

Assessment of the Factors affecting the
Effectiveness of Blind Teachers in Primary
Schools of Addis Ababa: the case of two
selected schools

BY

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**Assessment of Factors Affecting the Effectiveness
of Blind Teachers in primary schools in Addis
Ababa**

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Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that are sources of material used for the thesis have been duly acknowledged

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Abstract

The main objective of this study was to examine the nature and type of factors affecting the effectiveness of blind teachers in their teaching role at Primary School level in Addis Ababa, namely Tesfa kokob and Caramara, in relation to students' attitude towards their teaching practice, acceptance level of their knowledge and performance in the same way as sighted peer teachers, their self-efficacy in their teaching role and their social relationship with students, sighted peer teachers and school leaders. Thus, to achieve the desired objectives the study was guided by four basic research questions, the sample of 377 respondents were selected by using purposive, proportionate random sampling and simple random sampling methods. Descriptive research method with mixed research design was employed as a better option for examining factors affecting blind teachers' effectiveness. Close ended Questionnaire and interview were used in collecting the data. The findings revealed that the overall effectiveness of blind teachers in both schools, were generally not to the expected level. Most of the items in knowledge and performance recognition level, in social relationship level, the self-efficacy level, attitude towards the effectiveness in teaching practice were not fully practiced or somewhat partly practiced regardless of the fact that blind teachers evaluated themselves as they had high self-efficacy in nearly all items and other respondents also rated them as having good practice in very few areas like subject knowledge, punctuality, free expression of feelings, fairness, etc. Thus, most elements of effectiveness in teaching role were compromised that might have direct impact on quality of education and students' academic achievement unless immediate measures such as well-designed customized and skill gap filling oriented trainings will be delivered.

Key words: effectiveness, attitude, self-efficacy, relationship, blind and performance.

CHAPTER ONE: INTRODUCTION

This chapter tried to present the background to the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, the limitations and delimitations of the study and definition of operational terms.

1.1. Background of the study

Various scholars believe that blindness has been understood in different, often debatable ways, since earliest times. It has been labeled and stereotyped by people who are sighted; and has thus affected the recognition of persons with visual impairment, the patience towards them as well as their incorporation into societal life. Usually, the overall attitude of many societies for people with visually impairment had been negatively connoted. There existed a social dishonor, and attribute that impedes their economic and social welfare (Ndinda, 2005). However, the landmark that changed the practices and viewpoints toward such persons in the society was engulfed in the Declaration of Salamanca 1994.

According to Ronald J. Anderson, Clayton E. Keller, and Joan M. Karp (2002), administrators, educators and professors have varied beliefs and attitude about persons with disabilities. Some of them were willing to view a disabled person as a resource that possess knowledge and skills that has a benefit to others. Others, however, belief that disabled individuals have little to contribute to society. Despite the ever-present obstacles for people with disabilities, who desire to become educators... disabled individuals can become very skilled professionals that can not only teach; but also contribute in the acceptance and understanding of human differences in schools.

It is thought that both healthy and psychological adjustment (Dodds, Bailey, Pearson & Yates, 1991); and acceptance of individual's disability (Snead & Davis, 2002) is needed for effective rehabilitation. For individuals that are blind, it is surmised that the beliefs, world views and, stereotypes that these people hold about their blindness or their attitude towards being blind may impact their motivation, self-esteem, and engagement in rehabilitation. People with disabilities might encounter low self-confidence due to the attitude held in society. The negative attitudes include opinions that people with disability are lacking, incomplete, or flawed (Rousso, 1984).

Misconceptions regarding blindness can also be dangerous to the blind society. In his book, *Freedom for the Blind: the Secret is Empowerment*, Omvig (2002) discussed the prominence of having proper expectations as blind person. He stated that a blind person who is untrained may also accept the societal view that thoughts blind makes a person incomplete, inferior, and helpless. The person could accept as true that being blind yields severe limitations in her or his life; and that the limitations cannot be overwhelmed. According to Omvig (2002), these low expectations were damaging to the blind individual, and can hinder her or him from experiencing a well-integrated and healthy life.

On the other hand, Hergenrather and Rhodes (2007) found that the closeness of a relationship or social context (e.g. work relationship, marriage relationship or dating relationship) with disabled individual has an impact on the attitude believed by persons with no disability. Blind People are lawyers, judges, accountants, educators, secretaries, physicians, librarians, a host of other professions and social workers

(American Foundation for the Blind, 1997). In short, people who are visually impaired or blind are as diverse as the general people. Therefore, it was identified that the actual problem of blindness is not the loss of eyesight, however; it is the lack of information and misunderstanding which exists in the society. If a blind individual has an appropriate opportunity and training, blindness is just only a physical limitation (National Federation of the Blind, 1999).

There are a number of things that can disclose the ineffectiveness or the effectiveness of teachers in general as well as blind teachers in particular. According to Oliver and Reschly (2007), sustaining a positive learning environment is what is expected of an effective teacher. As to the writer, it is simple to distinguish between a teacher who is effective; and the one who is ineffective by taking in to account the way they use to manage classrooms while lesson is going on. Good Management of classroom upholds effective learning; and that is the responsibility of an effective teacher. The capability of teachers in managing the behavior of students and organizing classrooms is central to realizing good educational Outcomes. Orji (2014) stated that effective teaching necessitates among other things basic management skill which involves the understanding of the nature of classrooms. Oliver and Reschly, (2007) cited Berliner that a teacher who has problem in classroom discipline is commonly ineffective in classroom.

An effective teacher always work for a well-grounded interaction with students both outside and inside classrooms; as this creates an important foundation to students' learning. Interaction between student and teacher in school is very necessary; and effective teachers might ensure maximum interaction in order to enhance learning. Aina

(2013b) identified the lack of sufficient interaction between student and teacher as one of the major reasons that hinder students not to perform well academically. Achievement and Interest of students to some extent depend on student and teacher interaction or relationship for a given subject (Onah and Ugwu, 2010).

Apart from those attributes of teachers' effectiveness mentioned above, others that are also very important in measuring teachers' effectiveness are content knowledge on the subject, motivation, and students' homework (Adeyemo, 2010). According to Christiana (2009), motivation is very essential for students' learning. Where this motivation cannot exist due to teachers' ineffectiveness the consequence is generally not good.

1.2. Statement of the problem

Regardless of any disability, the effectiveness of teachers depends on a number of factors like working environment, availability of resources, relationship with co-workers, organizational factors, attitude towards the jobs, self-efficacy and so on. However, the effectiveness of disabled persons in general as well as blind teachers in particular may go beyond these challenges as there are certain ever-present barriers for people with disabilities. Darling-Hammond, (2010) defined an effective Teacher as one who is intellectually challenging, encourages self-initiating learning, motivating students and setting high standards. Anderson (2004) viewed an effective teacher as those teachers that achieved the goals they set or goals set for them by others.

Effectiveness is a vague concept to define when considering the multifaceted task of teaching, as well as the multitude of circumstances under which teachers work. In discussing teacher preparation and qualities of effective teachers, Lewis et al. (1999) aptly noted that the quality of teacher as a multipart phenomenon, and that there exists

little consensus on defining effectiveness of quality teacher or how to measure it. He also pointed that there is a considerable debate as to whether teacher effectiveness should be judged based on the teaching process (e.g., instructional practices), teacher inputs (e.g., qualifications), the outcomes of teaching (e.g., effects seen on student learning), or a composite of these elements.

The four assumptions which characterize the effectiveness of teachers that are blended from a meta-review of existing research and literature (Stronge, 2002, 2007) were used as the theoretical framework for this study. Accordingly, the first two dimensions are related to effective teaching practice that include instructional effectiveness and the use of assessment for student learning; while the next two dimensions are related to a positive learning environment which include the classroom environment itself and the personal qualities of the teacher.

Moreover, With regards to effectiveness of teachers, Pianta and colleagues (2012) stated that teachers have to concentrate on organization of classroom, emotional support to students, and instructional support aspects of classroom interaction among teacher and students. To be able to do that, it requires the teacher to possess some set of skills and knowledge to understand in what way these three domains work, what variation they could make for a teacher in classroom; and as to why they are so important. It is studies proven knowledge that interaction with students in or out side classroom is a tool for any teacher as it supports him/her in any classroom situation.

Despite the fact that there were more resources and researches done on factors affecting effectiveness of blind students and teachers in general context, purposeful

studies examining the factors affecting effectiveness, specifically in the context, of blind teachers were not well addressed. Recognizing the fact that “one-size-fits-all” approach is not working, therefore a deeper understanding about factors affecting effectiveness of blind teachers, in particular, deserved attention. Thus, this study focused to examine the nature and type of factors influencing the effectiveness of blind teachers in their teaching role in case of two selected primary schools in Addis Ababa.

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study is to investigate Factors Affecting the Effectiveness of Blind Teachers in Primary School level in Addis Ababa with special emphasis on two selected government schools in Lideta sub-city in relation to students’ attitude towards their teaching practice, recognition of their knowledge and performance in the same way as sighted peer teachers, their self-efficacy in their teaching role and their social relationship with students, sighted peer teachers and school leaders.

1.3.2. Specific objectives

The specific objectives of the study were:

- ✓ To explore the attitude of students towards the teaching practice of blind teachers
- ✓ To assess the extent to which students recognize the knowledge and performance of blind teachers in the same way as their sighted peers
- ✓ To examine the social relationship of blind teachers with students and teachers in the school
- ✓ To assess the level of self-efficacy of blind teachers in their teaching role

1.4. Research Questions

- ✓ What is the attitude of students, sighted teachers and school principals towards the teaching practice of blind teachers?
- ✓ Do students, sighted teachers and principals recognize the knowledge and performance of blind teachers in the same way as their sighted peers?
- ✓ What is the social relationship level of blind teachers with students, sighted teachers and principals in the schools?
- ✓ What is the level of self-efficacy of blind teachers in their teaching role?

1.5. Significance of the study

The study is of value to the city administration education bureau as well as the sub-city in that it provides information regarding the factors that affects the effectiveness of blind teachers in their teaching role to set realistic strategies to improve their effectiveness. It may also enables the management of the schools understudy and the management of the woredas' in which the schools exit to identify potential areas that challenge success of the blind teachers' career and make necessary improvements in order to maximize their effectiveness. Furthermore, the results of the study would provide awareness about the encounters of the blind teachers to the school community, and organizations working on blind issues so that they work with other concerned bodies to find solutions to their challenges and get the best out of them. Additionally, the findings of the study would help to form a basis for formulating new strategies to complement the government efforts. Finally, the findings will be used as an input for other professionals who are interested to make a further study in this area

1.6. Scope/delimitation/ of the study

Though the issue of disability in general as well as blindness in particular is a global and national issue, this study focused on factors affecting the effectiveness of blind teachers in their teaching role in primary schools (grades 5-8) in Addis Ababa, Ethiopia, with emphasis on two selected government schools, namely: TesfaKokob and Caramara in Lideta sub-city. Due to time constraint, material resources, corona pandemic and proximity of research area, this research was delimited to these two primary schools. Although, there were numerous factors that affect the effectiveness of blind teachers in schools in their teaching role, this research focused only with investigating factors related to attitudes, social-relationship, knowledge and performance recognition level and self-efficacy that influence blind teachers' effectiveness in primary schools. In line with this, the data collected using survey questions from students, sighted teachers, principals and blind teachers was analyzed and interpreted. In addition telephone interview was also made with vice-principals (who have direct relationship with teaching-learning process and have frequent contact with teachers), and blind teachers.

1.7. Organization of the study

This research study comprises five chapters. The first chapter contains background of the study, back ground of the company, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, operational definition of terms, design and methodology of the study, population and sampling techniques, the type of data and tools/instruments of data collection employed, the procedures of data collection and the methods of data analysis used. The second and

third chapters presented review of related literature and Research methodology respectively. The fourth chapter dealt with the presentation, analysis and interpretation of the study. The last chapter comprises three sections: summary of findings, conclusions, and recommendations.

1.8. Limitation of the study

The available time and material resources, particularly shortage of reference materials on this specific title and corona virus pandemic were limitations in this study. A descriptive survey design lack control over a long time frame and sometimes lead to low response rates. To avoid this limitation, the questionnaires were in most cases administered, filled and picked on the same day; however, some questionnaires were not appropriately filled out hence left out from the analysis. Due to COVID-19 interview with blind teachers and vice-principals for teaching-learning was made through telephone instead of face to face which might limit the interviewer to observe the feelings of the interviewees.

1.9. Definition of keywords and concepts

The following meanings backed the researcher to become acquainted with the basic words which were used across the research work:

Effectiveness: is the ability to produce a desired outcome or the capability and competency to produce the anticipated result.

Blind teachers: refer to those teachers who are completely blind; and unable to read texts in print; even if enlarged.

School community: it implies to a community of school members that includesighted teachers, blind teachers, school principals (directors and vices), students etc.

Self-efficacy: it refers to a belief of an individual in his or her own ability or competency in executing behaviors required to yield specific performance achievements (Bandura, 1997).

