development .He further said that ,"this in turn adversely affects their self –esteem, and a feeling of hopelessness"(P:9)

### 2.10.4. Social skill

**The social skill of children with visual impairment in integrated school.**

The educational rational for integration is based on several processes. It assumes that children may acquire age –appropriate skills from developmentally advanced peers in their classes. Acquisition of social and communication skills may also occur through interactions that occur in classroom setting. In addition, the presence of advanced peers may creale a more developmentally complex environment. This may give the children with disability a development ''push'' toward acquiring advance skills (Hayes, 1980) .

Hegarty et al.(1981) also supported the above idea by saying that in many people's eyes the main goals of integration is to facilitate contact between pupils with special needs and their peers. Even if it is not possible to have complete functional integration and they cannot learn together it is believed that the children will benefit from social contract with their age peers. Mixing with them and forming relationships outside the impaired

community is important both in its own right and as factor in promoting self confidence and maturity. However, there is a contrary view held by some parents and other people that this social benefit is a myth (Hegarty et al 1981)

Children with disability in integrated educational settings are expected to benefit from interaction with their non disability peers in terms of improved social skills and overall social competence. Furthermore, the non disability child is expected to benefit from positive interactions with the visual impaired students. The evidence to date, however, doesn't support these assumptions. Integration enhances social skills like following classroom or school rules, positive initiations, Expansion of conversation topics, sharing in group of activities, Turn-taking in conversation or interactions repertoire to play activities that promote inclusion into activities, Interpreting, verbal & non-verbal cues, Expectations for situational behaviors for play school, and work experiences decision making skills, problem solving skills ect ("importance of" n.d)

### 2.10.5 .Independence

**Challenges on independence of children with visual impairments in integrated school.**

The efficacy studies done in the previous year's regarding the challenges of integrated school for the academic and psychosocial functioning of children with disabilities and in particular children with visual impairment indicated inconsistent results.

One study that sought to address these issues was conducted by Hegarty and Pocklington (1981). The sample was taken from ordinary schools and their information was gathered in different areas including independence. The result indicated that were gains in self. Confidence, independence, etc (Hegarty et al;1981)

Tirusew (2002)also indicated that in addition to the benefit of socialization and success to many extracurricular activates who attend in integrated educational settings can achieve greater independence throughout their lives.

# CHAPTER THREE

# METHODOLOGY

## 3.1. Design of the study

The researcher employed quantitative and qualitative research design for it was helpful in getting in depth information and insights in to the issue of the educational and Psychosocial challenges of visually impaired students in integrated class room.

This design included triangulation of data collection by giving the similar questions to visual impaired students, parents of visual impaired and teachers of visual impaired students as well as for school principals. That was the collection of data on students' academic achievement and levels of psychosocial interaction, teacher's and parent's support towards education of the visual impaired students' perception on their studies; and observation of students' classroom behavior by using check lists. The overall purpose is to confirm check or elaborate on initial findings to explore paradox and to extend the breadth of the inquiry (Green et al, 1999 cited in Creswell).

Qualitative and quantitative research were employed for some reseason in this research, qualitative research has the natural setting as the direct sources of data and the researcher is the key instrument. The role of the researcher was also considered important in the research process rather than being a detached, passive on looker. and It was descriptive and includes questionnaire, interview and observation. mainly concerned with process rather than simply with products the reverse is true for quantitative**.**

## 3.2. The participants

Target population of this study were visual impaired students from grade 5-8 (population of Visual impaired students were 40 out of 658 from the total of regular school setting selected). 20 regular teachers out of 40 randomly selected 5 parents are automatically selected and the 2 principals are purposely selected. It was expected that these students can express themselves more than lower grade students and the researcher wants *to* get the available information from the students themselves, Teachers, parents and principals were involved. These were the key informants of the researcher.

The researcher were applied stratified sampling techniques and there were four strata's students, teachers, parents or guardian and principals. Because it was very appropriate in getting pertinent information for thestudytotalof67(F=30,M=37)people;40(F=17,M=23)of them were visual impaired students,20(F=9,M=11)teachers,2(F=1,M=1) principals and 5(F=3,M =2)parents.

## 3.3 .Research site and Instruments used.

**Research site**: The study was conducted at Addis Ababa in Minilik II Primary School. The reason for selecting this school was because of the availability of visual impaired students, special needs teacher and resource room.

**Instruments**

Three instruments were developed in order to identify the educational & psychosocial challenges of visual impaired students in integrated class room. These instruments were open ended and close ended question; way of instrumentation was questionnaire for visual impaired students' 20 items and also questionnaire for teachers containing 17 items and interview for parents and principals 8 items and observation were employed through prepared check lists.

**Details of instruments used**

**1.Quationnaire**:The survey questionnaire consists of 20 items questions with Liker type rating scale ,strongly agree =5,Agree =4,undecieded =3,Disagree =2 and strongly disagree = 1on the educational and Psychological challenges of the visual impaired students. And 17 item quations were administered for teachers with rating scale of Never =1, Sometimes = 2, Often =3, Always =4 on the social skill behavior.

**2. Interview questions**: were administered to sampled parents of visually impaired students and principals. The interview questions deal with the confidence of the children, social skill behavior and general observation about the education of visual impaired students.

**3. Observation**

To investigate how teachers used to organize their class room ,class size, availability of instructional materials, teaching strategies(classroom instruction) and interaction of visually impaired students on some selected class room in the sample school through the prepared check list to measure mobility and orientation adaptive skill and class room strategies.

**Variables**

Dependent variables were educational & psychosocial factors and also independent variables were impairment.

**Reliability test for all factors**

**Table 4.2 Shows Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| 0.955 | 45 |

This table shows that with **95.5% confidence level** it is reliable which means the factors explains the challenges.

## 3.4. Data collection for main study

**Primary data:** was collected using questionnaire from teachers of the visual impaired students 17 items, the visual impaired students containing 20 items, 8 items through interview from parents of the visual impaired students and principals of the school. Classroom observation was also one of the methods of primary data collection.

**Secondary data**: had been collected from existing documents related to the research topic. Those were grade report forms, class sizes, teacher's qualification files and other research findings which provide the researcher the base line to the study.

## 3.5. Method of data analysis

All data's were organized and processed separately for each item in a way appropriate for analysis. Various techniques were used in dealing with different variables. Data related to research questions were analyzed using qualitative and quantitative methods. In identifying the psychosocial relationship and academic achievement of the students. SPSS versions 16 were used to find regration, correlation, descriptive statistics.

# CHAPTER FOUR

## 4.1. Analysis of Data and Discussion

This research shows the relation and explanation of impairment specifically about those of students with vision loss in Addis Ababa Menilik primary school by focusing on the variables age, sex of respondents' type of impairment, onset vision loss, all psychological factors, educational factors, social factors, independency level, confidence and self esteem were the dependent variables while impairment of whatever type which may be of totally blind or partially blind are taken as independent variable of the research.

**Table 4.1 .Crosstab description of psychological factors with regard to personal information, type of impairment, their grade level and onset vision loss.**

| Questions/variables | scale | Sex of respondents | | Age of respondents | | | Respondents type of impairment | | On set vision loss | |
|---|---|---|---|---|---|---|---|---|---|---|
| Factors | Strongly disagree to strongly agree | Male | female | 13-16 | 17-19 | 20-24 | Totally blind | Partially blind | Blind at birth | Blind after 3 years |
| Due to my vision problem I am afraid to communicate with my classmate | Disagree | 11(27.5%) | 0 | 0 | 7(17.5%) | 4(10%) | 0 | 11(27.5%) | 0 | 11(27.5) |
| | Agree | 12(30%) | 17(42.5%) | 13(32.5%) | 13(32.5% | 3(7.5%) | 21(52.5%) | 8(20%) | 15(37.5%) | 14(35%) |
| People with visual impairment have to depend on sighted people to do things that are impossible for them to do | Disagree | 8(20%) | 0 | 0 | 4(10%) | 4(10%) | 0 | 8(20%) | 0 | 8(20%) |
| | Agree | 15(37.5%) | 17(42.5%) | 13(32.5% | 16(40%) | 3(7.5%) | 21(52.5%). | 11(27.5%) | 15(37.5%) | 17(42.5) |
| I ask help from my family & friends for things which I cannot do because of my vision loss | Disagree | 2(5% | 0 | 0 | 0 | 2(5 | 0 | 2(5%) | 0 | 2(5%) |
| | Agree | 21(52.5%) | 17(42.5% | 13(32.5% | 20(50%) | 5(12.5% | 21(52.5%) | 17(42.5% | 15(37.5% | 23(57.% |
| | Agree | 13(32.5%) | 17(42.5%) | 13(32.5%) | 14(35%) | 3(7.5%) | 21(52.5%) | 9(22.5%) | 15(37.5% | 15(37.5%) |
| Vision loss causes problem in social relations to discuss in groups | Disagree | 10(25%) | 0 | 0 | 6(15%) | 4(10%) | 0 | 10(25%) | 0 | 10(25%) |
| | Agree | 13(32.5%) | 17(42.5% | 13(32.5% | 14(35%) | 3(7.5%) | 21(52.5%) | 9(22.5%) | 15(37.5% | 15(37.5%) |

The table shows the result of psychological factors with regard to rating scale and different personal information of the respondent from this for the question (factor) there is difficulty in working with other children in my class despite my vision loss 10% of respondents are males those were disagreed on the question while majority 47.5% male respondents agreed on the question and 5% of female respondents also agreed on this statement and the remaining 37.5% of female respondents strongly agreed on this statement , so 90% of respondents agreed on this question (factor) ,there for ,this justifies that this is one of the factor (challenge) that explains impaired students in integrated school.

Also Tirusew (2000) indicated that if the environments (for example, the school)is a rejecting ,insensitive, hostile and degrading type, this will not only complicate the adjustment of person's with disability but also thwart their development .He further said that ,"this in turn adversely affects their self esteem, and a feeling of hopelessness. And 10% of the respondents that are with the range of 20-24 disagreed on the factor those are male, on the agreed side 17.5% with the age range 13-16, 30% 0f respondents with the age range 17-19 takes most percentile from agreed perspective and from the age range in inside part that and 5% lies in the range 20-24 .

Finally 15% of respondents strongly agreed on the factor with the age range of 13-16 and 20% of respondents which is the most part of strongly agreed aspect that fall in the age range of 17-19 and the remaining 2.5% who are in the age range of 20-24 strongly agreed on the factor. On the other aspect no totally blind disagreed on the factor but 10% of partially blind disagreed on the factor (question 1), most (30%) of the respondents who are totally blind agreed on the factor and the remaining 22.5% (most from strongly agreed parts).on the other hand 22.5% partially blind respondents agreed on the factor and the remaining 15% strongly agreed on the factor, from this we can dictate that both partially blind and totally blind agreed on the factor that challenges impaired students.

Likely 10% of respondents who are blind after three years disagreed on the factor where as there is no blind at birth who disagreed on this factor and 22.5% of blind at birth respondents were agreed on the factor ,30% of blind after birth agreed on the factor

(majority of the agreed part) and 15% of respondents who are blind at birth strongly agreed on the factor and the remaining 22.5% respondents who are blind after three years strongly agreed on the factor there is difficulty in working with other children in my class despite my vision loss. Finally from these factor is psycho social challenge.