Attitude: is a neural or psychological state of readiness that was organized through practice, and exerting a dynamic effect or directive on the response of the individual to all situations and objects with which it has relation (Allport 1935).

Performance: it is about completing a task through application of skills, knowledge as well as abilities (*John S., Michelle B. et al. (2015).*

Relationship: refers to the interaction, connection, friendship, association, and bond that exist between blind teachers and students, sighted teachers, school management parents etc.

Chapter Two: Review of Related Literature

2.1. The idea of effectiveness and teaching effectively

Effectiveness is an obscure idea when considering the multidimensional task of teaching. There are researchers who define effectiveness of teachers from perspective of student achievement; some focuses on high performance ratings. While others depend on remarks from managers, students, and other involved stakeholders. Besides to being indefinite on how to explain effectiveness, some scholars equivocate on how to confer to successful teachers. In line with this, Cruickshank and Haefele (2001) explained that good teachers were called ideal, investigative, dutiful, expert, capable, reflective, diversity-responsive, satisfying, and respected.

The inquiry of what forms an effective teaching has been investigated for decades. Nevertheless, assessment strategies changes, the accessibility of latest statistical approaches, access to large databanks of student achievement records, along with the ability to use these data, merit an alert review on how effective teachers are recognized and how their work is observed. A better understanding of what establishes teacher effectiveness has substantial implications for making decision concerning the preparation, recruitment, remuneration, professional development, and assessment of teachers. If an administrator wants to hire effective or, at least, capable teachers, for example, she or he is required to understand what describes them. Lately, educators have begun to underscore the significance of associating teacher effectiveness to several aspects of teacher education and school personnel administration (Stronge, et al 2011).

Effective teaching involves a dynamic interplay among pedagogical methods, content learners' characteristics, and the circumstances in which the learning will take place (Schalock, Schalock, Cowart, & Myton, 1993). Besides, an effective teaching should not only be a concern with academic goals of students. Furthermore, teachers' effectiveness should include concern for personal goals of students. Students come to classroom from diverse background, and with different concentration apart from academic that an effective teacher should have in mind. Also, an effective teacher should always increase instructional time and make a better use of it (Stronge, Ward and Grant, 2011). In support of this, Taylor, Pearson, Clark, & Walpole, (1999) explained that effective teachers should maximize instructional time and Molnar et al., (1999) stated that effective teachers should spend a lot time on teaching as compared to classroom management. In other words, if a teacher wastes time just on discussing supportive points in classroom than essential things, he or she is ineffective.

On the other hand, an effective teacher is expected to use different types of technologies in Classroom (Aina, 2013a). Depending on the knowledge of the user, there are a number of applications of technologies to be used in teaching and learning (Collis and Moonen in Nguyen, Williams and Nguyen 2012). Technology usage is crucial for all teachers who are effective in schools today. Effective teachers should not overlook complex topics or ideas in the curriculum instead they should do everything as much as possible to ensure that the topics are meaningful to the students. Teachers that were more effective, in relation to student achievement, were better organized, used procedures and routines with superior efficiency, and held higher behavior of their students' expectations (Stronge et al., 2008).

2.2. Dimensions that characterize teacher effectiveness

Effective teachers are central for students learning. But, effectiveness of teachers is hard to define because there has not been a general consensus agreement on elements that measured quality teachers (Stronge, Ward and Grant, 2011). On the other hand, it is possible to measure certain teachers' attribute like teaching strategy, interaction with student, motivation, classroom management and pedagogical content knowledge. These attributes of teachers could act as a means to determine the effectiveness of teachers. Accordingly, Stronge, Ward and Grant (2011) found out four dimensions to characterize an effective teacher such as instructional effectiveness that includes (Instructional differentiation, Instructional clarity, Instructional focus on learning, Expectations for student learning, Instructional complexity, Use of technology and Questioning), Uses of assessment for student learning that includes (understanding and feedback assessment), Positive learning environment that includes (management of Classroom, organization of classroom and behavioral expectations); and teacher's Personal quality that includes (Caring, respect and Fairness, positive relationships with students, responsibility and Enthusiasm encouragement).

According to the same writer, all of these dimensions emphasizes on a fundamental feature of teacher's professional responsibilities or qualifications. He further noted that the four major dimensions and the subcomponents of each one are not mutually exclusive. For instance, instructional clarity is an element of instructional delivery; still also it can be seen as learning environment consequence. Hence, this overlapping nature of teaching always holds true when attempts are made to deconstruct it into separate categories (James H. et al, 2011).

2.2.1. Instructional Delivery

Instructional delivery comprises a number of teacher responsibilities in providing the linking between the student and the curriculum. Research on facets of instructional delivery leading to better student learning could be examined in such areas as: instructional differentiation, instructional clarity, focus on learning, instructional complexity, the use of technology, student learning expectations, and the use of questioning (Stronge, Ward and Grant, 2011).

Studies that have examined the effective teachers' instructional practices have established that they employ direct instruction (Pressley, Wharton-McDonald, Allington, Block, & Morrow, 1998), instruction customized to individuals (Zahorik, Halbach, Ehrle, & Molnar, 2003), hands-on learning and discovery methods (Wenglinsky, 2000), among other practices. Even though these studies examined the usefulness of specific methods to instructional delivery, researchers have also found that effective teachers practiced using of different instructional strategies (Langer, 2001).

Effective teachers concentrate their students on the main reason for schools to exist; i.e.; learning. Although teachers are expected to stress both on academic and personal learning aims with students, they should also emphasis on providing their students with critical thinking skills and basic skills to be successful (Zahorik et al., 2003).

Furthermore, effective teachers should recognize the complications of the subject matter and focus on meaningful knowledge conceptualization instead of isolated facts (Wenglinsky, 2004). A study that assessed elementary and middle school on performance of students' academic achievement tests revealed that students who took instruction that underlined both on memorization and critical thinking performed better

than those in classrooms in which instruction emphasized on memorization or critical thinking (Sternberg, 2003).

Likewise, instructional clarity is about the ability of a teacher to explain content clearly to students along with providing clear guidelines to students throughout instruction (Stronge, 2007). In fact, as measured by teacher performance on standardized assessments, one solid relation between student achievement and teacher skills that has been backed by research over the past four decades is verbal ability of teachers' (Wenglinsky, 2000). Similarly, the ability to link high expectations to students is directly connected to effective teaching (Stronge, 2007).

A study conducted on middle school students has established that teacher expectation was a major predictor of student achievement (Wentzel, 2002). High expectations are transferred by the planning process in that teachers' emphasis on complex besides basic skills; and by expecting that students complete their work (Bernard, 2003). On the other hand, the literatures with regards to technology usage support its inclusion as an effective practice for teaching. In connection to this, Schacter (1999) found that when students got access to technology, they made more achievement gains. Thus, technology has a significant impact on student's achievement when using it to teach higher order of thinking skills; and it has also been related to inspiring students to critical thinking (Cradler, McNabb, Freeman, & Burchett, 2002).

2.2.2. Uses of Assessment for Student Learning

The other important dimension which characterizes an effective teacher is Student assessment. Assessment is a continuous process that takes place before, while, and after instruction is carried out. Effective teacher monitors student learning by using a variety of formal and informal assessments in order to provide meaningful feedback to their students (Cotton, 2000). Indeed, the use of well-designed formative assessment produces gains in student achievement which is equivalent to grade levels of one or two; hence having a significant effect on student achievement. Effective teachers always check for students' understanding all the way through the lesson and modify the instruction as per the feedback (Marzano, 2006).

Assessment and feedback are very important elements to students learning. In connection to this idea, Aina and Adedo (2013) remarked that feedback is a very essential in teaching as well as learning since it advances student learning. Every effective teachers ought to know how, the assessment and feedback type and when required in their lesson. Ceyhum and Erodogan,(2013) stated that there existed different types of assessment, whatever form it could take, assessment activities take considerable time of the teachers though it has an imperative place both in lives of students and teachers.

2.2.3. Positive Learning Environment

Creating positive learning circumstance is also what is expected of effective teachers. In line with this, Covino & Iwanicki (1996) stated that the significance of maintaining a productive and positive learning setting is noticeable when students ensure routines and

take ownership of their learning. Management of classroom is based on fairness, respect, and trust, in which a positive environment is cultured and maintained. In support of this, Tschannen-Moran (2000) explained that a positive and productive classroom is the consequence of the teacher's consideration of students' academic needs as well as personal and social needs. Cotton (2000) commented that effective teachers cultivate a positive climate through setting as well as reinforcing clear expectations all the way through the school year, though mainly at its beginning.

2.2.4. Personal Quality of the Teacher

One of the major differences between less effective and more effective teachers is their affective skills. Teachers who try to convey their carefulness about students have got higher levels of achievement of students than those teachers who are perceived by their students as uncaring (Darling-Hammond, 2000; Wolk, 2002). These caring teachers build connections with their students; hence they are reflective practitioners devoted to their students in addition to their professional practice (Stronge, 2007).

On top of this, more effective teachers inspire their students to shoulder responsibility for themselves (Stronge et al., 2005). An effective teacher has to be able to practice different types of teaching methods and should know how and when to move from one teaching method to another method (Ward, Stronge and Grant, 2011; and Aina, 2013). Besides, effective teachers should constantly improve themselves through Professional development works that help them develop their individual skill, expertise, knowledge and many more features as a teacher (OECD, 2009). That is a mindful and systematic steps to make sure teachers up-grading and uninterrupted self-improvement (Oluremi,

2013). Professional development is very important to improvement and retention of whoever teacher in classroom (American Association of Physics Teachers, 2009).

Various studies confirmed the importance of professional focus for teachers to be effective in their teaching activities. The studies also pointed out that effective teachers are required to be professionally focused because professional focus is a mark of effectiveness of teachers. According to Olanipekun (2013), for someone to be effective in the profession of teaching one must be focused. As to him, insufficient emphasis on professionalism is plague into effectiveness of teachers in the teaching area. He further stated that teachers who are inadequate in their professionalism lack the teaching approaches, unable to follow the development of child psychologically, emotions and or else to learn the language through continuous tests and assessments. Perhaps, this insufficient emphasis on professionalism could lead teachers to loss of focus and make them to devalue the profession.

As stated earlier Stronge et al (2011), confirmed that teacher effectiveness could be measured in such ways as instructional delivery, students learning assessment, learning environment as well as personal quality of the teacher. But, these all could only be in effect if someone is with professional focus. If professional focus is lost, those constructs correspondingly becomes simple illusion. When one talks about professional focus, four things come to one's mind; that are professional development, distraction, punctuality and interpersonal relationship.

Many things divert teachers' attention today. On the contrary, many bankers, doctors and other professionals would never let anything to divert them. For example, we hardly

see medical doctors looking for teaching in schools; but teachers are searching for a job in banks or even in hospitals. Furthermore, many teachers involve in different businesses; and they take goods to trade in schools. One can see from this that such teachers have missed professional focus as they are distracted; hence cannot be effective. They were educated as teachers not as any other things. This is distraction. Effective teachers should focus on their teaching job without allowing any other thing to distract them while on their job (Aina, J.K, Olanipekun, S.S. & Garuba, I.A. (2015).

Students in schools come from different community backgrounds. Effective teachers could always create chance to interact with community and parents. Teachers who do their work only alone with no interaction with co-professional and student parents have lost their professional focus. Teaching is not a job only limited to classroom alone. It should abundantly practice interpersonal interaction with groups, individuals and organizations in the community for all-round development of students. Teachers who come late to class by any means is ineffective. Late coming to class is equivalent to wasting instructional time. When teachers develop habit of late coming to class, it is noticeable that such teachers have not only been distracted but also lost teaching focus. Thus, effective teachers have to maximize instructional time (Stronge et.al, 2011).

In general, based on the points made so far it was observed that teachers' effectiveness could be affected by such factors like instructional delivery; the way they use assessment tools to measure students' learning; their interaction with students as well as students' parents and community, and teachers' own personal qualities. In other words, teacher effectiveness or ineffectiveness could be measured from these perspectives.

2.3. Factors that affect the effectiveness of teachers

2.3.1. Working Environment

Teachers are the main facilitators of knowledge that play a major role in establishing a nation's future. It is thus principally significant to find out how happy teachers are feeling in workplaces. Contented employees could more successfully carry out their duties to facilitate the entire stakeholders in attaining the success and development of the nation through skills, knowledge and their implications. However, many studies have come up with the fact that teachers are discontented with teaching (Van den Berg, 2002; Scott, Stone & Dinham, 2001).

In both less and more developed countries, low levels of support from organization have been observed to be a fundamental reason for competent individuals not to take a position or to leave it permanently. Teachers with insufficient resources and professionally isolated during their earlier years of teaching are mostly vulnerable (Baker, 1988, as cited in Motuma, 2006). According to (Dunham, Kyriacou and Sutcliffe, 1979 as cited in Getachew, 1999), poor conditions of work comprise problems such as inadequacy of equipment, limitation of spaces, poor maintenance of buildings, poor quality of furniture, poor staff room facilities and lack of suitable premises.