In looking the factor there are no male respondents who are disagreed on the matter sighted people have less expectation for a person with visual impairment and 57.5% of male (all male respondents) agreed on the factor and 27.5% of female respondents disagreed on the factor but 15% of female respondents agreed on sighted people have less expectation for a person with visual impairment , so majority of the respondents (totally males and 15% of females) were agreed on the factor that challenges visually impaired students in integrated school. On the other aspect from the total of 50% of respondents which the majority pattern from age groups that belong to age 17-19 ,from these 37.5% of respondents agreed on the factor but only 12.5% disagreed on the factor and no one is disagreed on the age range 20-24 on this factor but 17.5% of respondents agreed on the factor.

Similarly 17.5% of the respondents who are at the age range of 13-16 agreed on this issue while 15% of the respondents with in this age range were disagreed on this factor, from this we can dictate that this factor expresses majority of the respondents at different age group meaning these are a factor that challenges impaired students. When we see the other dimension 22.5% 0f respondents those are totally blind are disagreed on this factor and majority of totally blind (30%) agreed on the factor and only 5% of partially blind disagreed on this factor and most (42.5%) of partially blind were agreed on the factor, this shows even if the majority of respondents are totally blind but the majority from partially blind will be expressed by these factor, so in general both blinds by 72.5% can be explained by the factor so these issue highly affects the impaired students. When we see the other parameter onset vision loss 37.5% of respondents are blind at birth and from these most (22.5%) are agreed on the factor, similarly 50% of the respondents are also agreed on the factor from the respondents who are blind after three years but 12.5% of respondents were disagreed on the factor, there for the result indicates that majority

(72.5%) from both blind at birth and blind after three years agreed on the issue (factor) that sighted people have less expectation for a person with visual impairment.

The other factor that are taken as a challenge for visually impaired students in integrated school is –due to my vision problem I am afraid to communicate with my classmate- on this from a total of 57.5% are male and out of the total 27.5% male respondents disagreed on the factor and this is the only where males disagreed on this issue (all females were agreed on the factor). The remaining 30% of respondents were agreed on the factor. Similarly all of female respondents were agreed on the factor and no female were disagreed on the factor but majority around 72.5% were agreed so these factor directly influences visually impaired students. On the other hand all of the respondents with the age group 13-16 were agreed onthe issue and no one on this age range disagreed on the factor, out of 50% of respondents that lies in the age range of 17-19 from this 17.5% were disagreed and the remaining 32.5% of respondents on the age range 17-19 so majority of this age group agreed on the issue. And from 17.5% of the age range 20-24 majority (10%) with this age range disagreed on the issue , the remaining 7.5% agreed on the issue this shows persons with on this age the factor somehow doesn't explain impairment.

On the other hand out of 52.5% of respondents who are totally blind all of them agreed on the factor, meaning these factor highly expresses totally blind. Out of 47.5% of partially blind respondents majority 27.5% disagreed on the factor and the remaining 20% agreed on the issue meaning these factor does not as such affects partially blind students but with a totality aspect around 72.5% of the impaired agreed on the issue so these is the one factor that affects impaired students even if it is not that much to partially impaired students.

Finally, out of 37.5% of respondents those are blind at birth no one disagreed on the factor all agreed on the issue, this implies these factor highly express students those are blind at birth. On the other hand 62.5% of respondents are blind after three years and from this 27.5% disagreed on the factor and the remaining and most (35%) were agreed on the factor, so the factor highly explains blind after three years.

The next factor is- people with visual impairment have to depend on sighted people to do things that are impossible for them to do – on this aspect out of 100% majority (80%) agreed on the factor but 20% are limited to disagreement ,there for most expressed this factor explains us (challenge that affects us in integrated school). out of 52.5% of male respondents 20% of the male respondents disagreed on the factor and the remaining 37.5% which is the majority from the male agreed on the factor so on this male are affected by the factor but in certain aspects they are saying we are capable (independency) and on the other hand all of females 42.5% agreed on the factor no one disagreed on the issue ,so this implies all females need assistance from sighted people than males (the factor highly explains their impairment).

From the age range aspect all of respondents in the age range 13-16 were agreed on the issue (32.5%), this implies that a common aspect on this age range (dependency). And out of 50% of respondents (majority group from all age groups) on the age range 17-19 40% were agreed on the factor but only 10% disagreed on this issue (this implies most of them in this age range were influenced highly by dependency), unlikely greater number 10% from the age range 20-24 were disagreed on the factor only 7.5% were agreed on the issue (factor). And all of the respondents who are totally blind were agreed on the factor (this means that all (52.5%) totally blind students need assistance of sighted people (dependency) so they accepted this as one of the challenge).

Unlikely there are 20% partially blind that disagreed on the factor and the remaining 27.5% were agreed on the factor. On the other aspect all of respondents who are blind at birth are agreed on the factor, there for all blind at birth have high exposure to these factor, on the other side 20% of respondents who are blind after three years were disagreed on the factor and majority (42.5%) were agreed that these are the challenge that impaired students will face.

For the question I ask help from my family & friends for things which I cannot do because of my vision loss majority around 95% were agreed on this issue and only 5% had disagreed on this factor , this indicates that almost all need help from others so this can be taken as challenge for the impaired students from the result. Most of the

respondents (52.5%) of males from a total of 57.5% agreed on the factor that this factor highly influences us , the remaining 5% of male respondents were disagreed on the issue while all of females were agreed on the issue. And all (32.5%) of respondents on the age group 13-16 were agreed on the factor and also a total aspect of respondents on the age group 17-19 agreed (i.e. 50% of total but 100% of respondents at the age 17-19) where as 12.5% were agreed from age of 20-24 while 5% were disagreed on this statement.

On the other part all of the respondents who are totally blind agreed on the factor (this statement is a challenge that explains their impairment) while from 47.5% of partially blind respondents majority (42.5%) were agreed on the factor and the remaining 5% were disagreed on this issue. finally all of the respondents who are blind at birth were agreed on the issue where as 57.5% of respondents who are blind after three years had agreed on the factor and only 5% were disagreed on the issue.

A person with visual problem has difficulty to do things by themselves resulted in 25% disagreement and 75% of the respondents had agreed- this shows that this factor for most of impaired students that expresses their impairment. From the total 57.5% of male respondents 32.5% agreed on the issue while the remaining 25% were disagreed on the factor, where as all of females agreed on the factor this means the factor highly explains females and it is their challenge.

On the other aspect all respondents in the age range 13-16 agreed on the issue where as 15% of respondents in the age range 17-19 were disagreed while 35% who are in age 17-19 disagreed on the issue and lastly greater number(10%) in relative manner from age 20-24 were disagreed while 7.5% on the age range 20-24 were agreed.

And all (52.5%) were agreed that this factor explains totally blind students as this factor is the challenge. Unlikely greater amount 25% from partially blind were disagreed from a total of 47.5% and the remaining 22.5% were agreed on the issue. Finally all (37.5%) blind at birth were agreed on issue while 25% of respondents who are blind after three years were disagreed on the factor where as the remaining 37.5% (majority of blind after

three years) were agreed on the factor, there for from both aspects most (75%) were agreed so these factor highly expresses blind (after three years and at birth)

When we see the other factor that challenges visually impaired students – there is a problem in making new friends at school because of my vision loss. For this factor 10% strongly disagreed and 20% disagreed but majority 70% agreed on the factor so from this we can interpret that even if there is disagreement majority agreed (it can explain our impairment so this is one of the challenge that faces those impaired students).

From males 10% strongly disagreed on this issue and 20% were disagreed on the factor where as the remaining and the most (27.5%) were agreed on the factor while all (42.5%) of females were agreed. Similarly all (32.5%) of respondents at the age range 13-16 were agreed so this explains the factor is prevalent at this age and 20% of respondents at the age range of 17-19 were disagreed on this issue but the most 30% of respondents at the age 17-19 were agreed on the issue, this implies whatever disagreement exists as per majority there is agreement so this is also a challenge for impaired who are in age 17-19 ,lastly 10% (greater amount from age 20-24 from 17.5%) of respondents at the age of 20-24 were strongly disagreed on the factor but 7.5% were agreed on the factor. On the other hand from totally blind only 2.5% were disagreed on the factor while the remaining (majority) 50% were agreed on the issue, so almost all of totally blind are affected by these factor or explained by these question where as 10% of partially blind strongly disagree on this issue while 17.5% disagree and in relative manner the higher 20% were agreed on this factor.

Finally all (37.5%) of those are blind at birth had agreed on the factor (result shows those blind at birth are influenced by such challenges) while 10% of bind after three years had strongly disagreed and 20% of respondents had disagreed on this issue and the remaining 32.5% were agreed on this issue, even if there are disagreement and strong disagreement majority had agreed on the factor by dictating this factor is the one that challenges us.

The result of the factor (because of vision loss I do have few friends) – most (72.5%) of the respondents had disagreed on this issue only 17.5% were agreed and the remaining

10% were strongly agreed. So from this we can generalize that this factor is not a factor that influences them. From 57.5% of males 30% were disagreed, 17.5% were agreed and remaining 10% were strongly agreed.

While all female respondents were disagreed on this issue. And all respondents at the age range 13-16 were disagreed while 32.5% in the age range 17-19 disagreed on the factor where 7.5% agreed on the factor and the remaining 10% of the age range 17-19 had agreed on the factor. Unlikely greater numbers from age range 20-24 (10%) were agreed and others 7.5% were disagreed on this issue. On the other aspect all (52.5%) of totally bind had disagreed on the factor where as 20% of partially blind were disagreed on the issue while 17.5% were agreed on the issue and 10% of totally blind had strongly agreed on the factor, there for from this (10% strongly agree & 17.5% agree) will averagely yield agree so these factor explains partially blind to some extent. Additionally all(37.5%) of respondents who are blind at birth had disagreed on this issue while 35% of respondents who are bind after three years had disagreed on this factor but 17.5% had agreed on this issue and 10% were strongly agreed on this issue there for the statement does not explain blind students.

Because of my vision problem I feel lonely at school – from total respondents 70% were agreed on this factor, 10% strongly disagreed on the issue while 20% disagreed on the issue, even if there is 30% disagreement, as per majority result this factor can be taken as a challenge for the impaired students. From total male respondents 10% had strongly disagreed. 20% disagreed and 27.5% agreed males but as per the average 30% were disagreed so most males answered these are not our challenge where as all (42.5%) of females were agreed on the factor so this is our challenge

On the other aspect all (32.5) of the respondents at the age range of 13-16 were agreed on the issue while 20% of respondents at the age of 17-19 had disagreed and the remaining 30% had agreed so majority in this age group believes this is our challenge and on the contrary the greater number (10%) in the age group 20-24 had strongly disagreed on the factor where as 7.5% had agreed on the factor at 20-24. From the totally blind respondents only 2.5% of them disagreed on the issue where as 50% agreed on the issue,

there for this means totally blind students can be explained by this factor, while in looking partially blind, 10% of the respondents were strongly disagreed, 17.5% were disagreed and 20% were agreed so on average partially blind does not explained by this factor. Generally all (37.5%) of respondents who are blind at birth had agreed on this issue where as 10% strongly disagreed,20% disagreed and 32.5% agreed for those who are blind after three years ,as a result this indicates majority of blind after three years will be expressed by this factor.

Vision loss causes problem in social relations to discuss in groups – out of the total 25% were disagreed and 75% agreed on this factor so by averagely aspect this statement is one of the challenge that explains impaired students. From a total 25% of males had disagreed on the issue 32.5% of males were agreed on the statement where as all (42.5%) of female respondents had agreed on the issue.

This means this factor highly explains females than male. And also all (32.5%) of respondents who are in the age range 13-16 were agreed where as 15% from age 17-19 were disagreed ,and 35% were agreed unlikely greater number 10% of 20-24 were disagreed and 7.5% were agreed this implies with this age range not so much affected by the factor. And all (52.5%) of respondents who are totally blind are agreed on the factor so this statement clearly explains totally blind students where as 25% of the respondents who are partially blind had disagreed and 22.5% were agreed so this means this is not so much factor that affects partially blind students. All (37.5%) of respondents who are blind at birth are agreed on the statement so the factor explains blind at birth students where as 25% of respondents who are blind after three years were disagreed while 37.5% were agreed ,this means even if there is disagreement as per majority average the statement expresses blind after three years.

**Table 4.3 correlation tab. Psychological factors with sex, Impairment, Onset vision**

| Items | | Sex of respondents | Type of Impairment | Onset vision loss |
|---|---|---|---|---|
| There is difficulty in working with other children in my class despite my vision loss | Pearson correlation | -.705** | -.309 | -.202 |
| | Sig. (2-tail. | .000 | .052 | .211 |
| | N | 40 | 40 | 40 |
| sighted people have less expectation for a person with visual impairment | Pearson Correlation | .716** | .362* | .217 |
| | Sig. (2-tailed) | .000 | .022 | .179 |
| | N | 40 | 40 | 40 |

On the other side when we see the relation between the variable - there is difficulty in working with other children in my class despite my vision loss and onset vision loss the correlation value is -0.202 which indicates weak relation between the variables in negative aspect (opposite direction), - there is difficulty in working with other children in my class despite my vision loss – may not occur in blinds at birth or blind after three years.

The correlation result of the relationship between sex of respondents and the variable - sighted people have less expectation for a person with visual impairment – the result shows 0 .716 which means the two variables have a strong positive relation between the variables, meaning as they are male or female the expectation of sighted people for a person with visual impairment is less so as Richey,(1979)studied that this result makes students un able to compute with others. And the relation between - sighted people have less expectation for a person with visual impairment – and respondents type of impairment indicates with the value 0.362. This means there is good & positive correlation or relation between the variables; sighted people have less expectation for totally blind or partially blind students. Finally the correlation result (.217) between the variables – sighted people have less expectation for a person with visual impairment and onset vision loss shows the presence of weak positive relation so the expectation of

sighted people for impaired did not depend on whether they are blind at birth or blind after three years

**Table 4.4 Psychological factors with sex, Impairment, Onset vision.**

| | | Sex of respondents | Type of Impairment | Onset of vision loss |
|---|---|---|---|---|
| **Due to my vision problem I am afraid to communicate to with my classmate** | **Corre.** | **-.529**** | **-.647**** | **-.477**** |
| | **Sig. (2-tail.** | **.000** | **.000** | **.002** |
| | **N** | **40** | **40** | **40** |
| **I ask help from my family and friends for things which I cannot do because of my vision loss** | **Pears corr.** | **-.197** | **-.241** | **-.178** |
| | **Sig. (2-tail.** | **.223** | **.134** | **.273** |
| | **N** | **40** | **40** | **40** |
| **A person with visual problem have difficulty to do things by themselves** | **Pears corr.** | **-.496**** | **-.607**** | **-.447**** |
| | **Sig. (2-tail.** | **.001** | **.000** | **.004** |
| | **N** | **40** | **40** | **40** |

The value of the correlation between the variables - due to my vision problem I am afraid to communicate to with my classmate – and sex of respondents is -0.529, this means as they are male or female they will be afraid to communicate with classmates (i.e. if males are confident females will afraid to communicate, or the inverse is also true)based the result( Hegarty et al,1981)said that which restricts independent action. On the other hand the correlation between - due to my vision problem I am afraid to communicate to with my classmate –and respondents type of impairment is -.647. This means there is negative relation between the variables , meaning as totally blind or partially blind they will be afraid to communicate ( totally blinds become afraid to communicate while partially blind confidential to communicate or when totally blind are confidential to communicate, partially blind will become afraid to communicate.).

Similarly, the value of the correlation between the variables - Due to my vision problem I am afraid to communicate with my classmate and onset vision loss is -.477. This means there is negative correlation or relation between the variables that moves in

opposite direction.(as blind at birth afraid to communicate due to vision problem ,blind after three years will become confidential to communicate or as blind at birth are confidential to communicate due to vision loss those blind after three years become afraid to communicate.)

The correlation between the variables - I ask help from my family and friends for things which I cannot do because of my vision loss – and sex of respondents is -0.197 which is not significant which means there is weak relation in opposite direction or inverse way meaning little males or females needs dependency while others (male or female) do by their own that did not want dependency so the variables cannot be expressed by the sex of respondents (Hegarty,1993)study also supported this idea integrated education is more better for the development of students self confidence. Similarly the correlation between the variables between - I ask help from my family and friends for things which I cannot do because of my vision loss - and respondents type of impairment is -.241, which is insignificant that shows weak relation in opposite or inverse aspect between the variables meaning as they are partially blind or totally blind impaired students did not request help but some partially or totally blind request help.

Similarly, the correlation between the variables - I ask help from my family and friends for things which I cannot do because of my vision loss and onset vision loss is -.178 which is not significant, that means there is no or very weak relation in inverse aspect meaning as in some aspect as the respondents are blind after three years they will not need help (they are adapted the sighted aspect so go in such a way and they are highly independent or not need help than blind at birth) while as they are blind at birth they need help from family or friends since they did not the sighted part so they need help but the inverse may be true in little manner.

The correlation between the variables - a person with visual problem has difficulty to do things by themselves and sex of respondents is -0.496 which shows good relation between the variables in inverse (opposite) direction, meaning as the sex of respondents are male they will face difficulty to do things by themselves while as they are females they will not face difficulty to do things by themselves or the inverse may be true.

Similarly the correlation between the variable - a person with visual problem has difficulty to do things by themselves – and respondents type of impairment is -0.607 which shows strong negative relation (opposite direction in one of the variables) between the variables meaning as the respondents are totally blind - they will be in difficulty to do things by themselves while as the respondents are partially blind – they will not face difficulty to do things by their own (since they are near to sighted aspect so they did not as such face difficulty) or the inverse will be true.

Likely, the correlation between – a person with visual problem has difficulty to do things by themselves - & onset vision loss is -0.447 which indicates the presence of relation in inverse or opposite direction manner between the variables meaning as the respondents are blind at birth they will face a difficulty to do things by themselves (since they luck the sighted pattern aspect so they will be in difficulty) while as the respondents are bind after three years they will not be in difficulty to do things by themselves (they are experienced the sighted aspect to some extent so they will not be in difficulty to do things by their own) or the inverse may be true.

**Table 4.5 Psychological factors with sex, Impairment, Onset vision.**

| Items | | Sex of respondents | Type of impairment | Onset of vision lose |
|---|---|---|---|---|
| There is a problem in making new friends at school because of my vision loss | Pearson Co | -.547** | -.578** | -.493** |
| | Sig. (2-tai | .000 | .000 | .001 |
| | N | 40 | 40 | 40 |
| Because of vision loss I do have few friends | Pearson Cor | .515** | .630** | .464** |
| | Sig. (2-tail. | .001 | .000 | .003 |
| | N | 40 | 40 | 40 |
| Because of my vision problem I feel lonely at school | Pearson Corr. | -.547** | -.578** | -.493** |
| | Sig. (2-tail | .000 | .000 | .001 |
| | N | 40 | 40 | 40 |
| vision loss causes problem in social relations to discuss in groups | Pearson Corr. | -.496** | -.607** | -.447** |
| | Sig. (2-tail. | .001 | .000 | .004 |
| | N | 40 | 40 | 40 |

The correlation between the variable - there is a problem in making new friends at school because of my vision loss – and sex of respondents is -0.547 which dictates the presence of negative relations in opposite direction that means as the respondents are male there is a problem in making new friends at school than females while as the respondents are females there is no problem in making new friends at school or the inverse is true. On the other side the correlation between – there is a problem in making new friends at school because of my vision loss - and type of respondents impairment is -0.578which shows the presence of negative relation between the variables (opposite direction) meaning as the respondents are totally blind – they will be in problem in making new friends at school because of vision loss while partially blind – will not be in problems in making new friends at school or the inverse will be true.

Finally, the correlation between- there is a problem in making new friends at school because of my vision loss - & onset vision loss is-0.493which shows inverse relations

between the variables, that means as the respondents are blind at birth they will be in problem in making new friends at school while respondents those are blind after three years will not be in problem in making new friends at school or the inverse may be true.

The correlation between - because of vision loss I do have few friends - & sex of respondents is .515 which shows positive and direct relations between the variables that means as the respondents are whether male or female they have few friends in school because of vision loss. The correlation between because of vision loss I do have few friends - & respondents type of impairment is .630 which indicates the presence of direct ,strong and positive relations between the variables. That dictates whether the respondents are totally blind or partially blind they have few friends in school because of vision loss. Finally, the correlation between – because of vision loss I do have few friends - & onset vision loss is .464, which indicates positive, direct relations between the variables. That means as respondents are blind at birth or blind after three years they have few friends because in school of vision loss.

The correlation between the variables - because of my vision problem I feel lonely at school – and sex of respondents is -0.547 which indicates the presence of negative , indirect relation between them, that means as the respondents are male they feel lonely than female while females does not feel as such lonely or the inverse may be true. Similarly, the correlation between – because of my vision problem I feel lonely at school - & respondents type of impairment is -0.578which shows strong, negative, indirect relations between variables, meaning as the respondents are totally blind – they feel lonely at school because of vision loss than partially blind while partially blinds will not feel lonely at school because of vision loss or the inverse is true. Finally, the correlation between – because of my vision problem I feel lonely at school - & onset vision loss is -.493** which dictates indirect, negative relations between the variables. That means as respondents are blind at birth they feel lonely at school because of vision loss while blinds after three years did not feel lonely at school or the inverse is true.

The correlation between the variable - vision loss causes problem in social relations to discuss in groups – and sex of respondents is -.496** which shows negative ,indirect

,inverse relation between the variables meaning, as the respondents are male - the vision loss causes problem in social relations to discuss in groups - while females are good in social relations to discuss in groups or the inverse may be true. On the other aspect the correlation between the variable – vision loss causes problem in social relations to discuss in groups - & respondents type of impairment is -0.607which dictates strong ,indirect, negative ,inverse relations between the variables. That means as respondents are totally blind– they are in problems in social relations to discuss in groups due to vision loss than partially blind. While partially blinds are not as such in problems of social relations to discuss in groups or the inverse may be true. Finally, the correlations between

the variables – vision loss causes problem in social relations to discuss in groups - & onset vision loss is -.447 which shows negative, indirect and inverse relations between variables. Meaning as respondents are blind at birth - they are in psychological problems in relations to discuss in groups due to vision loss than blind after three years .