In certain countries, working circumstances such as size of classes, insufficient or defective facilities and equipment, unsuitability of teaching assignments and size of non-teaching tasks are few of the worst problems encounter teachers today (ILO, 1991). Furthermore, according to Bennel (2004), teachers in comparison with other professions do not have an opportunity to enjoy alike work environment. Muluken, et al. as cited in Arega (2007) have suggested that improving teachers' the work environment as well as

working conditions is a positive act towards maximizing teachers' motivation, enhancing retention of teachers, making the profession more attractive, and improving the quality of learning and teaching. Even though, it might always necessitate a huge amount of money, changes in this area could be more effective and cheaper than an overall rise in salaries of teachers.

Creating classroom environments that stimulate positive values along with healthy interactions could motivate students to exert their energies and wishes in order to reach their goals (Nugent, 2009). The interaction between teachers and students in schools is very crucial as it assists in student success. In fact, the interaction that exists between teachers and students is in essence the fundamental foundation for teaching. Good teacher-student relationship may even be more advantageous for students with learning and behavior challenges (Caballero, 2010).

Great proportion of students best learn in the environment in which they are capable to express their feelings without restrictions and this could be indeed be happened in situations where they feel free with their teacher. Knoell (2012) further stated that learning takes place well in an environment that better enhances positive interpersonal relationships, interactions as well as in which students feel appreciated, respected acknowledged and admired. Students that enjoy a close and caring relationship with their teachers are more involved and are more hard workers in the classroom; and are more persistent in the face of challenges and better handle stresses.

The classroom atmosphere must to be organized well in order to actively engage and inspire all learners. Teachers should be aware as to how to organize the classroom and teaching so as to enable the learning situation in classroom. The teacher is a

responsible person to make sure the existence of conducive atmosphere in the classroom. If students feel that everybody in the class is respected, they also start practicing to respect one another and start realizing that no one is faultless but anybody can fail. Furthermore, students must have a feeling of being valued even though they could fail at certain tasks. In a school environment which respects and tolerates diversity, learning is made at ease (MOE, 2012).

2.3.2. Self-efficacy

The concept of self-efficacy represents a belief of an individual in his or her capability to execute behaviors that are necessary to produce particular performance attainments (Bandura, 1997). Self-efficacy reveals confidence in the capacity to exercise control over one's own behavior, motivation, as well as social environment. These cognitive self-evaluations impact the entire way of human experience, comprising the aims for which people are striving for, the volume of energy expended on the way to goal achievement, and possibility of achieving particular points of behavioral performance.

Researches revealed that self-efficacy of teacher is a significant variable in effectiveness of teachers. That is consistently associated with students results and teacher behaviors (Bray-Clark and Bates, 2003). The supposition by certain people that teachers who have low self-efficacy could not be effective is supplemented by Podell and Soodark (1993), that teachers with high efficacy are better apt to produce a better students results since they are better persistent in assisting students that have problems. Studies exposed that teachers with high level self-efficacy in regards to their

ability in teaching are able to produce student with superior achievement over the ranges of learning disciplines (Bray-Clark and Bates, 2003).

Bandura (1993) commented that teachers who recognize themselves as efficacious spend more time on the learning of students, on supporting of their goals and reinforcing of their intrinsic motivation. Barnes (1998) suggested that there is positive association between teachers' effectiveness and self-efficacy. Self-efficacy of teacher accounts for differences of individuals in effectiveness of teachers (Bray-Clark and Bates, 2003).

The sense of teachers' efficacy is normally evaluated from three task domains which are commonly taken as international measures in assessing teacher self-efficacy. The three domains are associated with engagement of student, management of classroom and instructional strategies (Tschannen-Moran & Hoy, 2001). Self-efficacy of classroom management normally reflects capabilities of teachers to control disruptive behavior, getting back students on task working, and to certain extent, set up procedures and routines (O'Neill & Stephenson, 2011). On the other hand, self-efficacy of instructional strategies refers to beliefs of teachers in that they can execute instructional tasks such as adjusting content to the needs of students, inquiring students, and assessing learning of students (Tschannen-Moran & Hoy, 2001). Lastly, self-efficacy of teachers for engagement of students naturally assesses perceived capabilities of teachers to influence individual intrinsic motivation of students to do well at school works and value learning. Though self-efficacy of teachers for engagement of students may not entirely assess capability of teachers to create a caring environment between and among

students, teacher self-efficacy components for instruction and classroom management might evaluate the capacity to work together supportively or to differentiate instruction consistent with student needs. Efficacy for student engagement captures beliefs of teachers in that they can motivate students effectively, participate parents, and support students to value learning (Blazevski, 2006).

On the other hand, teacher self-efficacy is essential for psychological welfare of teachers, together with their feelings regarding satisfaction of their job, their intention to continue in the profession, and commitment to their profession (Coladarci, 1992). Moreover, teachers that have higher self-efficacy levels have higher goals and better positive attitudes for students (Gibson & Dembo, 1984). Also, practitioners and researchers have recognized the prominence of teacher motivation, specifically teachers' sense of self-efficacy, like a main predictor to their job satisfaction in addition to their intention to continue in the profession (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010).

2.3.3. Content knowledge

Content knowledge is a vital and a major factor to be taken into account for effectiveness of any teacher. It refers to what a teacher should know that she/he teaches students. Obodo (1990) stated that if teachers are not all-encompassing in the content of the subject what she or he teaches, there exists a problem both in quality of learning and academic performance of students. A teacher with deficiency in his/her subject knowledge by any means cannot be effective in teaching. If a teacher cannot have a sound knowledge in his/her subject content, he or she is assumed to have low self-efficacy.

Effective-teachers had better have the skill and the knowledge that is required to realize school goals or self-goals in order to use the skill and the knowledge properly if the set goals are likely to be realized (Anderson, 2004). The effect of the effectiveness of teachers on the achievement of students is both cumulative and additive; the effectiveness of teachers increases the students' academic achievement (Sanders and Rivers, 1996).

2.3.4. Job satisfaction

Job satisfaction of teachers was found as a primary indicator that leads to effectiveness in schools; that is also taken as the work quality and product assumed to be an imperative indicator of school effectiveness (Hoy & Miskel, 2001). Teachers' motivation and satisfaction of Job are basic interventions and assurances to quality of teaching and high level of standards in academic performance at all stages and levels of education (Ngada, 2003). Furthermore, it is believed that employees develop positive feelings and are satisfied at the time they come to the ideal level in their own profession (Sirin, 2009). Once employees are allowed to properly participate in making decision in organizations, their job satisfaction level increases, their commitment to organization and performance improve, turnover and non-appearance to works decrease, (Luthans, 2005). In this manner, employees may achieve freedom on how to perform their daily works; and they may also be empowered (Carless, 2004). Therefore, there is a significant and positive relation between job satisfaction of employees and their empowerment (Bordin, Bartram & Gian, 2007).

Teachers' efficiency, morale and performance can be affected both favorably and unfavorably by the situation of work environment. Teachers can be discouraged and

their performance can also be negatively affected if the environment of their work area is disliked by them. Employees who work under circumstances such as unsuitable duties and authorities, work times not well designed, absence of appreciation from managers, and shortage of opportunity for decision making People working are not happy with their job as they feel stressed which in turn negatively affects job performance of employees. Teachers' performance, in all system of education, is among the major factors that determines effectiveness of schools and the outcomes of learning. Perhaps, teachers are supposed to be the most serious element in any education system (Mohanty, 2000).

2.3.5.Organizational communication or relationship

Researches have shown that the capacity to effectively communicate with influence determines the successful transmission of messages in organization (Palazzolo, 2008). Communication as a means of idea and information exchange from one department to another or from a person to another person is highly valuable for any institution; and schools by any means cannot be exception. By using an effective way of communication, workers can express their reactions such as their discontent or their gratification to one another or to their organization's management (Szilagyi and Wallence, 1990) as quoted in Alseyed et al, (2012). Thus, according to Kayworth and Leidner (2002), effectiveness was stated as it has a clear connection to communication satisfaction. In supplement to this, Kold, et al. (2009) stated as communication has an association with effectiveness; whereas Lee and Lin (1999), concluded communication satisfaction of employees as a factor in predicting effectiveness. Subsequently, the

various problems that are observed in organizations today are the reflections that result from failure of people to effectively communicate; and which also applies to teachers.

In addition, MOE (2012) indicated that teachers need to have skills and sensitivity so as to enrich learners' social relationship. Furthermore the document stated that teachers are required to have the right attitude; on the top of having a good understanding on strategies to improve the relationships and interactions.

2.3.6. Availability of teaching and learning resources

The availability of materials for teaching and learning as well as heavy teaching load can have significant impacts on the performance of teachers (Akram, 2014). Researches also revealed that the effectiveness of teaching is determined by the accessibility of resources like textbooks, audios and audio-visuals teaching aids. In line with this, Pajares (2002) stated that besides teachers, school facilitates and resources might be the major factors to the low performance existed in schools in the teaching learning activities. He also pointed out that if things that teachers want for their works are not satisfactory, then they cannot execute their responsibilities as needed.

Akram (2014) also continued to emphasis that performance depends on factors such as characteristic of students, teachers, and teaching learning resources that have an interaction with school environment. If there exists healthy interaction, there is a good performance; otherwise the performance declines. Generally, Stup (2003) as quoted in (Naharuddin and Sadegi, 2013), it was stated that the success the performance of workers is based on some factors such as physical workplace, feeling to work, equipment, performance expectation, recognition to bad or good work, reaction to

performance, standard of operating processes, skills, knowledge, and attitude; even though the impact may differ from individual worker to another. From all these, therefore one can generally conclude that resource availability and its usage determine the effectiveness of teachers in their teaching practice.

2.3.7. Teachers' attitude to their work

Certain scholars have varied outlooks on what impacts the performance of teachers. Meenakshi, (2008) claimed that learning is influenced by the motivation and attitude that teachers have. If teachers have positive attitude to the subject they teach, the learning of the subject is carried out easily. Behavior and attitude of teachers are key factors that account for achievement of students.

According to Board man as referred by Achola, (2010) two totally distinct teachers may make the syllabus to look differently in the judgments of the student that are learning. The primary quality of a teacher with a good character is the capability to create a friendly environment in the classroom, and choose an appropriate teaching and learning approaches that could motivate learners' interest that leads to better performance and achievement of students.

Makena (2011) as cited in Achola (2010) also noted that the attitude of teachers toward teaching could affect the teaching style of teachers in a way that conveys difference on student outcome. He also stated that the attitude and behavior of teachers are imperative variables which account for achievement of students, enrichment of positive attitude to promote teacher efficiency as well as making the school more attractive for teachers and students.

Furthermore, Riaz (2000) asserted that factors that affect teacher performance include teacher attitude, teaching methods, subject mastery, self-development, motivation of teachers, and student attitude among others. Griffin (2005) as quoted in Riaz (2000) stated that teacher's performance could be determined by three factors: motivation, ability to work and environment of worker. Likewise, Sinha (2001) as cited in (Naharuddin and Sadegi, 2013) emphasized that performance level of employees might be determined by openness and willingness of workers in effecting their job. Also he stated that by having this openness and willingness in implementing their job, they could increase their productivity which also leads to better performance.

CHAPTER THREE: RESEARCH DESIGN and METHODOLOGY

In this section, research method, data collection instruments, sampling methods and procedures, and methods of data analysis were presented.

3.1. Research Design

A research design refers to a blueprint or a plan of how to design and conduct the research (Babbie and Mouton, 2001). There are different types of research methods to conduct studies. However, among those methods this research employed descriptive survey type of research method to gather information about the nature of factors affecting effectiveness of blind teachers in primary school level. This method is selected as, Fox, W. & Bayat, M.S. (2007) stated descriptive research as a method which is aimed at casting light on current problems or issues through a process of data collection that enables to describe the situation more completely than was possible without using this method. The method was also enabled the researcher to measure and use some qualitative information to examine the current conditions of the two selected schools (Tesfa Kokob and Caramara) with regard to factors influencing effectiveness of blind teachers in their teaching role.

Both quantitative and qualitative data collection approach were utilized to conduct this study. The quantitative approach was applied to identify the nature of factors affecting the effectiveness of blind teachers in the schools understudy. Some qualitative information was also gathered from vice-principals for teaching-learning of the schools and blind teachers by using interview questions. Hence, it employed both primary and secondary data gathering tools. Primary Data was collected by using close ended

questionnaire and interview that were designed on the basis of research objectives and literature review. The questionnaire was distributed for samples selected to collect quantitative data that was used to fulfill the objectives of the study. The questionnaires were prepared both in English and Amharic version in order to help respondents easily understand the questions. Likewise, interview questions were prepared both in English and Amharic to collect qualitative data that was narratively analyzed to support the questionnaire responses.