**Table 4.6 shows the correlation of total average psychological factors with respondents type of impairment, sex of respondents , & onset vision loss.**

| | | sex of respondents | respondents type of impairment | onset vision loss |
|---|---|---|---|---|
| sex of respopndents | Pearson Correlation | 1 | .008 | -.039 |
| | Sig. (2-tailed) | | .963 | .810 |
| | N | 40 | 40 | 40 |
| respondents type of impairment | Pearson Correlation | .008 | 1 | .737** |
| | Sig. (2-tailed) | .963 | 1 | .000 |
| | N | 40 | 40 | 40 |
| onset vision loss | Pearson Correlation | -.039 | .737** | 1 |
| | Sig. (2-tailed) | .810 | .000 | |
| | N | 40 | 40 | 40 |
| psychosocial factors | Pearson Correlation | -.684** | -.342* | -.355* |
| | Sig. (2-tailed) | .000 | .031 | .025 |
| | N | 40 | 40 | 40 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | |

Generally the average total psychological factors indicate that the correlation value between psycho social factors & sex of respondents is -0.684 which means there is strong , indirect, inverse & negative relation between them in opposite direction, meaning as the respondents are male they will be highly exposed to psycho social factors rather than females while fema les did not as such exposed to psycho social factors or the inverse may be true. Similarly, the correlation between psycho social factors & respondents type of impairment is -0.342 (*.which dictates the presence of, inverse, negative, indirect relation between the variables , meaning as the respondents are totally blind psycho social factors will affect the impaired students than partially blind students. While respondents those are partially blind are not as such exposed to psycho social factors as totally blind or the inverse is true. Finally, the correlation between the total average psycho social factor & onset vision loss is -0.355. Which shows the presence of negative , inverse , indirect relation with in the variables meaning, as the respondents are blind at birth they highly exposed to psychosocial factors than blind after three years while as the respondents are blind after three years they will not as such exposed to psycho social factors than blind at birth or the inverse is true.

**Table 4.7. Coefficients[a]**

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | 95% Confidence Interval for B | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| (Constant) | 2.908 | 2.926 | | .994 | .328 | -3.052 | 8.868 |
| sighted people have less expectation for a person with visual impairement | .083 | .080 | .149 | 1.036 | .308 | -.080 | .247 |
| due to my vision problem I am afraid to communicate to with my classmate | -.540 | .773 | -.966 | -.699 | .489 | -2.114 | 1.033 |
| people with visual impairement have to depend on sighted people to do things that are impossible for them to do | 4.913E-15 | .255 | .000 | .000 | 1.000 | -.519 | .519 |
| I ask help from my family and friends for things which I cannot do because of my vision loss | -.040 | .183 | -.035 | -.220 | .828 | -.413 | .332 |
| because of vision loss I do have few friends | -.054 | .462 | -.116 | -.116 | .908 | -.995 | .888 |
| because of my vision problem I feel lonely at school | .134 | .187 | .295 | .718 | .478 | -.246 | .514 |

The above table shows the regression value of each psychological variables with that of the impairment as independent variable since the variables explains as the respondents are impaired. So from all the variables in the above table we see is that they are highly explaining the impairment aspect of impaired students in good manner. Meaning all the variables limit are in a range of upper and lower bound of 95% confidence interval & the T & significance level (P -value) are also in acceptance region of the variables , so the variables are highly explaining the impairment level of students and also these are the factors that challenges impaired students that highly describes them. There for psychological factors (variables) are real challenges of impaired students in integrated school.

**Model Summary**

| Model | Change Statistics | | | | |
|---|---|---|---|---|---|
| | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .444[a] | 3.649 | 7 | 32 | .005 |

a. Predictor: (Constant), vision loss causes problem in psychosocial relations to discuss in groups, sighted people have less expectation for a person with visual impairment, I ask help from my family and friends for things which I cannot do because of my vision loss, people with visual impairment have to depend on sighted people to do things that are impossible for them to do, because of vision loss I do have few friends, because of my vision problem I feel lonely at school, due to my vision problem I am afraid to communicate to with my classmate

The above table shows the regression value (model summary) that explains the relations between psychological variables and impairment. So the result shows with R square change value of 0.444, $P<0.05$ there for by 0.444 level psychological factors explains the impairment aspects of students in integrated school in a total pattern.

**Table 4.8 Psychological factors**

| One-Sample Test | | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 1.96 | | | | | |
| | t | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| There is difficulity in working with other children in my class despite my vision loss | 16.033 | 39 | .000 | 2.215 | 1.94 | 2.49 |
| sighted people have less expectation for a person with visual impairment | 10.420 | 39 | .000 | 1.490 | 1.20 | 1.78 |
| due to my vision problem I am afraid to communicate to with my classmate | 10.420 | 39 | .000 | 1.490 | 1.20 | 1.78 |
| people with visual impairement have to depend on sighted people to do things that are impossible for them to do | 12.802 | 39 | .000 | 1.640 | 1.38 | 1.90 |
| I ask help from my family and friends for things which I can not do because of my vision loss | 27.794 | 39 | .000 | 1.940 | 1.80 | 2.08 |
| a person with visual problem have difficulty to do things by themselves | 11.105 | 39 | .000 | 1.540 | 1.26 | 1.82 |
| There is a problem in making new friends at school because of my vision loss | 7.608 | 39 | .000 | 1.340 | .98 | 1.70 |
| Because of vision loss I do have few friends | 3.971 | 39 | .000 | .690 | .34 | 1.04 |
| Because of my vision problem I feel lonely at school | 7.608 | 39 | .000 | 1.340 | .98 | 1.70 |
| vision loss causes problem in social relations to discuss in groups | 11.105 | 39 | .000 | 1.540 | 1.26 | 1.82 |

The 4.8 shows the T-test result of psychological factors, as per the result t-value is greater than 1.96 and the mean difference is in between the upper and lower range of the 95% confidence interval level and also the p value or significance is less than 0.05(P<.05),

there for this dictate that all psycho social factors are challenges of impaired students in integrated school.

**Table 4.9. Group Statistics**

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| | **respondents type of impairment** | **N** | **Mean** | **Std. Deviation** | **Std. Error Mean** |
| **There is difficulty in working with other children in my class despite my vision loss** | **totally blind students** | **21** | **4.43** | **.507** | **.111** |
| | **partially blind students** | **19** | **3.89** | **1.100** | **.252** |
| **sighted people have less expectation for a person with visual impairment** | **totally blind students** | **21** | **3.14** | **1.014** | **.221** |
| | **partially blind students** | **19** | **3.79** | **.631** | **.145** |
| **Due to my vision problem I am afraid to communicate to with my classmate** | **totally blind students** | **21** | **4.00** | **.000** | **.000** |
| | **partially blind students** | **19** | **2.84** | **1.015** | **.233** |
| **people with visual impairment have to depend on sighted people to do things that are impossible for them to do** | **totally blind students** | **21** | **4.00** | **.000** | **.000** |
| | **partially blind students** | **19** | **3.16** | **1.015** | **.233** |
| **I ask help from my family and friends for things which i can not do because of my vision loss** | **totally blind students** | **21** | **4.00** | **.000** | **.000** |
| | **partially blind students** | **19** | **3.79** | **.631** | **.145** |
| **a person with visual problem have difficulty to do things by themselves** | **totally blind students** | **21** | **4.00** | **.000** | **.000** |
| | **partially blind students** | **19** | **2.95** | **1.026** | **.235** |
| **there is a problem in making new friends at school because of my vision loss** | **totally blind students** | **21** | **3.90** | **.436** | **.095** |
| | **partially blind students** | **19** | **2.63** | **1.257** | **.288** |
| **because of vision loss I do have few friends** | **totally blind students** | **21** | **3.37** | **.000** | **.000** |
| | **partially blind students** | **19** | **2.00** | **1.257** | **.288** |
| **because of my vision problem i feel lonely at school** | **totally blind students** | **21** | **3.90** | **.436** | **.095** |
| | **partially blind students** | **19** | **2.63** | **1.257** | **.288** |
| **vision loss causes problem in social relations to discuss in groups** | **totally blind students** | **21** | **4.00** | **.000** | **.000** |
| | **partially blind students** | **19** | **2.95** | **1.026** | **.235** |

The mean(M) result for the factors - due to my vision problem I am afraid to communicate to with my classmate for partially blind students , - a person with visual problem have difficulty to do things by themselves – for partially blind students , - there is a problem in making new friends at school because of my vision loss – for partially blind students , - because of vision loss I do have few friends – for totally blind students ,

- because of my vision problem I feel lonely at school - for partially blind students , - vision loss causes problem in social relations to discuss in groups – for partially blind students shows the acceptability of these challenges as their part in their in integrated school since 4 is agreed term for results as a mean and inversely 2 is disagreed term on this result.

**Table 4.10. Correlations of educational factors with impairment and sex of respondents**

| Factors | sex of resp0ndents | respondents type of impairment | onset vision loss |
|---|---|---|---|
| **sex 0f resp0ndents** | **1** | **.008** | **-.039** |
| **respondents type of impairment** | **.008** | **1** | **.737**$^{**}$ |
| **onset vision loss** | **-.039** | **.737**$^{**}$ | **1** |
| **I can't get educational support in the school with sufficient material** | **-.551**$^{**}$ | **-.404**$^{**}$ | **-.427**$^{**}$ |
| **visually impaired students get less chance in class room than sighted students** | **-.872**$^{**}$ | **-.228** | **-.155** |
| **people with visual impairment can be successful in their academic result** | **-.631**$^{**}$ | **-.446**$^{**}$ | **-.304** |
| **brail text books are not available in the school for visually impaired students** | **.799**$^{**}$ | **.380**$^{*}$ | **.280** |
| **the school did not support mobility & orientation training for visually impaired students** | **-.551**$^{**}$ | **-.404**$^{**}$ | **-.427**$^{**}$ |
| **there is no training on brail reading & writing for visually impaired students** | **-.670**$^{**}$ | **-.276** | **-.254** |
| **the school did not support magnifying device for visually impaired students** | **-.860**$^{**}$ | **-.150** | **-.155** |
| **large print materials is not supported for visually impaired students** | **-.614**$^{**}$ | **-.353**$^{*}$ | **-.389**$^{*}$ |
| **there is inadequate trained teachers in the school** | **-.489**$^{**}$ | **-.540**$^{**}$ | **-.471**$^{**}$ |
| **I face problems during examination while a person reads the questions** | **-.197** | **-.241** | **-.178** |

The correlation between the variables sex of respondents and I can't get educational support in the school with sufficient material is -.551. This shows the inverse, indirect

and negative relationship between the variables, meaning as the respondents are male they can get educational support in the school with sufficient material as females that did not educational support in the school with sufficient or the inverse is true. Likely, the correlation between the variable between I can't get educational support in the school with sufficient material and respondents type of impairment is -.404, this dictates inverse, indirect, negative relation between the variables.