3.2. Population, sample and Sampling Techniques

Oso and Onen (2005) described target population as the total number of the subjects of interest to the researcher. According to Bayley, (2014), a population refers to any group of people, institutions or objects that have common characteristics.

In most cases, Scholars do not agree on the exact proportion of the accessible population that should form the sample size. As per the suggestions of Mugenda and Mugenda, (2003) ten percent of the study population is representative enough to generalize the characteristics being observed in descriptive researches. Consequently, the researcher has applied these scholars' suggestion to determine the number of sub-cities to be considered in the study from the ten sub-cities of Addis Ababa; hence one sub-city; that is ten percent out of ten sub-cities of Addis Ababa. After the number of sub-city was determined, the researcher selected Lideta sub-city using convenience sampling method. This method was opted based on ease of access, readiness to be a part of the sample and availability of blind teachers at primary school with a better combination of males and females. Similar procedure was also followed to identify the

two schools to be considered for the study out of eighteen primary schools in the sub-city.

In this study, students or sections (grades 5-8) that the blind teachers are assigned to teach, sighted teachers from the departments to which the blind teachers belong, principals, and blind teachers of Tesfa Kokob and Caramara primary schools were taken as target population. Therefore, the target population for this study was 1680 people. Among these target population; 1592 were students, 73 were sighted teachers, 8 were principals, and 7 were blind teachers.

Having taken into consideration the suggestions of Mugenda and Mugenda (2003) stated above, a sample of 350(22%) students, 16(22%) sighted teachers were selected from the population by applying proportionate random sampling method, while 4(50%) principals and 7(100%) blind teachers were purposively selected assuming that they have better information with topic. All the blind teachers were provided only with questions that specifically assess their own self-efficacy in their teaching role, and some of them were additionally interviewed. Accordingly, a total of 377 samples were selected from students, sighted teachers, principals and blind teachers. Then, simple random sampling method was used to identify the students, and sighted teachers to whom the questionnaires were distributed.

In general, 377 people were involved in the study to provide response to the questionnaires. 366(22%) of these people were sampled out from students and sighted teachers whereas 4(50%) principals; and 7(100%) were blind teachers.

3.3. Type of data and Data Collection Tools/Instruments

In order to collect the pertinent data, the methods of data collection is the most vibrant part in any research because incorrect data can have an impact on the results of the study causing worthless results which lead to the loss of the whole purpose of the study. Therefore, a vigilant attempt was made in order to ensure that the data collected for this research would provide a meaningful insight to the purpose of the study. In this regard, the researcher used both primary and secondary data as a source.

Some of the methods that can be used in gathering data when employing a descriptive survey research method can be personal interviewing, telephone interviewing, self-administered surveys, questionnaires, and observation. In this study, data were primarily collected through the utilization of questionnaire and interview (telephone).

3.4. Procedures of Data Collection

The following procedures were strictly followed by the researcher to collect the data required for the study.

1. Data collection tools such as questionnaire and interview questions were prepared
2. The prepared interview and questionnaire were presented to the advisor for approval.
3. The feedback from the advisor was incorporated and the questions were finalized.
4. Then, the amended or finalized questionnaire was duplicated and delivered by hand to the student respondents during their class hours in consultation with their teachers. With regards to blind teacher respondents, other sighted teachers were assigned to assist them in reading and filling the questions at their class free period.
5. Finally, the questionnaires were collected by the researcher and her assistant, and tallied, summarized and processed.

3.5. Methods of Data Analysis

Data analysis is about categorizing, ordering, and summarizing of data to get answers to research questions (De Vos, AS, Strydom, H, Fouche, CB & Delpont, CSL, 2005). Hence, the data obtained through questionnaires were collected into MS-Excel spreadsheets and compiled at first. Then the data was summarized, edited, tabulated and analyzed. Descriptive statistical data analysis method was applied to analyze quantitative data while data were scored by calculating the number, frequency, percentages and averages. Qualitative data analysis methods like narration was also employed to examine information obtained through interview.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter tried to organize, present, analyze and interpret the data gathered through questionnaires and interviews on the factors influencing the effectiveness of blind teachers in their teaching role in Addis Ababa primary schools-the case of Tesfa kokob and Caramara. The main concern of the analysis was related to the research questions such as attitude towards blind teachers teaching practice, recognition of blind teachers' knowledge and performance in the same way as their sighted peers, their social relationship with students, sighted peer teachers, principals, parents etc..., and their self-efficacy in their teaching role. It also tried to highlight the characteristics and background of the respondents.

4.1. Questionnaire return rate

Table 4.1 Questionnaire return rate

Population category	Sample	Return	Return rate %
Student	350	322	92%
Blind teachers	7	7	100%
Principals	4	4	100%
Sighted teachers	16	16	100%
Total	377	349	92.6%

Table 4.1 shows that 92% of the sampled students, 100% of the sampled blind teachers, 100% of principals and 100% of the sighted teachers returned their questionnaires. 28(8%) of the student respondents did not appropriately fill the questionnaire; hence voided. So, the analysis and interpretation of the data was based on these numbers of instruments that were returned.

4.2. Characteristics of respondents

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship shed light on the factors that might affect the effectiveness of blind teachers in Addis Ababa, the case of two selected schools. Accordingly, the demographic information from the survey is presented in the tables 4.2 through 4.8 and examined in terms of sex, age, Educational level, religion, etc.

Table 4.2: Respondents distribution by Sex

Sex	Students		Blind teachers		Principals		Sighted teachers		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	132	41%	2	28.6%	3	75%	8	50%	145	41.5%
Female	190	59%	5	71.4%	1	25%	8	50%	204	58.5%
Total	322	100%	7	100%	4	100%	16	100%	349	100%

Table 4.2 shows that 132 (41%) of the respondent students were males while 190 (59%) were females, 2 (28.6%) of the blind teachers were males and 5 (71.4%) were females, 3(75%) of principals were males and 1(25%) was female; whereas 8(50%) of the sighted teachers were males and equally females were 8(50%).

The ratio of female student respondents to male student respondents was obviously high; and the ratio between male and female blind teacher respondents was more than a double. Similarly, the ratio between female to male principal respondents was more than a double. On the other hand, the number of female and male sampled respondents in the sighted teachers was the same. In general, the table showed that 145 (41.5%) of the respondents were males and 204(58.5%) were females, which indicated both genders were fairly participated in the study.

The result implied that there was no significant difference between number of males and females in school participation at lower levels. On the other hand, the number of female blind teachers compared to male blind teachers teaching at elementary levels is by far higher; whereas males took the highest share in leading the schools.

Table 4.3: Respondents distribution by Age

Age in years	Students		Blind teachers		Principals		Sighted teachers		Total	
	Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%
10-20	288	89.4%	-	-	-	-	-	-	288	82.5%
21-30	34	10.6%	-	-	-	-	4	25%	38	10.9%
31-40	-	-	4	57.1%	3	75%	7	43.7%	14	4%
≥41	-	-	3	42.9%	1	25%	5	31.3%	9	2.6%
Total	322	100%	7	100%	4	100%	16	100%	349	100%

The largest age category of student respondents (89.4%) were between 10-20 years and very few (10.6%) were in their twenties; while (57.1%) of the blind teachers were in their thirties and the rest 42.9% were in their forties. (75%) of the surveyed school principals were in their thirties and the remaining (25%) were in their forties; whereas as (43.7%) of the sighted teachers were in their thirties while (31.3%) and (25%) were in their forties and twenties respectively. Overall, from the table, it was observed that majority of the student respondents (89.4%) were teenagers and majority of the other respondent groups (i.e.; 57.1% blind teachers, 75% school principals and 43.7% sighted teachers) were in their thirties. This implied that, with the exception of students, majorities of the respondents were energetic who can provide long time service to the schools.

Table 4.4: Distribution of respondents by Educational level

Education level	Students		Blind teachers		Principals		Sighted teachers		Total	
	F	%	F	%	F	%	F	%	F.	%
Grade 5-8	322	100%	-	-	-	-	-	-	322	92.2%
Diploma	-	-	1	14.3%	-	-	-	-	1	0.3%
Degree	-	-	6	85.7%	3	75%	16	100%	25	7.2%
Masters	-	-	-	-	1	25%	-	-	1	0.3%
Total	322	100%	7	100%	4	100%	16	100%	349	100%

Table 4.4 indicates that all the 322(100%) student respondents were in grades 5-8. In contrast, all the other respondents were first degree holders except 1(14.3%) blind teacher with diploma holder and 1(25%) school principal with second degree. This can clearly indicate that the majority of teachers as well as school principals were degree holders.

Table 4.5: Distribution of respondents by Religion

Religion	Students		Blind teachers		Principals		Sighted teachers		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Orthodox	175	54.4%	6	85.7%	3	75%	10	62.5%	194	55.6%
Muslim	97	30.1%	-	-	1	25%	2	12.5%	100	28.6%
Protestant	42	13%	1	14.3%	-	-	4	25%	47	13.5%
Others	8	2.5%	-	-	-	-	-	-	8	2.3%
Total	322	100%	7	100%	4	100%	16	100%	349	100%

The composition of the respondents in terms religion was that 175(54.4%), 97(30.1%), 42(13%) and 8(2.5%) of the students were orthodox, Muslim, protestant and others respectively. Similarly, 6(85.7%) were orthodox blind teachers and 1(14.3%) were protestants; while 3(75%) and 1(25%) principals were correspondingly orthodox and Muslim. By the same token, 10(62.5%), 2(12.5%) and 4(25%) sighted teachers were orthodox, Muslim and protestant respectively.

Generally, table 4.5 displayed that more than half 194(55.6%) of the participants in the study were orthodox religion followers followed while 100(28.6%) were Muslim religion followers. The remaining 47(13.5%) were Protestants and 8(2.3%) were other religion followers.

Table 4.6: Respondents distribution by Family Disability Background

Presence of disabled family member	Response	Students		Blind teachers		Principals		sighted teachers		Total	
		Freq	%	Freq.	%	Freq	%	Freq	%	Freq	%
Yes		52	16.1%	2	28.6%	1	25%	-	-	55	15.8%
No		270	83.9%	5	71.4%	3	75%	16	100%	294	84.2%
Total		322	100%	7	100%	4	100%	16	100%	349	100%

With regards to whether the respondents have disabled family member or not, 52(16.1%) students replied that they have disabled family member while the majority of the students 270(83.9%) responded that they have no disabled family member. In the same token, 2(28.6%) blind teachers responded that they do have disabled family member whereas 5(71.4%) of them replied that they do not have such family member. Similarly, 1(25%) school principals answered that they have disabled family member though most of them 3(75%) responded that they do not have. All the 16(100%) sighted teachers replied that they do not have disabled family member.

In the same question, the respondents were also requested to specify the type of disability that their family member has in case it existed. Accordingly, they tried to list disabilities mainly related to physical (hand or leg related), deafness, blindness, communication and language problems. The responses might imply that to some extent there is openness from the side of respondent to disclose the type of disabilities their

family member had that might reviled the presence of some awareness about disabilities even though such conclusion needs intensive study.

Table 4.7: Distribution of Student Guardians by educational level

Education level	Father guardians		Mother guardians	
	Freq.	%	Freq.	%
Cannot read and write	31	9.6%	51	15.8%
Only read and write	57	17.7%	54	16.8%
Primary school level(grades1-6)	65	20.2%	85	26.4%
Secondary school level(grades 7-12)	128	39.8%	109	33.9%
Higher than grade 12	41	12.7%	23	7.1%
Total	322	100%	322	100%

As per the responses in table 4.7, 31(9.6%) of father guardians and 51(15.8%) of mother guardians were unable to read and write; while 57(17.7%) of father guardians and 54(16.8%) of the mother guardians were only able to read and write. Likewise, 65(20.2%) and 85(26.4%) of father and mother guardians respectively were in their primary school (grades 1-6) level. Besides, majority of the respondents replied that 128(39.8%) of the father and 109 (33.9%) of the mother guardians education level laid in secondary school (grades 7-12) level. Moreover, 41(12.7%) of father and 23(7.1%) of mother guardians were with higher than grade 12 that the student respondents specified levels like certificates through first degree.

Generally speaking, the analysis of the responses indicated that the largest education level of both father and mother guardians was placed in secondary school (grades 7-12) and followed by primary school level (grades1-6). It also showed that relatively greater number of mother guardians were unable to read and write compared to father guardians; while there was no significant variation for both guardians regarding the 'only

read and write' option. On the other hand, relatively greater numbers of father guardians were with third level education compared to mother guardians.

Table 4.8: Student Respondents distribution by grade level, school name and Sub-city

Grade level	Response	
	Frequency.	Percentage (%)
Grade 5	100	31%
Grade 6	91	28.3%
Grade 7	44	13.7%
Grade 8	87	27%
Total	322	100%
Name of school	Response	
	Frequency	Percentage (%)
Tesfa kokob	192	59.6%
Caramara	130	40.4%
Total	322	100%
Sub-city	Response	
	Frequency	Percentage (%)
Lideta	230	71.4%
Addis kifle Ketema	92	28.6%
Total	322	100

As can be seen from the table above, out of the total of 322(100%) student respondents, 100(31%) and 91(28.3%) were from grades 5 and 6 respectively; whereas 44(13.7%) and 87(27%) students were sampled from grades 7 and 8 correspondingly. This implied that the samples taken from each grade was relatively fair and all grades were also incorporated into the study.