Meaning as the respondents are totally blind they cannot get educational support in the school with sufficient material while partially blinds can get educational support in the school with sufficient material or the inverse is true. Finally, the correlation between the variable I can't get educational support in the school with sufficient material and onset vision loss is -.427 which means that there is inverse, indirect and negative relationship between the variables in opposite direction. Meaning blind at birth did not get educational support in the school with sufficient material as blind after three years get educational support in the school with sufficient material or the inverse is true.

The correlation between the variables visually impaired students get less chance in class room than sighted students and sex of respondents is -0.872which shows strong, negative, inverse relations between the variables in opposite direction. Meaning as the respondents are female they get less chance in class room than sighted students as males get good chance in class room than sighted students or the inverse is true. Unlikely, the correlation between the variables I can't get educational support in the school with sufficient material and respondents type of impairment is -0.228 which is weak correlation but in opposite direction meaning to some extent totally blind students get low chance in class room than sighted students as partially blinds get chance in class room than sighted students or the inverse is true. Likely, the correlation between the variables – visually impaired students get less chance in class room than sighted students and onset vision loss is -.155 which is weak correlation but it is in inverse, opposite direction. However, it explains to some blinds at birth that getting less chance in class room than sighted students or the inverse to some extent.

The correlation between the variables – people with visual impairment can be successful in their academic result and sex of respondents is -0.631which shows negative, inverse, indirect relationship between the variables in opposite direction. Meaning as respondents are male they will be successful in their academic result as females become unsuccessful in their education or the inverse is true. Similarly, the correlation between people with visual impairment can be successful in their academic result and respondents' type of impairment is -0.446 which shows negative, indirect, inverse relationship between the variables in opposite direction. Meaning as the respondents are partially blind they will be successful in their academic result as the respondents are totally blind they cannot be successful in their academic result or the inverse is true.

Finally the correlation between – people with visual impairment can be successful in their academic result & onset vision loss is -.340 which shows weak, negative, inverse, relationship between the variables on opposite direction, implies to some extent as blind after three years became successful in their academic results as those blind at birth are not successful in their academic result or the inverse is true.

The correlation between the variables - brail text books are not available in the school for visually impaired students & both sex of respondents were affected 0 .799** which shows brail text books were not available in the school for both sexes so these was the real challenge of both parties. Similarly, the correlation between the variables – brail text books are not available in the school for visually impaired students & respondents type of impairment is .380* which indicates positive, direct relationship between the variables. Meaning for both totally blind and partially blind students in the school – brail text books are not available in the school so this is their real challenge. Finally the correlation between – brail text books are not available in the school for visually impaired students & onset vision loss is 0.280, which shows weak positive relationship between them. Meaning it is not as such affecting blind at birth or blind after three years but exceptionally for some students.

The correlation between the variables – the school did not support mobility & orientation training for visually impaired students & sex of respondents is -0.551 which dictates the

presence of negative, indirect, inverse relationship between the variables. This implies as the respondents are female the school did not support mobility & orientation training than males while the respondents are male the school may support training for them or the inverse may be true. Likely, the correlation between the variables – the school did not support mobility & orientation training for visually impaired & respondents type of impairment is -.404** which shows the presence of negative, indirect or inverse relation between the variables. This implies as they are totally blind the school will provide support for mobility & orientation training than partially blind students while as the respondents are partially blind the school will not support mobility & orientation training for visually impaired students or the inverse may be true. There for this is the real challenge for impaired students. Finally, the correlation between the variables – the school did not support mobility & orientation training for visually impaired students & onset vision loss is -.427 which shows negative, indirect & inverse relation between the variables. This dictates as the students are blind after three years they will not get support mobility & orientation training than those who are blind at birth.

The correlation between the variables - there is no training on brail reading & writing for visually impaired students & sex of respondents is -.670** which shows strong negative, indirect, or inverse relations between the variables. This implies as the respondents are females there is no training on brail reading & writing than males or the inverse is true. On the other hand the correlation between the variables – there is no training on brail reading & writing & respondents type of impairment is -.276 which shows weak negative correlation. This implies whether partially blind or fully blind it will not be influenced by such factor in a major. Similarly the correlation between there is no training on brail reading & writing for visually impaired students & onset vision loss is -0.254 which shows weak, negative correlation. This dictates less relation between the variables, meaning as weather they are blind at birth or blind after three years they will not be influenced by such factors.

The correlation between the variables - the school did not support magnifying device for visually impaired students & sex of respondents is -0.860 which shows strong, negative, indirect, inverse relation between the variables, meaning as the respondents are female

the school did not support magnifying device than males and also the inverse is true. Unlikely, the correlation between the variables the school did not support magnifying device for visually impaired students and respondents type of impairment is -0.150 which shows weak correlation in negative aspect, that means both totally blind or partially blind are not as such affected by these factor even in case to some students who are totally blind will happen or the inverse is true. Finally the correlation between the variable – the school did not support magnifying device for visually impaired students & onset vision loss is -.155 which shows weak negative relation between them, meaning even if some students who are blind at birth get support of magnifying device & the others (blind after three years will not get support from school) most or majority of blinds (at birth & after three years will not get support of magnifying device for visually impaired students.

The correlation between the variables - large print materials is not supported for visually impaired students & sex of respondents is -.614 which show good negative, indirect & inverse relations between the variable. Meaning as the respondents are male large print materials is not supported while for females large print materials were supported or the inverse is true. In the other way the correlation between the variables – large print materials is not supported for visually impaired students & respondents type of impairment is -.353* which dictates negative and inverse relation between the variables. This means to some extent as the respondents are partially blind they will not get large print materials than totally blind students. Finally, the correlation between the variables – large print materials is not supported for visually impaired students & onset vision loss is -.389* which means there is some relation between the variable. Meaning as the respondents are blind after three years they did not supported by large print materials than blind at birth

The correlation between the variables - there is inadequate trained teachers in the school & sex of respondents is -.489 which shows good negative, indirect & inverse relations between the variables. This means for females there will be inadequate teachers than males. Likely the correlation between the variable- there is inadequate teachers in the school & respondents type of impairment is -.540 which shows strong, negative, inverse

relations between the variables. Meaning totally blinds will not get adequate teacher that much their interest than partially blind students. Finally the correlation between the variables – there is inadequate trained teachers in the school & onset vision loss is -.471 which means negative, indirect, inverse relation between the variables which means there is inadequate teacher for blinds at birth than blinds after three years.

Generally, the correlation result shows the presence of high interlink between the variables (educational factors) that expresses the impairment level of students. Meaning the educational factors are real challenges of impaired students

**Table 4.11..One sample T test of educational factor**

| One-Sample Test of educational factors | | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 1.96 | | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| sex of respondents | 7.264 | 39 | 0.000 | .575 | .41 | .74 |
| group of age distributions | 16.719 | 39 | 0.000 | 1.850 | 1.63 | 2.07 |
| respondents type of impairment | 18.446 | 39 | 0.000 | 1.475 | 1.31 | 1.64 |
| onset vision loss | 20.962 | 39 | 0.000 | 1.625 | 1.47 | 1.78 |
| I can't get educational support in the school with sufficicient material | 38.126 | 39 | 0.000 | 4.525 | 4.28 | 4.77 |
| visually impaired students get less chance in class room than sighted students | 14.459 | 39 | 0.000 | 2.700 | 2.32 | 3.08 |
| people with visual impairement can be successful in their academic result | 28.322 | 39 | 0.000 | 4.050 | 3.76 | 4.34 |
| brail text books are not available in the school for visually impaired students | 17.320 | 39 | 0.000 | 3.450 | 3.05 | 3.85 |
| the school did not support mobility & orientation training for visually impaired students | 38.126 | 39 | 0.000 | 4.525 | 4.28 | 4.77 |
| there is no training on brail reading & writing for visually impaired students | 37.454 | 39 | 0.000 | 4.425 | 4.19 | 4.66 |
| the school did not support magnifying device for visually impaired students | 56.205 | 39 | 0.000 | 4.500 | 4.34 | 4.66 |
| large print materials is not supported for visually impaired students | 45.069 | 39 | 0.000 | 4.550 | 4.35 | 4.75 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **there is inadequate trained teachers in the school** | **23.270** | **39** | **0.000** | **3.725** | **3.40** | **4.05** |
| **I face problems during examination while a person reads the questions** | **141.837** | **39** | **0.000** | **4.950** | **4.88** | **5.02** |

The above table shows the T value of educational factors – as per totality result the value states that all the factors are the real challenges of impaired students since P<.05 and the (MD) of all the factors lies in between the upper & lower range of 95% confidence interval. There for there is educational challenge in an integrated school. So as Parajassegarem and Pokharel(2004) describe as integration as a form of abuse for some children who were placed in totally inappropriate schools where they inevitably failed.

**Table4.12 Educational challenge with type of impairments**

| **Group Statistics** | | | | | |
|---|---|---|---|---|---|
| | **respondents type of impairement** | **N** | **Mean** | **Std. Deviation** | **Std. Error Mean** |
| **I can't get educational support in the school with sufficicient material** | **totally blind students** | **21** | **4.81** | **.402** | **.088** |
| | **partially blind students** | **19** | **4.21** | **.918** | **.211** |
| **The school did not support mobility & orientation training for visually impaired students** | **totally blind students** | **21** | **4.81** | **.402** | **.088** |
| | **partially blind students** | **19** | **4.21** | **.918** | **.211** |
| **There is no training on brail reading & writing for visually impaired students** | **totally blind students** | **21** | **4.62** | **.498** | **.109** |
| | **partially blind students** | **19** | **4.21** | **.918** | **.211** |
| **The school did not support magnifying device for visually impaired students** | **totally blind students** | **21** | **4.57** | **.507** | **.111** |
| | **partially blind students** | **19** | **4.42** | **.507** | **.116** |
| **large print materials is not supported for visually impaired students** | **totally blind students** | **21** | **4.76** | **.436** | **.095** |
| | **partially blind students** | **19** | **4.32** | **.749** | **.172** |
| **I face problems during examination while a person reads the questions** | **totally blind students** | **21** | **5.00** | **.000** | **.000** |
| | **partially blind students** | **19** | **4.89** | **.315** | **.072** |

The above table for mean(M) value shows all the educational challenges were real factors of impaired students since the agreed range falls as 4 , except that visually

impaired students get less chance in class room than sighted students that this are not the challenges of impaired students as per mean value since 2 is disagreed value.

**Table4.13 Educational challenge with sex of respondents One-Sample Test**

| Variables | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | t | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| educational | 53.573 | 39 | .000 | 41.40000 | 39.8369 | 42.9631 |
| Sex of respondents | 7.649 | 39 | .000 | .600 | .44 | .76 |

The above table shows that more significant P<.05 there is educational challenge both sex and the mean difference (MD) in between the upper and lower boundary so the school didn't meet the unique need of students with disabilities. and also (akasta.OG,1986).The lack of disability friendly transportation services and accessible buildings are considered by some to be far greater problems than social prejudice.

| sex 0f resp0ndents | Educational | |
|---|---|---|
| | Count | Mean(M) |
| female | 16.500 | 1.12 |
| male | 24.500 | 1.92 |

**Table 4.14 Age distribution with educational challenge One-Sample Test**

| | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| educational | 53.573 | 39 | .000 | 41.40000 | 39.8369 | 42.9631 |
| group of age distribution | 16.719 | 39 | .000 | 1.850 | 1.63 | 2.07 |

The table shows that all the students are face an educational challenge the P < 0.05 which is significant the mean difference is between the boundary level but from this result from 13-16 are face highly challenges than the two age group so this indicates that they need Early intervention .