This table also revealed that 192(59.6%) of the students were taken from Tesfa kokob primary school at which majority of the blind teachers taken for the study taught. Likewise, 130(40.4%) of the student respondents were taken from Caramara primary school at which only two blind teachers were found.

Finally, the table showed that the predominant number of students in both schools came from Lideta sub-city followed by Addis ketema sub-city as the schools were found within the catchment area of these sub-cities.

4.3. Respondents Attitude towards blind teachers teaching practice

In Section II of the questionnaire the assessment of the attitude of students, sighted teachers and principals towards the teaching practice of blind teachers was designed to be answered. The research question asked was: What is the attitude of students, sighted teachers and school principals towards the teaching practice of blind teachers? In the survey, a total of 13 questions were inquired. For the purpose of simplicity for analysis, the survey questions were sub-grouped into two specific categories based on their alignments with: 1) instructional delivery and class management and 2) assessment on understanding and feedback. Accordingly, items 1-8 were in the first category and items 9-13 were in the second category.

Likert-scale type of response options such as strongly agree, Agree, Disagree and strongly disagree were provided to the respondents to rate the survey questions. Descriptive statistics such as frequency percentage and average were used to analyze the data from the set of questions. The frequency, percentage and average for each question were calculated using excel spread sheet and summarized for analysis and interpretation.

Hence, the next tables 4.9 and 4.10 presented responses of students, sighted teachers and principals for each individual item under those two categories. The purpose of analysis was aimed to identify the overall responses of respondents indicating attitude that existed in the teaching practice of blind teachers.

Table 4.9: Response towards instructional delivery and class management

No	Items	Students =322 Sighted teachers =16 Principals=4	Response options			
			Strongly agree	Agree	Disagree	Strongly disagreed
Q1	The teacher develops consistent disciplinary rules to strictly follow students.	students	40(12%)	97(30%)	147(46%)	38(12%)
		Sighted teachers	-	5(31%)	8(50%)	3(19%)
		Principals	-	1(25%)	3(75%)	-
		Total	40(4%)	103(29%)	158(57%)	41(10%)
Q2	The teacher incorporates interesting teaching strategies and technologies into lessons	students	35(11%)	75(23%)	189(59%)	23(7%)
		Sighted teachers	-	5(31%)	8(50%)	3(19%)
		Principals	-	1(25%)	2(50%)	1(25%)
		Total	35(4%)	81(26%)	199(53%)	27(17%)
Q3	The teacher presents his/her teaching materials to make sure that every student understands the key lessons	students	134(42%)	138(43%)	40(12%)	10(3%)
		Sighted teachers	1(6%)	8(50%)	5(31%)	2(13%)
		Principals	-	2(50%)	2(50%)	-
		Total	135(16%)	148(48%)	47(31%)	12(5%)
Q4	The teacher is punctual and regular in class attendance	students	127(39%)	106(33%)	58(18%)	31(10%)
		Sighted teachers	7(44%)	6(37%)	3(19%)	-
		Principals	2(50%)	2(50%)	-	-
		Total	136(45%)	114(40%)	61(12%)	31(3%)
Q5	The teacher delivers the lesson following the set curriculum or the subject book.	students	142(44%)	120(37%)	15(5%)	45(14%)
		Sighted teachers	10(63%)	4(25%)	2(12%)	-
		Principals	1(25%)	2(50%)	1(25%)	-
		Total	153(44%)	126(37%)	18(14%)	45(5%)
Q6	The teacher comes to class on time and leaves the class on time	students	135(42%)	101(31%)	56(18%)	30(9%)
		Sighted teachers	2(12%)	11(69%)	3(19%)	-
		Principals	-	1(25%)	2(50%)	1(25%)
		Total	137(18%)	113(42%)	61(29%)	31(11%)
Q7	The teacher comes to class well prepared and organized	students	30(9%)	95(30%)	151(47%)	46(14%)
		Sighted teachers	1(6%)	5(31%)	10(63%)	-
		Principals	-	1(25%)	3(75%)	-
		Total	31(5%)	101(28%)	164(62%)	46(5%)
Q8	The teacher loves the subject and inspires students to love the subject	students	45(14%)	80(25%)	148(46%)	49(15%)
		Sighted teachers	1(6%)	5(31%)	8(50%)	2(13%)
		Principals	-	1(25%)	3(75%)	-
		Total	46 (7%)	86(27%)	159(57%)	51(9%)

For item number 1, relative to the other options majority of the respondents 147(46%) of the students, 8(50%) of the sighted teachers, and 3(75%) of the principals replied that

the blind teachers at the schools did not develop consistent disciplinary rules to strictly follow their students by opting disagree option. Relatively speaking, the result was quite discouraging.

Similarly, for item 2 which was about incorporating interesting teaching strategies and technologies into lessons, nearly 59% of student respondents, 50% of sighted teacher respondents and 50% principals responded that they disagree with the idea. Generally speaking, about a total of 53% of all respondents disagreed with the statement implying that the practice of incorporating interesting teaching strategies and technologies into lessons from blind teachers at the schools was very low or not at all; hence required more attention.

Regarding item 3, nearly equal number of student respondents 42% and 43% respectively opted for strongly agree and agree. Likewise, equal percentage (50%) of sighted teachers and principals opted for agree. By and large, the responses implied that the blind teachers at the schools presented the teaching materials in such a way that it ensured every student understood the key lessons.

On item 4, Majority of the respondents about 39% students, (44%) sighted teachers and half(50%) of principals responded that they strongly agree with the idea that blind teachers at the schools are punctual and regular in class attendance. Similarly, nearly 33% students, 37% sighted teachers and 50% principals reacted that they agree with the same idea. This in general terms implied that as far as punctuality and regularity in attendance was concerned the blind teachers at the schools had good practice.

Regarding item 5, 44% and 37% of the student respondents, and 63% and 25% of the sighted teacher respondents rated their feelings towards the item as strongly agree and agree respectively. Likewise, about 25% and 50% of principals respectively rated their responses as strongly agree and agree. Overall, the answers showed that blind teachers had a better practice in delivering the lessons following the set curriculum or the subject book that was an encouraging practice.

With regards to item 6 which was highly related to the idea of item 4, nearly 42% students strongly agreed and 31% agreed, while nearly 12% sighted teachers strongly agreed and 69% agreed. On the other hand, 50% and 25% of the principals disagreed and strongly disagreed with the idea that blind teachers came to class on time and leaves the class on time. Yet about total of 60% of all respondents either strongly agreed with the statement or agreed. Hence, the overall responses revealed that blind teachers in the schools had good practice regarding class time management regardless of the fact that school principals were not that much happy with the class time management skills of blind teachers in the schools.

On item 7, the respondents were also asked to rate their observations as to whether blind teachers in the schools were coming to class being well prepared and organized or not. In line with the question, almost 47% students rated disagree agree while 14% rated strongly disagree. Correspondingly, about 63% of sighted teachers and 75% of principals replied that they disagree with idea. Hence, the responses showed that majority of the respondents in every category believed that blind teachers in the schools were not well prepared and organized when coming to class.

As to item 8, nearly 46% students, 50% sighted teachers and 75% principals responded that they disagree with the statement that blind teachers love the subject they taught and inspired students to love the subject. General speaking, the result implied that unless some measure would be taken it might be disastrous as it seemed that they were teaching the subject that they don't love hence they did not encourage students to love their subject being as a role model.

As a whole, insofar as respondents' attitude towards blind teachers teaching practice in relation to instructional delivery and class management related issues were concerned, there were good practiced areas as well as areas that were low practiced and required improvement. For example, almost all respondents had positive responses towards the teaching practices of blind teachers in the schools relating to presenting the teaching materials in such a way that it ensured every student to understand the key lessons, punctuality and regularity in class attendance, delivering the lessons following the set curriculum or the subject book and class time management skills even though majority

of the principals were not happy with the class time management skills of blind teachers in the schools. In contrast, majority of the respondents had negative or unfavorable responses towards the teaching practices of blind teachers in the schools in relation to developing consistent disciplinary rules to strictly follow students, incorporating interesting teaching strategies and technologies into lessons, well preparation and organization when coming to class, and loving the subject they teach and inspiring students to love the subject.

Table 4.10: Response towards assessment for understanding and feedback

No	Items	Students=322 Sighted teachers =16 Principals=4	Response options			
			Strongly Agree	Agree	Disagree	Strongly disagree
Q9	The teacher is impartial in assessing students	students	64(20%)	120(37%)	82(26%)	56(17%)
		Sighted teachers	4(25%)	7(44%)	5(31%)	-
		Principals	2(50%)	1(25%)	1(25%)	-
		Total	55(32%)	120(35%)	111(27%)	56(6%)
Q10	The teacher identifies the strengths and weaknesses of every one of his student and work on them accordingly	students	59(18%)	40(13%)	142(44%)	81(25%)
		Sighted teachers		3(19%)	11(69)	2(12%)
		Principals		1(25%)	3(75%)	
		Total	59(6%)	44(19%)	156(63%)	83(12%)
Q11	The teacher regularly gives enough feedback for classwork and home works	students	99(31%)	118(37%)	58(18%)	47(14%)
		Sighted teachers		12(75%)	3(19%)	1(6%)
		Principals		4(100%)		
		Total	99(10%)	234(71%)	61(12%)	48(7%)
Q12	The teacher uses assessment procedures that promote effective learning environment.	students	64(20%)	69(21%)	102(32%)	87(27%)
		Sighted teachers	1(6%)	2(12%)	10(63%)	3(19%)
		Principals			2(50%)	2(50%)
		Total	65(9)	71(11%)	114(48%)	92(32%)
Q13	The teacher offers meaningful feedback to his/her students	students	44(14%)	65(20%)	85(26%)	128(40%)
		Sighted teachers		3(19%)	13(81%)	
		Principals		1(25%)	2(50%)	1(25%)
		Total	44(5%)	69(21%)	100(52%)	129(22%)

As displayed in the table 4.10 above, the response analysis of item 9 concerning impartiality of blind teachers in assessing students, relatively highest proportion; i.e.,

20% and 37% of student respondents strongly agreed and agreed respectively. Likewise, nearly 25% of the sighted teachers strongly agreed and 44% agreed with the same statement; also 50% of the principals strongly agreed and 25% agreed with the statement. Generally, the result revealed that relatively speaking there was low partiality with blind teachers in assessing students that was an encouraging practice and needs to be kept up.

With reference to item 10, nearly 44% and 25% of student respondents reacted that they correspondingly disagree and strongly disagree with the statement implying that there existed a problem with the blind teachers in the schools in identifying the strengths and weaknesses of every one of the students and working on their cases accordingly. In the same way, 69% of sighted teacher respondents and 75% of principals answered that they disagree with the statement. As a whole, the outcome implied that there existed a problem with blind teachers in pinpointing the specific weakness and strength every students and designing strategies to support them.

With respect to item number 11, majority of student respondents opted strongly agree (31%) and agree (37%) which was more than two times the responses of the remaining respondents that was distributed over disagree and strongly disagree response options respectively with about 18% and 14%.proportion. Correspondingly, 75% of the sighted teachers and 100% of principals agreed with the item. Therefore, one can reasonably infer that there was positive view among majority of the respondents in all groups as to that blind teachers in the schools regularly gave enough feedback for class works and home works.

Nearly 32% and 27% students, 63% and 19% sighted teachers and equally 50% each principals of respondents opted disagree and strongly disagree for the practices of item 12 respectively. These proportions comprised the majority of the respondents compared to the two remaining response options which only contained 42% of students, 18 % of sighted teachers and none of the principals altogether in each group of respondents. In overall terms, the idea behind the responses for the item might imply that the blind teachers in the selected schools poorly use assessment procedures that promote effective learning environment.

Lastly, when it comes to item 13 of the table 3.9, which was to assess if blind teachers in the schools offered meaningful feedback to their students. In this regard, around 26% and 40% of student respondents replied that they disagree and strongly disagree with the statement respectively; whereas about 81% sighted teachers disagreed. By the same token, half (50%) and 25% of the principal respondents consecutively decided to choose disagree and strongly disagree. Even though the responses under item 11 revealed that blind teachers gave regular feedback for class works and home works, the result here under item 13 implied that the feedback was not meaningful hence the feedback strategies on class works and home works needed to be reconsidered.

In general, the responses to attitudes towards blind teachers teaching practice in the context of feedback provision and assessing students for understanding, majority of the respondents had relatively positive views toward blind teachers teaching practice in that they were impartial in assessing students and in that they regularly gave enough feedback for class works and home works though the feed lacked meaningfulness. On the other hand, majority of the responses showed negative or disappointing reaction towards the teaching practices of blind teachers in the schools in areas such as pinpointing the specific weakness and strength of each student and designing strategies to support them, using assessment procedures that promote effective learning environment and giving meaningful feedback although they regularly give feedback for class works and home works to students.