Cell Counts and Residuals[a,b]

| Age group | Count | Mean(M) |
|---|---|---|
| 13-16 | 13.500 | 44.23 |
| 17-19 | 20.500 | 41.25 |
| 20-24 | 7.500 | 36.57 |

**Table 4.15 Social behaviour Challenges of Impaired students in integrated class room**

| Item No | Statement | Never | Some times | Often | Always |
|---|---|---|---|---|---|
| 1 | Paying attention & following teacher's instruction | - | 3 (15%) | 2(10%) | 15(75%) |
| 2 | Ignoring distractions from classmates when doing class work | 2 | 9 | 2 | 7 |
| 3 | Participating in group work | 16(80% | 2 | 2 | - |
| 4 | Asking questions freely | - | 11(55%) | 7 | 2 |
| 5 | Making friends easily | 7(35%) | 9(45%) | 2 | 2 |
| 6 | Initiating and maintaining conversation | 2 | 6 | 11 | 1 |
| 7 | Waiting turn during conversation | - | 4 | 9 | 7 |
| 8 | Actively participating in class room. | 7(35%) | 8(40%) | 4 | 1 |
| 9 | Join an ongoing activities with others | 5 | 11 | 3 | 1 |
| 10 | Offering help to others | 2 | 11 | 2 | 5 |
| 11 | Seeking help from peers appropriately | 1(5%) | 15(75%) | 3 | 1 |
| 12 | Seeking help from adults | 1 | 10 | 2 | 7 |
| 13 | Responding to peers pressure appropriately | 6(30%) | 12(90% | 2 | |
| 14 | Receiving criticism well from others | 1 | 4 | 8 | 7 |
| 15 | Expressing frustration and anger effectively | 4 | 3 | 7 | 6 |
| 16 | Sharing materials with others | 10 | 6 | 2 | 2 |
| 17 | Apologizing for wrong doings | 2 | 1 | 13 | 4 |

The above table shows the respondents reaction on social factors that are seen as real challenges of impaired students in integrated school. As per the input out of total 15% of respondents answered sometimes for the variable – paying attention & following teachers' instruction and 10% of the respondents said oftenly aspect and the remaining & majority of respondents answered 75 % of respondents (teachers) said always. Therefore, this indicates that the students are in good mood of attending the course as per the teachers' assessment, so this factor positively affects the impairment of students. The other variable (ignoring distractions from classmates when doing class work) response shows 10% answered never and 45% of respondents answered sometimes, 10% of the respondents said often and the remaining 35% answered always. From this we can understand majority answered sometimes meaning the impaired students don't ignore distractions from classmates when doing class work so this factor shows indirect relations between the variables (the factor and students impairment).

The relation between impairment & the variable – participating in group work – shows 80% (majority) of respondents said never and 5% said some times , 5% said often and 10% always , therefore this means the impaired students never participate in group work this shows positive relations between the variables (i.e. this is the real challenge of impaired students.

The relation between impairment & asking question freely shows majority 55% of respondents answered sometimes, 35% of respondents said often and 10% replied always. This implies to some extent they ask some students where as majority will not ask questions in discussion so this the challenge for most impaired students ,there for this factor expresses their impairment level.

The relation between impairment & making friends easily – 35% of respondents said never, 45% of respondents said sometimes, 10% answered often & the remaining 10% said always , so this shows that this is not their always practice so there is limitation in making friends , there for this factor is the real challenge of impaired students.

The relation between the variable impairment and initiating & maintaining conversation – 10% said never, 30% said sometimes, 55% said often and the remaining 5% said always. So this indicates this is not their always practice so there is limitation on conversation aspect and somes are in good but it is not majority's daily practice so this is one of their real problem.

The relation between impairment & waiting turn during conversation - 20% said sometimes, 45% said often and 35% said always. This implies that even if this is not always practice of most so this also shows the gap in this factor, which means this factor explains their impairment to some level.

The relation between impairment & actively participating in class room – 35% of respondents said never, 40% of respondents said sometimes, 20% said often and 5% said always. This shows majority are in difficulty to participate so this factor is their real challenge of impaired students.

The relation between impairment & join an ongoing activities with others – 25% of respondents said never, 55% said sometimes, 15% said often and 5% said always. This implies as per majority and inputted response the impaired students faced –join ongoing activities with others. So this is the real challenges of impaired students.

The relation between impairment & offering help to others – 10% of respondents said never, 55% of respondents said sometimes, 10% of respondents said often and 25% of respondents said always. This indicates that even if certain respondents offer help majority did not provide help to others, there for this is the real challenges of impaired students.

The relation between impairment & seeking help from peers appropriately – 5% of respondents said that never, 75% of respondents said sometimes, 15% of respondents said often and 5% said always. This indicates that majority did not practice always but sometimes so this shows their real challenges of impaired students so have relation with impairment of students.

The relation between impairment & seeking help from adults – 5% of respondents said never, 50% of respondents said sometimes, 10% of respondents said often and 35% of respondents said always. This shows most seek help from adults in sometimes aspect and also others seek help always so the mean shows the impaired students seeks help from adults so this is the real challenge of impaired students.

The relation between impairment and responding to peers pressure appropriately – as per the response 30% said never, 60% of respondents said sometimes and 10% said often. This show the impaired students does not respond to pressure always so this is the real problem they faced.

The relation between impairment and the variable – receiving criticism well from others – 5% of respondents said never, 20% of respondents said sometimes, 40% of respondents said often, 35% said always. This dictates that majority receive criticism oftenly & always so this indicates that they are open to accept criticism but to some extent and some of them did not receive criticism there for this shows weak correlation between impairment & the factor.

The relations between impairment and the variable – expressing frustrations and anger effectively – 20% of respondents said never, 15% said sometimes, 35% of respondents said often, 30% said always. This implies to some extent express frustrations & anger but to some extent they hide their frustrations & anger. So this to certain extent expresses the impairment level of students.

The relation between impairment & sharing materials with others – 50% of respondents said never, 30% of respondents said sometimes, 10% said often, 10% of respondents said always. This implies the impaired students did not share materials with others so this is the real challenges of impaired students.

The relation between impairment & apologizing for wrong doings – out of respondents 10% said that never, 5% said sometimes, and 65% said that often and 20% said always. This implies that in major aspects most oftenly apologize for wrong doings but in always aspect they did not apologize it so this is not that match challenges of impaired students.

Generally social skill variables are real challenges of visually impaired students in integrated school, meaning which affects the students' impairment level.

**Interview Results From Principals and Parents**

In the assessment of the presence of adequate teachers for visually impaired students – in this case as per majority results answers shows that the presence of limited teachers. Even if the existing teachers are not fulfilling of their interests and they will not consider as not sighted in their expression.

On the other hand confidence of impaired students in performing tasks is that they have interest in performing task, limitation of the compound & difficulty for movement and need for assistance in the compound resulted from their impairment is some and the major aspects that affects the confidence of students in performing tasks.

Likely the confidence of impaired students in expressing their feelings is done through or by calling for meeting and when they are in conduct of this their expression & feelings are dominated by normal ones. And finally due to material shortage their answers will be limited. So the impaired students are not in a capable manner to express their feelings and expressions confidently.

On the other aspect making decisions on their issues – in most cases they have less opportunity for decision making and also they perceive it will not be attained and in most cases highly depend on common decisions ( concentrate on group decision), therefore the confidence of impaired students in making decision is very weak.

As per inputted response students are not independent in performing their daily activities specially to mobilize from place to place even by loss of confidence and also in different parts of their orientation aspects and mobility they are not independent. Most decision they made are in groups so they are dependent on other than others. Due to their impairment aspect & level they are less participated in school activities. Therefore independence is their another challenge they face.

The impaired students are in dificulity of making new friends so this shows the absence of cooperation and also due to the absence of confidence they are in less cooperation.

The instructional material for impaired students does not exist in enough amount and most of the instructional materials are in consideration and centering of sighted students since the school is integrated school. So the impaired students do not have enough instructional materials.

Are they responsible for any task they given – majority replied that due to lack of confidence they do not shoulder responsibility and also needs dependency so they do not take full responsibility & some suggested that to some extent they will take but they will not take full coverage.

The impaired students will need assistance or support from others any where except in library they will work lonely otherwise they need assistance, meaning they are highly dependent.

Finally the Childs academic result & progress shows that due to difficulty to get book written by brail their result and progress is not in good. The loneliness pattern resulted from their impairment negatively impacted on their academic progress

## 4.11. Check List observation

Observation was one of the instrument used to collect data inside and outside the classroom ,every class room setting that accommodates 45 students among this 5 of them were visual impaired students they all are seat to one side of the class, so which is impossible to say fully integrated class because the number of impaired students is not proportional to that of sighted students, and also large class size makes unable to manage each and every students this brings to have less chance of participation or classroom interaction and also the teachers didn't have instructional material like large print materials for those low visions students and the students didn't support with Brail text books.

The researcher also observed that there was no mobility and Orientation adaptive skill training given in the school because they were unable to go to the toilet and resource room by their owen,and also all of the class room were not found at the ground this is another challenge for the visual impaired students ,As FM 90.7,announced that in February 22,2006 E.C at 4:00 pm local time a grade six visual impaired student had been fall down from the up stair to the ground, so the classrooms arrangement should be consider those visually impaired students and they needs mobility training

# CHAPTER FIVE

# CONCLUSION AND RECOMMENDATION

## 5.1. Conclusion

In order to overcome the educational and psychosocial challenges of visual impaired students in integrated class, school principals, parents ,regular class teachers and students even policy makers should play a vital role.

Though there seems to be a general truth that integration is favored for its social and

Academic benefits particularly for children with special needs, the obtained result in this

Study did not confirm this truth in large part.

psychosocial factors(variables) were challenge for impaired students was accepted as per correlation ,regression, and T – test result the variables highly explain the impairment level of the students specially the variables sighted people have less expectation for a person with visual impairment with correlation level of 0.716 and the average total psycho social factor with a correlation value of -0.684 which shows the inverse relation between the variables as they are totally blind they were highly affected by this factor than partially blind students. And with r-square change regression for average total psychosocial factors is 0.444.

In general the given responses to the challenges of psychosocial items obtained from the key informants confirmed that there was no smooth psychological and social relationship between the visual impaired and regular class students.

Another factor states that educational factors item were challenges of impaired students in integrated school. As per correlation, cross tabulation correlation, regression and T-test result this educational factors item were the real value challenges of visually impaired students as explained from the result the major cause for the educational challenge is inadequate trained teachers ,lack of instructional materials ,training in Brail reading and writing ,mobility etc.

Social skill behavior variables are another challenges of visual impaired students in integrated school. As per the cross tabulation result explained that they are the factors that influence impaired students, some partially blind and most totally blind students. And also independence are the factor that influence the visual impaired students as per analysis the students luck independence in their daily life and school when they are in moving in integrated school.

In the study the major cause for social skill behavior problem of visually impaired students is found to be the low awareness of the scho ol society, including the teachers. The society undermines the potential of persons with disabilities.