4.4. Blind teachers' Knowledge and performance recognition level in the same way as their sighted peers.

In Section III of the questionnaire ten items were designed and presented to the respondents in order to observe the recognition or acceptance level of blind teachers in the same way as sighted teachers concerning their knowledge and performance. The questions were intended to answer the research question asked as: Do students, sighted teachers and principals recognize the knowledge and performance of blind teachers in the same way as their sighted peers? The questions for this research question were grouped under two specific headings: content knowledge and

performance. Consequently, items 1-5 were categorized under content knowledge and items 6-11 were under performance category.

Table 4.11: Responses on content knowledge recognition level in comparison with their sighted peers

S.N	ITEMS	Students=322 Sighted teachers=16 Principals=4	Response options					
			Strongly Aagree		Agree		Disagre e	
			Strongly	Aagree	Agree	Disagre e	Strongly	Disagre e
			F (%)	F (%)	F (%)	F (%)		
Q1	...blind teachers have equivalent performance and knowledge in their subject area as sighted peer-teachers.	students	15(5)	195(60)	99(31)	13(4)		
		Sighted teachers	3(19)	8(50)	5(31)			
		Principals		2(50)	2(50)			
		Total	17(8)	205(54)	107(37)	13(1)		
Q2	...blind teachers have a good knowledge and understanding of using necessary teaching aids/instructional materials/ in their subject area as their sighted peer-teachers.	students		34(10)	212(66)	76(24)		
		Sighted teachers			16(100)			
		Principals		1(25)	3(75)			
		Total		35(12)	231(80)	76(8)		
Q3	...blind teachers have an ability to clearly explain content to their students in the same way as sighted teachers do.	students	39(12)	80(25)	196(61)	7(2)		
		Sighted teachers		4(25)	12(75)			
		Principals		1(25)	3(75)			
		Total	39(4)	85(25)	211(70)	7(1)		
Q4	...parents believe that students better gain knowledge if taught by sighted teachers than blind ones	students	35(11)	189(58)	48(15)	50(16)		
		Sighted teachers		11(69)	5(31)			
		Principals		2(50)	2(50)			
		Total	35(4)	202(59)	55(32)	50(5)		
Q5	With regards to his/her professional ability, blind teacher is competent and capable enough in teaching his/her subject matter.	Students	31(10)	172(53)	88(27)	31(10)		
		Sighted teachers	3(19)	9(56)	4(25)			
		principals	1(25)	2(50)		1(25)		
		Total	35(18)	183(53)	92(17)	32(12)		

Relative to the other responses, nearly 60% students, 50% sighted teachers and 50% principals agreed with item 1, which was roughly about 54% of the total respondents. On the contrary, only 31% students, 31% sighted teachers and 50% principals which was totally around 37% disagreed with the item. Generally speaking, the outcome implied that more than half of the respondents believed that blind teachers had equivalent subject area knowledge and performance in the same way as sighted peer-teachers. So the result was relatively promising.

Relating to item 2, about a total of 80% respondents disagreed with the statement. In other words, about 66% students, 100% sighted teachers and 75% principals disagreed with the opinion. Overall, the result indicated the presence of relative shortage of knowledge and understanding with blind teachers in the schools in usage of necessary teaching aids or instructional materials in their subject area comparative to their sighted peer-teachers.

Almost 70% of the total respondents reacted that they disagree with the opinion in item 3. More specifically, With regards to the ability to clearly explain content of the subject area, about 61% student respondents and about equal proportion (75%) of sighted teachers and principals disagreed with the opinion. In contrary to this, concerning the overall professional ability such as competency and capability in teaching the subject matter nearly more than half (53%) of the entire respondents responded that they agree with the opinion stated in item 5. In other words, about 53% students, 56% sighted teachers and 50% principals reacted that they agree with the item. On the whole, the analysis revealed that blind teachers were professionally competent and capable in teaching the subject matter compared with sighted peer teachers, however; there existed a challenge in clearly explaining the content of the subject to their students in comparison with sighted peer teachers.

As far as item 4 was concerned, closely 59% of the all respondents agreed with the stated opinion. That was to mean, 58% students, 69% sighted teachers and 50% principals answered that they agree with the statement. From the responses it could roughly be concluded that parents feel that their children obtain better knowledge if their children were taught by sighted teachers than blind ones.

Table 4.12 Blind teachers' performance recognition level in comparison with their sighted peers

S.N	ITEMS	Students=322 S. teachers=16 Principals=4	Response options			
			Strongly agree	Agree	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)
Q6	...blind teachers stay organized inside and outside classes in keeping student files, assignments, lesson plans and student examination paper in order as the same as sighted peers.	students	32(10)	58(18)	155(48)	77(24)
		S. teachers		4(25)	11(69)	1(6)
		Principals		1(25)	2(50)	1(25)
		Total	32(3)	63(23)	168(56)	79(18)
Q7	...blind teachers have good classroom management skills compared to their non-blind peers	students	23(7)	58(18)	190(59)	51(16)
		S. teachers		1(6)	13(81)	2(13)
		Principals			4(100)	
		Total	23(2)	59(8)	207(80)	53(10)
Q8	Compared to sighted teachers, blind teachers attempt to learn about each student's learning style and try to fit his/her teaching style to students' needs.	students	11(3)	108(34)	167(52)	36(11)
		S. teachers	1(6)	4(25)	11(69)	
		Principals		1(25)	3(75)	
		Total	12(3)	113(28)	181(65)	36(4)
Q9	Like sighted effective teachers, blind teachers check for student understanding throughout the lesson and adjust their instruction based on the feedback	students	41(13)	152(47)	83(26)	46(14)
		S. teachers		1(6)	13(81)	2(13)
		Principals		1(25)	3(75)	
		Total	41(4)	154(26)	99(61)	48(9)
Q10	...blind teacher has keen interest in his teaching work activities compared to sighted teachers	students	70(22)	176(55)	68(21)	8(2)
		S. teachers	1(6)	10(63)	4(25)	1(6)
		principals		2(50)	2(50)	
		Total	71(9)	188(56)	74(32)	9(3)
Q11	...blind teacher maintains an exemplary life style for his/her students compared to blind teachers	students	63(20)	181(56)	66(20)	12(4)
		S. teachers	4(25)	9(56)	2(13)	1(6)
		principals		3(75)	1(25)	
		Total	67(15)	193(62)	69(20)	13(3)

(Note: S. teachers = sighted teachers)

As shown in the table 4.12 above on item 6, totally about 56% of all the respondents or nearly 48%, 69% and 50% of the respondent students, sighted teachers and principals were respectively disagreed with the opinion implying that compared to sighted teachers in the schools blind teachers were relatively showed low practice in organizing and keeping student records such as files, assignments, lesson plans and student examination. Majority of the respondents hence, disagreed with the statement.

Just about 80% of the total respondents in item 7 and 65% out of total respondents in item 8 reacted that they disagree with the idea of the item. In other words, 59%, 81% and 100% of respondent students, sighted teachers and principals disagreed with item 7; likewise 52%, 69%, and 75% disagreed with the opinion of item 8. Generally speaking, one can infer from the analysis that blind teachers had comparatively less classroom management skills compared to their sighted peers and make less attempt in identifying each student's learning style and fitting teaching styles to it.

With regards to item 9, which was concerned with checking understanding of students throughout the lesson and adjusting instruction based on the feedback, about 47% students agreed while about 26% disagreed agreed; and the remaining around 13% and 14% respectively strongly agreed and strongly disagreed. In other terms, the students response showed that about half (50%) of them altogether agreed or strongly agreed; and the rest 50% disagreed or strongly disagreed. On the opposite, majority (81%) of sighted teachers and nearly 75% of principals disagreed with the statement in the item. In general, sighted teachers and principals thought that blind teachers in the schools had poor practice in checking understanding of students in the lesson and adjusting instruction based on the feedback; although student respondents were partly agreed and partly not percentage wise. So, one can infer that there was a problem in practicing the opinion in the item as a total of about 61% disagreed.

Finally, nearly 56% and nearly 62% of a total respondents in item 10 and 11 correspondingly believed in the opinions by choosing the agree option over the other options. Therefore, in having interest in teaching activities and in maintaining an exemplary life style to students the blind teachers were positively recognized in comparison with their sighted teachers.

4.5: Responses on assessing the social Relationship of Blind teachers

Section IV in the survey were designed to examine the extent of the social relationship of blind teachers with students, sighted peer teachers, principals, parents and other staffs. Consequently the responses were presented as follows in table 3:12 according to the opinion of the respondents.

Table 4.13: Extent of Social Relationship of Blind Teachers in the schools

S.N	ITEMS	Respondents n=342	Response options			
			Very high	High	Low	Very low
			F (%)	F (%)	F (%)	F (%)
Q1	To what extent does blind teacher have a friendly relationship with his students, teachers, student parents and staff?	Students	68(21)	153(48)	71(22)	30(9)
		S. teachers	2(13)	3(19)	10(62)	1(6)
		Principals	-	1(25)	2(50)	1(25)
		Total	70(11)	157(31)	83(45)	32(13)
Q2	To what extent is blind teacher warm, approachable, enthusiastic and helpful?	Students	61(19)	71(22)	106(33)	84(26)
		S. teachers		4(25)	9(56)	3(19)
		Principals			3(75)	1(25)
		Total	61(6)	79(16)	116(55)	86(23)
Q3	To what extent the blind teacher has lovely personality and is welcomed by most of his/her students and teachers?	Students	73(23)	75(23)	96(30)	78(24)
		S. teachers	2(13)	3(19)	10(62)	1(6)
		Principals		1(25)	2(50)	1(25)
		Total	75(12)	79(23)	108(47)	80(18)
Q4	To what extent does blind teacher take time to listen to students' problems and tries to find solution in collaboration with students or their families?	Students	64(20)	62(19)	112(35)	84(26)
		S. teachers	1(6)	6(38)	9(56)	
		Principals		1(25)	3(75)	
		Total	65(9)	69(27)	124(55)	84(9)
Q5	To what extent does blind teacher incorporate humor or fun things into his daily lessons that can make the class enjoyable?	Students	88(27)	109(34)	65(20)	60(19)
		S. teachers	1(6)	12(75)	3(19)	
		Principals	1(25)	2(50)	1(25)	
		Total	90(20)	123(53)	69(21)	60(6)
Q6	To what extent does blind teacher give credit to works done well or good ideas generated in class?	Students	39(12)	157(49)	80(25)	46(14)
		S. teachers	1(6)	10(63)	4(25)	1(6)
		Principals	1(25)	2(50)	1(25)	
		Total	41(14)	169(54)	86(25)	47(7)
Q7	To what extent does blind teacher respect, trust and give constructive feedback to his/her students?	Students	91(28)	122(39)	59(18)	50(16)
		S. teachers	5(31)	9(56)	2(13)	
		Principals	1(25%)	2(50)	1(25)	
		Total	96(20)	123(48)	70(27)	50(5)
Q8	To what extent is blind teacher open-minded and accepts others points of views?	Students	49(15)	85(26)	108(38)	68(21)
		S. teachers		6(37)	8(50)	2(13)
		Principals			4(100)	
		Total	49(5)	91(21)	120(63)	70(11)
Q9	To what extent does blind teacher make learners feel free to express their feelings both inside and outside classes?	Students	101(31)	180(56)	41(13)	
		S. teachers	2(13)	13(81)	1(6)	
		Principals		2(50)	2(50)	
		Total	103(15)	193(62)	44(23)	
Q10	To what extent does blind teacher have clear and consistent lines of communication with students and parents?	Students	40(12)	97(30)	147(46)	38(12)
		S. teachers	-	5(31)	8(50)	3(19)
		Principals	-	1(25)	3(75)	-
		Total	40(4)	103(29)	158(57)	41(10)

(Note: S. teachers=sighted teachers)

As per the reactions to item 1 of table 4.13 above, with regards to what extent the blind teachers had a friendly relationship with students, teachers, school leaders and staff, of the all respondent students nearly 48% rated high and 21% rated very high which was totally about 69% of the student respondents. Nevertheless, 62% of sighted teachers rated their relationship as low. Likewise, around 50% and 25%, which was about 75% of the overall principal respondents, rated their relationship as low and very low respectively. Roughly, the result implied that there existed favorable feedback from the side of students, yet unfavorable feedback from the side of sighted peer teachers and principals as to their friendly relationship in the schools.

Pertaining to item 2 which was forwarded to assess the level of blind teachers' warmness, approachability, eagerness and helpfulness; a total of about 56%, 65% and 100% of students, sighted teachers and principals respectively rated low or very low. In the same way, Pertaining to item 3 about a total of 54% student respondents, 68% sighted teacher respondents and 75% principal respondents weighed the blind teachers in the schools as having low or very low lovely personality and being welcomed by students and teachers. Overall, the responses revealed that relatively there was negative reactions from majority of the respondents with regards to warmness, approachability, eagerness, helpfulness, and lovely and welcoming personality of the blind teachers in the schools.