Some of the other causes are hopelessness and low self-esteem of the subjects, less opportunity for education and training, lack of adequate material and moral support, cultural influence, less attention by the government.

In conclusion, the overall picture of the results in this study indicated that the majority of visual-impaired students are unable to compute with regular class students in integrated school setting .

## 5.2. Recommendation

The way people( teachers, students and parents ) perceive the implementation of integration program and the Prevailing conditions within the school set up may hinder or enhance its promotion.

Therefore effective measures need to be taken to tackle the prevailing problems that work Against the integration of VI students. Depending upon the scope of the problem and areas of emphasis for taking actions, measures to be taken can be carried out at several levels.

### **5.2** .1 **Measures taken by the government**

- The government should play apart by designing curriculum and adaptation of the syllabus:

Learners with visual impairment have unique educational needs and learning the necessary compensatory skills and adapted techniques such as using Braille or optical devices for written communication requires specialized instructions from teachers who have expertise in addressing disabilities and specific needs (Heward 2006).

In Ethiopia, regular and special needs education is disseminated through a central curriculum. That is, all learners go through the same learning experiences without putting into account their deferring conditions. Learners with such needs are discouraged because of such curriculum provisions. A developed relevant curriculum, support materials for use in all levels of education and training except universities. To cater for diverse conditions of the learners with special needs, the curriculum is adopted and adapted when necessary. The education policy allows the modifications by empowering schools to make decisions governing learning of students with visual impairment (KISE 2002).

**The government should give training for teachers:**

The UNESCO survey (2003) on teachers view on integrated education points outs that, countries where teachers favor education for all children in ordinary classroom, have a law requiring that, but in countries offering sophisticated segregated education, teachers are not in favor of integrated education. Teachers are key implementers of any education policy and their perception is very vital towards success or failure of the policy. In Latin America a study pointed some of the barriers to integrated education as teacher's low perception of learners with visual impairment and unwillingness to meet their diverse needs of learning. This was attributed to lack of training in a heterogeneous approach.

### 5.2.2 At school Level

The school environment should be welcome for visually impaired students the physical environment and the classroom situation.

Access with resource room necessary instruction material like brail, stylus slat, jaws

### 5.2 3. To NGOs

These organizations can play a significant role in implementing integrated education because they are widely located and can serve both urban and rural school communities. Unfortunately, a large majority of NGOs still believe that segregated education is the best way to educate students with disabilities (Alur, 2001). It would, therefore, be necessary to train the key stakeholders in these NGO's about the benefits of integrated education as well as practical aspects of implementing integrated education in regular schools.

### 5.2.4 Teachers

They should appreciate individual differences and be prepared/willing to meet Academic and social challenges resulting from diverse individual needs by acquiring Knowledge about the nature of individual differences.

Teachers should guide learning experiences as opportunities to develop respect, trust and sense of responsibility among students.

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# Addis Ababa University

# School of Graduate Studies Department of special needs education and Behavioral Studies

**Questionnaire for children with visual impairment**

**For the reader:** read to the children the following general information and what is indicated under the heading for the reader in each section.

**General information**: These scale and Questions (regarding personal information) are designed to be administered on children with visual impairment in integrated educational setting

• The Objective is to assess the educational and psychosocial challenges of visual impaired children in the integrated school setting.

For the success of this research your genuine cooperation is important.

In general there are two section each section has its own specific direction. please, complete all the items according to the instruction given in each section. Your name is not necessary and without stress you can answer the questions when they are read to you .

I would like to thank you in advance.

**Section 1- Personal information**

**For the reader :-** read the direction and questions to the children and write ,or encircle etheir responses.

**Direction:-**for the following equations choose and indicate /tell the answer that

suit you.

1.sex a. Male ☐ b. Female ☐

2. Age ----------

3.Grade level ----------

4. In each of the following groups do you belong?

a. The Blind

b. The partially sighted

5. When did you lose your sight or your sight reduction?

a. congenitally b. within the first 3 years of life c. after 3 years age

# Section 2- Psychosocial and Educational adjustment measures/scale

**For the redea** read the following to the children and indicate their answer by putting "√" mark on the space provided on a five point scale .

**Direction:** this scale is designed to study the psychosocial and Educational challenges to visual impaired students.

As I read each statement, please tell me whether you strongly agree, Agree, Disagree, undecided, or strongly disagree. There is no right or wrong answers. Choose to say undecided only when you surely find it difficult to choose other response categories.

• The objective is to collect data on the Psychosocial and Educational Challenges of these children, the first ten questions are used to measure the psychosocial challenges and the remaining ten questions are used to measure the educational challenges of visually impaired students.

## Psychosocial and Educational challeges adjustment of rating scale

| Item No | Statements | Strongly Agree | Agree | Undecieded | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1 | There is difficulty in working with other children in my class despite my vision loss | | | | | |
| 2 | Sighted people have less expectation for a person with visual impairment | | | | | |
| 3 | Due to my vision problem I am afraid to communicate with my classmate | | | | | |
| 4 | People with visual impairment have to depend on sighted people to do things that are impossible for them to do. | | | | | |
| 5 | I ask help from my family and friends for things which I cannot do b/c of my vision loss. | | | | | |
| 6 | . A person with visual problem have difficulity to do things by themselves | | | | | |
| 7 | There is a problem in making new friends at school because of my vision loss | | | | | |
| 8 | There is a problem in making new friends at school because of my vision loss | | | | | |
| 9 | Because of my vision problem I feel lonely at school. | | | | | |
| 10 | Vision loss causes problem in social relations to discus in groups. | | | | | |
| 11 | I can get educational support in the | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | school with sufficient material | | | | | |
| 12 | Visually impaired students get less chance in class room participation than sighted students. | | | | | |
| 13 | People with visual impairment can be successful in their academic result. | | | | | |
| 14 | Brail text books are available in the school for Visually impaired students. | | | | | |
| 15 | The school didn't support mobility orientation training for VI the students | | | | | |
| 16 | There is no training on brail reading and writing for visually impaired students. | | | | | |
| 17 | The school didn't supports magnifying device for visually impaired students. | | | | | |
| 18 | large print materials is not supported for visually impaired students | | | | | |
| 19 | There is inadequate trained teachers in the school. | | | | | |
| 20 | I face problems during examination while a person reads the questions. | | | | | |

The next scale and questions schedules are prepare to be administer for the teachers of children with visual impaired in integrated school setting.

• The objective is to collect data on the Social skill behavior of these children and general observation about them and the relation they have with the sighted children ,their teachers and other staff; since teachers are very close to their students it is very important that they participate in this kind of study.

## Section 3- Social skill behavior rating scale

**Direction :**Below there is list of social skill which are important for social competence .please read the description of each skill & indicate the answer which best describes your opinion a bout the particular child's ability by putting a ''√'' mark on the space provided on a four-point scale ,never ,sometimes, often and always.

| Item No | Statement | Never | Some times | Often | Always |
|---|---|---|---|---|---|
| 1 | Paying attention & following teacher's instruction | | | | |
| 2 | Ignoring distractions from classmates when doing class work | | | | |
| 3 | Participating in group work | | | | |
| 4 | Asking questions freely | | | | |
| 5 | Making friends easily | | | | |
| 6 | Initiating and maintaining conversation | | | | |
| 7 | Waiting turn during conversation | | | | |
| 8 | Actively participating in class room. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 9 | Join an ongoing activities with others | | | | |
| 10 | Offering help to others | | | | |
| 11 | Seeking help from peers appropriately | | | | |
| 12 | Seeking help from adults | | | | |
| 13 | Responding to peers pressure appropriately | | | | |
| 14 | Receiving criticism well from others | | | | |
| 15 | Expressing frustrations and anger effectively | | | | |
| 16 | Sharing materials with others | | | | |
| 17 | Apologizing for wrong doings | | | | |

## Section 4: Semi- structured interview Schedul

## 2.1 Interview Guide for Principals

• The objective is to collect data on their confidence and independencies of these children and general observation.

**Direction:-**for the following equations indicate /tell the answer that suit you

1. sex : a. Male ☐ b. Female ☐

2. LEVEL OF EDUCATION : DEGREE ☐ MA DEGREE ☐ ☐ PHD

3. Is the No of trained teachers adequate with respect to visual impaired students? if No, why? (educational)

4-How do you feel about the confidence of these children in (psycosocial)

A) performing tasks

B) Expressing their feeling

C) Making decision regarding issues concerning themselves

5.Are the children independent in :

A) Performing daily activities regarding mobility, if No why?

B) Caring for ones own belongingness, if yes how?

C) Mobility and Orientation?

D) Decetion making towards themselves?

E) Doing school activities?

6. Do they make friends easily? and work cooperatively in the school compound?((social)

7 . Is there adequate instructional material in the school for visually impaired students? if No ,why?

8. Are they responsible for any task they assign in the school? if Not ,why? (Psycho social)

**2.2 Interview Guide for Parent's**

**Direction:-**for the following equations indicate /tell the answer that suit you

1.Sex a. Male ☐ b. Female ☐

2. Occupation : _____

3.Level of Education:

Illitrate ☐ Primery School Complete. ☐ High School Completed ☐ .TVET /Diploma Completed ☐ Degree & Above ☐

4. Does the chilled perform his/her daily activity without any support at home? if Not why?(independency)

5.Does the chilled make friend easily? if Not why?(social skill)

6.Is the chilled unable to express his /her feeling at home ?if yes, why?(Confidence)

7. Does the chilled move from place to place by him/herself? If Not why?(dependency)-psych0 -social

8. Do you follow the child's academic result and is there any progress? if yes how?(educational)

**CHEKLIST FOR ORIENTATION AND MOBILITY ADAPTATION**

| ORIENTATION AND MOBILITY | YES | NO | REMARKES |
|---|---|---|---|
| The location of the play ground, the classroom, offices & the resource center are conducive. | | | |
| Is there Mobility training in the school compound | | | |

**CHECK LIST FOR CLASSROOM STRATEGIES AND ADAPTATION**

| AVAILABILITY OF MATERIALS AND EQUIPEMENT | YES | NO | REMARKES |
|---|---|---|---|
| 1.Brail writer<br>2.Slate | | | |

| | | | |
|---|---|---|---|
| 3.Stylus<br>4.Magnifacation device.<br>5. Tape recorder cassette/player<br>6.Large Print reading materials<br>Instructional strategies:<br>7.Do the students sit closer to the black board to see properly?<br>8. Can a teacher use strategies which foster peer interaction? | | | |

# 1 . የስነ ልቦናና ማህበራዊ ግንኙነት እንዲሁም የትምህርታዊ ተግዳሮቶች መለኪያ ስኬል(የማየት ችግር ላለባቸዉ ተማሪዎች)::

**ለአንባብያን፡-** የሚከተሉትን ለልጆች በማንበብ ምላሻቸውን ባለ አምስት ነጥቦች መመዘኛ ላይ ባሉት ክፍተቶች ላይ "v" ምልክት በማስቀመጥ ያመልክቱ

***መመሪያ***፡- ይህ መመሪያ የተዘጋጀው የአይታ እጦት በስነ ልቦናና ማህበራዊ እንዲሁም በትምህርት ዙሪያ ያጋጠማቸውን አዳጋች ነገሮች ላይ የሚያስከትለውን ተፅእኖ ለማየት ነው።

## ክፍል 1፡- የግል መረጃ

1. ፆታ ሀ/ ወንድ ☐ ለ/ ሴት ☐
2. እድሜ :-_____
3. የክፍል ደረጃ :- _____
4. በየትኛው ምድብ ውስጥ ትካተታለህ/ሽ?
   ሀ/ ሙሉ ለሙሉ ማየት ከተሳናቸው
   ለ/ የተወሰነ እይታ ከተሳናቸው
5. እይታህን/ሽን ያጣኸው/ሸው ከሚከተሉት ውስጠ በየትኛዉነው?
   ሀ/ ስወለድ ጀምሮ
   ለ/ እስከ ሠስተ አመት ጊዜ ጀምሮ
   ሐ/ ከሶስት አመት በኋላ

**የሚከተሉተን መግለጫዎች ሳነብላችሁ በጣም መስማማታችሁን & መስማማታችሁን & መወሰን አለመቻላችሁን & አለመስማማታችሁን ወይም በጣም አለመስማማታችሁን ተናገሩ: :**

| ተ.ቁ | መግለÁ | በጣም እስማማለሁ | እስማማለሁ | አልወሰንኩም | አልስማማም | በጣም አልስማማም |
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| 1 | ማየት ባልችልም እንኳን | | | | | |

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| | ከክፍል ጓደኞቼ ጋር በአንድ ላይ በመተባበር እሰራለሁ:: | | | | | |
| 2 | አይናማ ተማሪዎች ማየት ከተሳናቸው ተማሪዎች ብዙ መጠበቅ የለባቸውም:: | | | | | |
| 3 | ማየት ስለተሳነኝ ብቻ ከአይናማ ተማሪዎች ጋር ለመግባባት ፍራቻ ያድርብኛል:: | | | | | |
| 4 | ማየት የተሳናቸው ተማሪዎች ማድረግ (ማከናወን) የማይችሉትን ነገሮች በአይንማ ተማሪዎች አማካኝነት ማድረግ አለባቸው:: | | | | | |
| 5 | ማየት ስለተሳነኝ ብቻ ማድረግ የማልችላቸውን ነገሮች ለመስራት የቤተሰቦቼን እና የጓደኞቼን እርዳታ እጠይቃለሁ:: | | | | | |
| 6 | ማየትየተሳናቸውተማሪዎች(ሰዎች) ነገሮችን በራሳቸውቢያከናውኑ የተሻለ ነዉ:: | | | | | |
| 7 | የማየት መሳን ችግሬ ጓደኛላለማፍራት አላገደኝም :: | | | | | |
| 8 | ማየት የተሳነኝ ብሆንም በክፍል ውስጥ ብዙ ጓደኞች አሉኝ:; | | | | | |

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| 9 | ማየት ስለተሳነኝ ብቻ ብቸኝነት ይሰማኛል:: | | | | | |
| 10 | ማየት አለመቻል የማህበራዊና የአብሮ መስራትን ችግር ይፈጥራል:: | | | | | |
| 11 | በቂ የሆነ ትምህርት እና የትምህርት መርጃ መሳርያ አቅርቦት አገኛለሁ:: | | | | | |
| 12 | ማየት የተሳናቸዉ ተማሪዎች ከአይናማዎቹ እኩል ክፍል ዉስጥ የመሳተፍ እድል አያገኙም:: | | | | | |
| 13 | ማየት የተሳናቸዉ ተማሪዎች በትምህርታቸዉ ስኬታማ መሆን ይችላሉ:: | | | | | |
| 14 | የብሬል መፅሀፍት ማየት ለተሳናቸዉ ተማሪዎች በቤተ መጽሀፍት ዉስጥ ይገኛል:: | | | | | |
| 15 | ትምህርት ቤቱ ማየት ለተሳናቸዉ ተማሪዎች እንዴት መንቀሳቀስ እንዳለባቸዉ ስልጠና ይሳ»ል:: | | | | | |
| 16 | ማየት ለተሳናቸዉ ተማሪዎች የብሬል ንባብና ፅሁፍ ስልጠና ይሰ»ል:: | | | | | |
| 17 | አጉልተዉ ማሳየት የሚችሉ መሳሪያዎች ማየት የተሳናቸዉ ተማሪዎች ይጠቀማሉ:: | | | | | |
| 18 | ለማንበብ እንዲያመች በጉልህ መታየት የሚችሉ ፅሁፎችን | | | | | |

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| | መምህራኖች ይ ጠቀማሉ:: | | | | | |
| 19 | የእርስ በእርስ ውይይት ጊዜ ከፍተ ƒ የሆነ ውይይት ይደረጋል:: | | | | | |
| 20 | በፈተና ወቅት ሌሎች ሰዎች ሲያነቡልኝ ችግር ይገጥመ ƒል:: | | | | | |

## 2. Social skill(ማህበራዊ ክህሎት መመዘኛ) በልዩ ፍላጎት መምህራን የሚሞላ መጠይቅ::

**መመሪያ** :-የሚከተሉት የማህበራዊ ክህሎት መመዘኛ ክህሎቶችን የሚያመላክቱ መጠይቆች በልዩ ፍላጎት መምህራን የሚመለሱ ሲሆን ምላሻቸዉን ባለ አራት ነጥቦች መመዘኛ ላይ ባሉት ክፍተቶች ላይ "√" ምልክት በማስቀመጥ ያመላክቱ:: ይኸዉም በጭራሽ & አንዳንድ ጊዜ & ዘወትር & ሁልጊዜ ከሚሉት ዉስጥ የፈለጋችሁትን በማመላከት ምረጡ ::

| መግለጫ | | አማራጮች | | | |
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| ‘ | | በጭራሽ | አንድ አንድ ጊዜ | ዘውትር | ሁልጊዜ |
| 1 | ከአስተማሪ የሚሰጡ መመሪያዎችን ትኩረት ሰጥቶ መከታተል | | | | |
| 2 | ከጓደኛ የሚመጡን ማዘናጊያዎች ትኩረት ባለመስጠት በክፍል ውስጥ የሚሰጡ ስራዎችን መስራት | | | | |
| 3 | በት/ቤት የሚሰጡ ስራዎችን በተገቢው ጊዜ መጨረስ | | | | |
| 4 | ጥያቄዎችን በአግባቡ /ስርዓት ባለው መልኩ መጠየቅ | | | | |
| 5 | ጓደኞችን በቀላሉ ማፍራት /በቀላሉ | | | | |

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| | ጓደኝነትን መመስረት | | | | |
| 6 | ንግግርን መጀመርና ማቆየት /መቀጠል | | | | |
| 7 | በንግግር ጊዜ ተራን መጠበቅ | | | | |
| 8 | ሌሎች የሚያከናወኑዋቸውን ነገሮች ውስጥ መሳተፍ /መካተት | | | | |
| 9 | ሌሎችን መርዳት | | | | |
| 10 | እርዳታን በአግባቡ ከአዋቂዎች መሻት | | | | |
| 11 | ከጓደኛ የሚመጣን ግፊት ምላሽ መስጥት | | | | |
| 12 | ከጓደኛ የሚመጣን ግፊት በአግባቡ ምላሽ መስጠት/ማስተናገድ | | | | |
| 13 | ከጓደኞች የሚመጡ ሽምጦች በአግባቡ ምላሽ መስጠት | | | | |
| 14 | ከአዋቂዎች የሚሰነዘሩ ትችቶችን በአግባቡ መቀበል | | | | |
| 15 | ተስፋ መቁረጥና ብስጭትን በአግባቡ መግለፅ /ሌሎች ሠዎችና ንብረትን ሳይጎዱ | | | | |
| 16 | ቁሳቁሶችነ ከሌሎች ጋር መጋራት/ ከሌሎች ጋር አብሮ መጠቀም | | | | |
| 17 | ለፈፀሙት ትህተት ይቅርታ መጠየቅ | | | | |

## *1. የቃለ መጠየቅዝርዝሮች ለትምህርት ቤት ርዕሰ መምህራን(PRINCIPALS)*

## *ቃለ መጠይቅ*

*1 .ያታ :-*

ሀ . ወንድ ☐ ለ . ሴት ☐

2 የትምህርት ደረጃ :-

ሀ. የመጀመሪያ ድግሪ ☐ ለ . ሁለተኛ ድግሪ ☐ ሐ . ሶስተኛ ድግሪ ☐

3 ልጆቹ ያላቸውን በራስ የመተማመን ስሜት እንዴት ያዩታል?

- የተለያዩ ስራዎችን ከመስራት አኩዋያ
- ስሜታቸውን/ሀሳባቸውን ከመግለፅ አኩዋያ
- እነሱን በሚመለከቱ ጉዳዮችን ውሳኔ በመስጠት አኳያ

4 ልጆቹ ራሳቸውን የቻሉ ናቸውን?

- የእለት ተእለት ክንውኖችን ከማድረግ አኩዋያ
- ከእንቅስቃሴ አኩዋያ
- ውሳኔ በመወሰን አኩዋያ /እነርሱን በተመለከተ

❖ በት/ቤት ያሉ ተግባሮችን በማከናወን አኩዋያ

5 በቀላሉ ጋደኞ መመስረት ይችላሉ ?ከትምህርት ቤት ማህበረሰብ ጋር በመተባበር አብረዉ ይሰራሉ?

6. በትምህርት ቤት ዉስጥ የሚሰጡ ሀላፊነቶችን ከመወጣት አካያ?

7. በቂ ቁጥር ያላቸዉ ልዩ ፍላጎት ስልጠና ትምህርት የወሰዱ መምህራን አሉ ወይ?

8 . የማየት ችግር ላለባቸዉ ተማሪዎች በቂ የሆነ የማስተማሪያ መሳሪያ አለ ወይ?ከሌለ ለምን?

## *2. የቃለ መጠይቅዝርዝሮች የማየት ችግር ላለባቸዉ ተማሪ ወላጆች(PARENTE'S)*

## *ቃለ መጠይቅ*

*1.* *ፆታ* :-

ሀ . ወንድ ☐ ለ . ሴት ☐

2 . የስራ ሁኔታ ----------

3 . የትምህርት ደረጃ:-

ሀ ምንም ያልተማሩ ☐

ለ የመጀመርያ ደረጃ ትምህርት ያጠናቀቁ ☐

ሐ የሁለተኞ ደረጃ ትምህርት ያጠናቀቁ ☐

መ ዲፕሎማ/ቲቪቲ ያጠናቀቀ ☐

ሠ ዲግሪ እና ከዚያ በላይ ☐

4 . ልጁ የእለት ተእለት ክንዉኖችን ያለማንም እገዛ በራሱ ማከናወን ይችላል ወይ? ካልሆነ ለምን?

5 ልጁ በቀላሉ ¹ደƒ መመስረት ይችላል ወይ ?

6 .ልጁ በቤት ዉስጥ ሀሳቡን በነፃነት መግለፅ ይችላል ወይ?

7 ልጁ በቤት ዉስጥ ከቦታ ቦታ በራሱ መንቀሳቀስ ይችላል ወይ?

8 ልጁ በትምህርቱ ዉጤታማ ነዉን?