In the same way, a total of nearly 64% of the entire respondents for item 4 rated their responses to the item as either low or very low. In overall terms, it can be concluded that there happened a shortage of taking time to listen to students' problems as well as finding solution to the problems in collaboration with students or their families.

Nearly a total of about 61% students, about 81% sighted teachers, and about 75% principals rated that they either had high or very high feeling towards item 5. Similarly, a total of about 61%, 69% and 75% respondent students, sighted teachers and principals consecutively rated item 6 as high or very high. In addition, a total of nearly 67% students, 88% sighted teachers and 75% principals assessed the blind teachers in the schools as either high or very high for item 7; and, concerning item 9 that was aimed to assess the degree to which blind teacher make learners feel free to express their

feelings both inside and outside classes, nearly 62% of the entire respondents rated the level as high. Generally speaking, the respondents had favorable opinion to the blind teachers in the schools regarding their respectfulness, trustworthiness, giving constructive feedback to their students, making classes enjoyable by adding humor or fun things, recognizing well done activities or good ideas generated by students and in making learners feel free to express their feelings regardless of conditions.

On the contrary, concerning the extent to which blind teachers were open-minded to accept viewpoints of others stated in item 8 and the extent to which they had clear and consistent lines of communication with students and parents stated in item 10, nearly 74% and nearly 67% of the whole respondents rated their responses either low or very low. Hence, the result depicted that the blind teachers in the schools were less open-minded in admitting viewpoints of others as well as in having clear and consistent lines of communication with students and parents as per the opinion of respondents, and that required due attention.

In general, as far as social relationship practice of blind teachers in the schools with students, sighted teachers, principals and parents were concerned some ratings to the items revealed that there occurred encouraging as well as discouraging practices. Accordingly, blind teachers in the schools had encouraging experience in good relationship indicator areas such as respectfulness, trustworthiness, giving constructive feedback to their students, using humor and fun things to make classes enjoyable, recognizing well-done works and good ideas generated by students, and in making learners feel free to express their feelings regardless of conditions. Contrary to these, blind teachers in the schools were found to practice poorly on areas like warmness, approachability, eagerness, helpfulness, lovely and welcoming personality, taking time to listen to students' problems as well as finding solution to the problems in collaboration with students or their families, in admitting viewpoints of others openly and in having clear and consistent lines of communication with students and parents as per the opinion of respondents.

4.6: Assessment on Self-efficacy of blind teachers in their teaching role

Table 4:14 Blind Teachers' Class Management related Self-efficacy

S.N	ITEMS	Student=322 S.teacher=16 Principals=4 Total =342	Response options			
			Strongly agree	Agree	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)
Q1	Blind teacher has the capability and skills to motivate students	Students	93(29)	108(34)	61(19)	60(19)
		S. teachers		9(56)	5(31)	2(13)
		Principals		2(50)	1(25)	1(25)
		Total	93(9)	119(47)	67(25)	63(19)
Q2	Blind teacher has very effective classroom management skills.	Students	55(17)	80(25)	105(33)	82(25)
		S. teachers		4(25)	10(62)	2(13)
		Principals			4(100)	
		Total	55(6)	84(16)	120(65)	70(13)
Q3	Blind teacher knows well how to handle disruptive and noisy students	Students		101(31)	128(40)	93(29)
		S. teachers		1(6)	10(63)	5(31)
		Principals			3(75)	1(25)
		Total		102(12)	141(59)	99(29)
Q4	If a student gets uninterested in his/her subject and stop working in class, blind teacher finds an innovative way to get their interest back to the subject.	Students	38(12)	91(28)	172(53)	21(7)
		S. teachers		1(6)	13(81)	2(13)
		Principals		1(25)	3(75)	
		Total	31(3)	92(23)	174(65)	45(9)
Q5	Blind teacher knows each student's needs and helps them accordingly	Students	31(10)	88(27)	160(50)	43(13)
		S. teachers		3(18)	11(69)	2(13)
		Principals		1(25)	3(75)	
		Total	31(3)	92(23)	174(65)	45(9)
Q6	Blind teacher assist his students to plan approaches that will guide their own investigation	Students	18(6)	67(21)	175(54)	62(19)
		S. teachers		2(13)	14(87)	
		Principals			3(75)	1(25)
		Total	18(2)	69(11)	192(72)	63(15)
Q7	Blind teacher can express his/her views freely to his students on important matters that affects teaching-learning environment.	Students	92(28)	121(38)	61(19)	48(15)
		S. teachers	3(18)	11(69)	2(13)	
		Principals		3(75)	1(25)	
		Total	95(15)	135(61)	64(19)	48(5)

(Note: S. teachers = sighted teachers)

As shown in the table 4:14, with reference to question item 1 which was asked to evaluate Self-efficacy of blind teachers in connection to their capability and skills to motivate students in class, a total of about 63% (i.e., disagree 29% and agree 34%) student respondents strongly agreed or agreed, while about 56% sighted teachers and about 50% principals respectively agreed with the statement. Correspondingly, Pertaining to item 7 that was questioned to assess if blind teachers can express their views freely to their students on important matters that affects teaching-learning environment about a total of 66%(strongly agree 28% and Agree 38%) student respondents, about a total of 87%(strongly agree 18 and Agree 69%) sighted teacher respondents and 75% principal respondents rated their responses as either strongly agree or agree. Overall, the responses reveled that relatively there was positive reactions from majority of the respondents with respect to capability and skills of blind teachers in the schools to motivate students in class as well as in expressing their views freely to their students on important matters that affects teaching-learning environment.

With regards to effectiveness in classroom management skills stated in item 2 and skills in handling disruptive and noisy students stated in item 3, a total of about 78% (disagree 65% and strongly disagree13%) and 88%(disagree59% and strongly disagree 29%) of all respondents respectively disagreed or strongly disagreed with the statements implying that there existed problems with effectiveness in classroom management skills and handling disruptive and noisy students.

Nearly 53%, 81%, and 75% of students, sighted teachers and principals respondents respectively rated their responses for item 4 as disagree. In other words, of all the

respondents, about 65% disagreed with the statement in the item that was inquired to estimate the extent to which blind teachers tried to find an innovative way to get back the interest of their students in case students got uninterested in their subject and stop working in class.

Similarly, in relation to item 5 and 6, about 65% and 72% of the entire respondents correspondingly disagreed with both statements implying. The statements were forwarded to assess the level to which blind teachers tried to identify each student's needs and tried to help them based on his or her needs as well as to what level they assisted their students to plan approaches that will guide their own investigation. Generally speaking, the responses for both statements implied unfavorable practices.

In general, as far as self-efficacy of blind teachers in relation to class management related issues were concerned, except positive responses regarding their capability and skills in motivating students and freely expressing their feelings in matters affecting teaching-learning environment, the responses revealed that there was negative feedbacks from majority of the respondents with their practice on effectiveness in classroom management skills, handling disruptive and noisy students, finding an innovative way to get back uninterested students to their subject, identifying each student's needs and helping them as per their needs as well as in assisting students to plan approaches that helped them guide their own investigation.

Table 4:15 Blind Teachers' Subject area Knowledge related Self-efficacy

S.N	ITEMS	Student=322 S.teacher=16 Principals=4 Total =342	Response options			
			Strongly agree	Agree	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)
Q8	Blind teacher is confident enough in his ability of teaching his subject.	Students	168(52)	119(37)	35(11)	
		S. teachers		9(56)	7(44)	
		Principals		3(75)	1(25)	
		Total	168(17)	131(56)	43(27)	
Q9	Blind teacher can easily make his expectations or ideas clear to students.	Students	30(9)	90(28)	186(58)	16(5)
		S. teachers		4(25)	10(62))	2(13)
		Principals		1(25)	2(50)	1(25)
		Total	30(3)	95(26)	197(57)	7(2)
Q10	Blind teacher is highly capable in adjusting or customizing his teaching style to his/her students level	Students	88(27)	115(36)	98(30)	21(7)
		S. teachers		7(44)	5(31)	4(25)
		Principals		3(75)	1(25)	
		Total	88(9)	125(52)	104(29)	25(10)
Q11	Blind teacher starts current lesson by appropriately reminding and connecting the previous lesson with current lesson	Students	63(20)	158(49)	71(22)	30(9)
		S. teachers	1(6)	11(69)	4(25)	
		Principals	-	2(50)	1(25)	1(25)
		Total	64(9)	171(56)	76(24)	31(11)
Q12	Blind teacher usually creates learning tasks (questions) for students that require them to collaborate with students in other schools or classes.	Students		51(16)	81(25)	190(59)
		S. teachers			2(13)	14(87)
		Principals				4(100)
		Total		51(5)	83(13)	208(82)

(Note: S. teachers = sighted teachers)

In table 4:15 above, students, sighted teachers and principals were asked to rate the Self-efficacy of blind Teachers' with respect to their subject area Knowledge. Accordingly, in reaction to item 8 which was about the level of confidence that blind teachers' had in their ability of teaching their subject; and item 10 which was about capability level of blind teachers in adjusting or customizing their teaching style to

students level, out of all respondents a total of about 73% (agree 56% and strongly agree 17%) and 61% (agree 52% and strongly agree 9%) respectively agreed or strongly agreed with the statements implying that there existed an encouraging self-efficacy in the specific knowledge areas.

In line with this, nearly 65% (56% agree and 9% strongly agree) of the respondents also believed that they agree or strongly agree with statement that was stated in item 11 as blind teachers start current lesson by appropriately reminding and connecting the previous lesson with current lesson.

On the contrary, with respect to the capability of blind teachers to easily make their expectations or ideas clear to students which was stated in item 9, majority of the respondents, about a total of 75%, disagreed with the statement. Consistent with this, a total of about 82% of the entire respondents strongly disagreed with the statement in item 12 that was read as blind teacher usually creates learning tasks (questions) for students that require them to collaborate with students in other schools or classes.

As a whole, the result revealed that blind teachers in the schools had relatively encouraging Subject area Knowledge related self-efficacy in specific areas like confidence in ability of teaching their subject, capability in adjusting or customizing their teaching style to students' level and in starting today's lesson by appropriately linking with the previous lesson. In contrast, problems were observed with blind teachers in the schools in self-efficacies such as easily making their expectations or ideas clear to students and creating learning tasks (questions) that require students to collaborate with students in other schools or classes.

4.7: Blind teachers' beliefs on their own self-efficacy in their teaching role

Table 4.16 Blind Teachers' Class Management related own assessment on Self-efficacy

S.N	ITEMS	Resp onde nts N=7	Response options			
			Strongly agree	Agree	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)
Q1	I have the capability and skills to motivate students	Blind teachers	4(57)	3(43)		
Q2	I have very effective classroom management skills.	Blind teachers	1(14)	4(57)	2(29)	
Q3	I know well how to handle disruptive and noisy students	Blind teachers	2(29)	4(57)	1(14)	
Q4	If a student gets uninterested in my subject and stop working in class, I can find an innovative way to get his/her interest back to the subject.	Blind teachers		3(43)	4(57)	
Q5	I know each student's needs and help them accordingly	Blind teachers	2(14)	3(43)	2(14)	
Q6	I assist my students to plan approaches that will guide their own investigation	Blind teachers	1(14)	2(29)	4(57)	
Q7	I can express my views freely to my students on important matters that affect teaching-learning environment.	Blind teachers	3(43)	3(43)	1(14)	

With reference to item 1 which was posed to blind teachers to evaluate their own self-efficacy in respect of their capability and skills to motivate students, nearly about 57% and about 43% of blind teacher respondents reflected that they either strongly agree or agree with the item respectively. Likewise, as to item 2 which was questioned to assess the feeling of blind teachers' towards their own self-efficacy in their effectiveness in classroom management skills, nearly about 14% strongly agreed and about 57% agreed with item 2. In addition, about 29% and 57% of blind teacher respondents replied to item 3 that they consecutively strongly agree or agree in respect to their own self-efficacy in well handling disruptive and noisy students.

In the same way, pertaining to blind teachers' own self-efficacy belief in recognizing each student's needs and helping him or her by working on the needs stated in item 5, nearly 67% (14% strongly agreed and 43% agreed) of the blind teacher respondents reacted positively. Along with this majority of the blind teacher respondents, 86% (equally about 43% either strongly agreed or agreed), reacted to item 7 that they had good practice to express their views freely to students on important matters that affect teaching-learning environment.

In contrast to these, the responses to item 4 and 6 indicated that blind teacher respondents had belief that they had low self-efficacy in practice. To state it more specifically, about 57% of the blind respondents replied that they disagree with item 4 regarding to looking for innovative ways to getting back students to their subject when they lose interest in it. Likewise, about 57% of blind teacher respondents disagreed with item 6 that was posed to evaluate ability of blind teachers to assist students planning approaches that would guide students to make their own investigation.

Overall, concerning blind Teachers' class management related own assessment Self-efficacy, they evaluated themselves as they had capability and skills in motivating students, effectiveness in classroom management skills, handling disruptive and noisy students, identifying student needs and helping them according to their needs and expressing their views freely in matters affecting teaching-learning situation; on the other hand majority of them assessed themselves that they had low practice in looking for innovative ways to bring back their students to the subject when they lose interest in it; and as well they believed that they had low self-efficacy in assisting students to plan approaches that would guide students to make their own investigation.

Table 4:17 Blind Teachers' Subject Knowledge related own assessment on Self-efficacy

S.N	ITEMS	Respondents N=7	Response options			
			Strongly agree	Agree	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)
Q8	I am confident enough in my ability of teaching my subject	Blind teachers	3(43)	4(57)		
Q9	I can easily make my expectations or ideas clear to students	Blind teachers	3(43)	3(43)	1(14)	
Q10	I am highly capable in adjusting or customizing my teaching style to the level of my students	Blind teachers		4(57)	3(43)	
Q11	I start teaching the current lesson by appropriately reminding and connecting the previous lesson with current lesson	Blind teachers	4(57)	2(29)	1(14)	
Q12	I usually create learning tasks (questions) for students that require them to collaborate with students in other schools or classes.	Blind teachers	1(14)	2(29)	4(57)	

With reference to blind teachers' own assessment of subject area knowledge related self-efficacy, except on the idea stated in item 12, almost majority of the blind respondents believed that they had good practice in items 8 through 11 that implied their belief in their own self-efficacy.

Consequently, in reaction to item 8 which was about the level of confidence that blind teachers' had in their own ability of teaching their subject; and item 9 which tried to assess the capability of blind teachers to easily make their expectations or ideas clear to their students in their own belief, all (100%) of the blind respondents either strongly agreed or agreed with item 8 and about 86% of the blind respondents also either opted strongly agree or agree with item 9.

As to item 10, about 57% of the blind teachers in the schools had a belief that they had the capability in adjusting or customizing their teaching style to students' level, also about a total of 86% of the blind teacher respondents reacted to item 11 as either strongly agree or agree with the idea of starting current lesson by appropriately reminding and connecting the previous lesson with current lesson. However, around 57% of the blind teacher respondents didn't believe in item 12 as they selected disagree option implying that they didn't create learning tasks (questions) that require students to collaborate with students in other schools or classes.

Generally speaking, the analysis disclosed that blind teachers evaluated themselves as they had confidence in teaching their subjects, simply making their expectations or ideas clear to students, capability in adjusting or customizing their teaching style to students' level and in starting today's lesson by appropriately linking with the previous lesson, however; they also believed that they had deficiencies in creating learning tasks (questions) that require students to collaborate with students in other schools or classes.

In general, blind teachers in the schools had positive own self-evaluation regarding their self-efficacy in almost all of the teaching roles stated except in very few areas like looking for innovative ways to bring back students to the subject when they lose interest in it, supporting students to plan approaches that would guide them to make their own investigation, and creating learning tasks (questions) that require students to collaborate with students in other schools or classes. However, the responses from students, sighted teachers and principals revealed some more discouraging self-efficacy of blind

teachers of the schools in their teaching role with the exception of areas like capability and skills in motivating students, freely expressing their feelings in matters affecting teaching-learning environment, confidence in ability of teaching their subject, capability in adjusting or customizing their teaching style to students' level and starting current lesson by appropriately linking with the previous lesson, where they better perform.

4.8. Interview Response Analysis

The main objective of this research lied in the need to identify those factors that affect the effectiveness of blind teachers in their teaching role with respect to attitudes, knowledge and performance recognition level, social-relationship and self-efficacy. In line with this, four general open ended questions were designed to be reflected upon by four blind teachers and two vice-principals for teaching-learning process. For the sake of simplicity, the response of all blind teachers for each questions was summarized under the heading "blind teachers responses" and the responses of both vice-principals was also summarizes in the same way under the heading "vice-principals' responses" and the findings were presented as followed:

4.8.1. Blind teachers' responses

►What do you think are the major challenges that affect the teaching practice of blind teachers?

The Most Common cited challenges were related to:

- Educational material challenges (lack of materials such as braille text books, braille, supplementary books changed to braille, computer with jaws application, audio recorders, orca, etc...for instance one interviewee said, "we are like soldiers sent to war without weapons")

- Physical inaccessibility (such as building rundown or poor maintenance, stairs, passageways, ramps, toilets, classrooms, libraries, sport fields etc...)
- Attitudinal challenges (perception from students, management, parents, sighted teachers , generally from the school community, that blind teachers cannot do something like non-blind people; for example blind teachers were not nominated to different social and administrative committees in the schools; even one of the interviewee said, "we(blind teachers) are seen as second citizen in the society.")
- Curriculum (curriculum did not taken into blind teachers when changed: for example when text books changed , the books were not immediately changed to braille but blind teachers were forced to teach the subjects)
- Management and policy systems of the schools (performance evaluation systems were not customized to blind teachers, the same rules and procedures were applied to blind teachers like sighted peers(e.g. during class visit evaluation, almost everything expected of sighted teachers was also expected of them while material, moral, and psychological supports were low or no at all from the management)
- Class management and control challenges (as class management took place without eye-contact, students tried to deceive them, disrupt, disturb, get out of class, do something else and make different noises while they are teaching.)

► Please would you explain the most common weaknesses and strengths of blind teachers?

Most Common cited strengths were:

- Coming to the level where they are now passing all the challenges facing them like a person as well as like blind.

- Working like sighted teachers in situations where attitudinal, material, physical, management systems and policies were not in favor of them.

Most Common cited weaknesses were:

- Hopelessness
- Low social relation though it differs from individual to individual
- Limitation on self-updating in technologies
- Class controlling related issues though most of the weaknesses emerge from inadequate support from school

► Would you explain the views of school community (such as students, teachers, parents and administration staffs) towards blind teachers' /your/ teaching role and own self- views?

School community views toward blind teachers in the opinion of blind teachers were:

- They believe that most students, usually perceive them as they do not or cannot because they let them write on boards, check home and class works and generally need their assistance since they do not have assistant teacher
- They believe that management took their questions or problems as their custom or tradition
- They think that most families or even staffs do not recognize their knowledge
- They believe that they were viewed as irresponsible or careless
- They think that most of the school community perceive them as they were collecting salary without work.

Self-views of blind teachers' in their teaching role were:

- They think they can everything like sighted ones except things that need seeing
- They think they lack nothing except sight
- They think they have good social relationship like anyone though individual difference matters
- They think they have enough knowledge and skills with their subject area with the exception of things that require seeing

►What should be done to alleviate the challenges?

The Common cited strategies were:

- Increasing educational material access
- Working on awareness creation to reduce negative attitudes of community
- Trying to make the physical environment accessible
- Customizing management systems, policies, procedures, rules and regulations of the schools to accommodate limitations of blind teachers
- Self-updating with technology
- Practical implementation of disability rights by government
- Enhancing support
- Hiring assistance teachers to help in managing and controlling classes, checking home and class works, correcting test exam papers and recording, writing on board in classes, etc...
- Changing text books in to braille immediately following the change of curriculum
- Facilitate refreshment trainings on class management skills, teaching methodologies and other need based inquires

4.8.2. Vice-principals responses

►What do you think are the major challenges that affects the teaching practice of blind teachers?

- Almost all the challenges cited by blind teachers above were also pointed out by vice-principals (i.e., barriers such as attitudinal, educational materials, physical, curriculum, self-efficacy, class management and controlling) except schools management and policy systems related factors.

►Please would you explain the most common weaknesses and strengths of blind teachers?

Common cited strengths were:

- Doing their works regularly
- punctuality and regularity in class attendance

- Trial to overcome all the personal as well as environmental challenges
- Generally expressing their feelings openly
- Impartiality in assessing students

Common cited weaknesses were:

- Lack of openness to learn from others
- Rejecting others comment
- Attaching their weaknesses or gaps to their disability
- Thinking as they cannot do some activities or the activities were only for sighted
- Attaching work failures with lack of materials
- Mentality setup against policies and procedures in organizations
- Feeling of abused or mistreated
- Felling of disregarded etc...

► Would you explain the views of school community (such as students, teachers, parents and administration staffs) towards blind teachers in their teaching roles and their own self- views?

Community views toward blind teachers teaching practice in vice-principals' opinion:

- They usually look for support from others (mentality of dependency)
- Feeling of being led than leading
- Perceiving them as having knowledge and skill gaps in their subject area
- Shortage of identifying individual needs of students and working on them
- Generally appreciating them just for working under unsuitable situation
- Trying to participate in social life regardless of individual differences

Vice-Principals' opinion on Self-views of blind teachers' in their teaching role:

- Even though problems were observed when coming to practice, they perceive themselves as they can do everything like sighted ones except things that need seeing
- They think themselves as they lack nothing except sight limitation
- Mentality of taking self as having better knowledge and skills than others
- They feel as others do not consider them
- They feel as others get benefits at the expense of them

► What should be done to alleviate the challenges?

The common mentioned strategies by vice-principals were:

- Should be given attention at schools level as well as woreda or sub-city.
- Working on physical accessibility
- Providing capacity building trainings particularly on skills
- Working on awareness creation to community
- Organizing experience sharing programs within or other school teachers
- Fulfilling teaching learning related resources like materials, assistant teachers and technologies
- Empowering them to participate in different management activities
- Giving them public recognition on their well-done activities or strengths etc...

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section of the study provides summary of the main findings, conclusions and recommendations which were drawn based on the analysis of the data collected from the respondents as well as review of relevant literatures conducted by the researcher.

5.1. SUMMARY

Despite the fact that there were more resources and researches done on factors affecting effectiveness of blind students and teachers in general context, purposeful studies examining the factors affecting effectiveness, specifically in the context, of blind teachers were not well addressed. Recognizing the fact that “one-size-fits-all” approach is not working, therefore a deeper understanding about factors affecting effectiveness of blind teachers, in particular, deserved the researcher’s attention. Thus, the main objective of this study was to examine the nature and type of factors affecting the effectiveness of blind teachers in their teaching role at Primary School level in Addis Ababa with special emphasis on two selected government schools in Lideta sub-city in relation to students’ attitude towards their teaching practice, acceptance level of their knowledge and performance in the same way as sighted peer teachers, their self-efficacy in their teaching role and their social relationship with students, sighted peer teachers and school leaders.

To achieve the objectives, the study was guided by the following four basic research questions.

1. What is the attitude of students, sighted teachers and school principals towards the teaching practice of blind teachers?

2. Do students recognize/accept/ the knowledge and performance of blind teachers in the same way as their sighted peers?
3. What is the extent of the social relationship of blind teachers with students and teachers in the school?
4. What is the level of self-efficacy of blind teachers in their teaching role?

As discussed in chapter 3, the data sources were students, sighted Teachers, school principals, and blind teachers (for self-efficacy research question only). Purposive, proportionate random sampling and simple random technique was used. The study employed a mixed research design. Questionnaire with close ended questions and telephone interview were used to collect data. The data gathered from students, sighted and blind teachers, and school principals were entered to excel spread sheet to compute frequencies, percentages and averages; and then computed data was followed by textual (qualitative) analysis. The interview result was also narratively included.

5.1.1. Summary on Characteristics of the Respondents

The socio-demographic characteristics of the respondents like gender, age, sex, educational level, religion, student grade, disability background, school name, and sub city were analyzed in relation to the topic. Accordingly, in overall terms both genders were fairly participated in the study except that female blind teachers and male school principals were more than double of male blind teachers and female school principals respectively. Age wise, teachers and principals were matured enough to provide reasonable response to the question whereas majority of the students were teenagers that might affect the responses negatively.

As far as educational level of respondents was concerned, almost all respondent teachers (sighted and blind) and principals in both schools were first degree holders while the students were from grades 5-8. Likewise, the largest education level of both father and mother guardians were in secondary school (grades 7-12). Relatively greater number of mother guardians were unable to read and write compared to father guardians; while greater number of father guardians were with third level education compared to mother guardians.

Most of the respondents were orthodox religion followers followed by Muslim and protestant respectively. Even though, majority of the respondents didn't have disabled family member, very limited respondents' family members had disabilities mainly related to physical (hand or leg related), deafness, blindness, communication and language problems that might have its own impact on the responses of the respondents.

5.1.2. Major Findings

5.1.2.1. Attitude towards blind teachers teaching practice

To examine the overall attitude of students, sighted teachers, principals, parents and other staffs towards the teaching practice effectiveness of blind teachers in the schools, survey questions were prepared from two general view points: 1) instructional delivery and class management; and 2) feedback and assessment for understanding. Along with this, the collected data was analyzed, interpreted and the findings were presented as follows:

Generally speaking, as far as the attitude of respondents toward blind teachers teaching practice effectiveness in relation to instructional delivery and class management was concerned, the respondents had both positive and negative reaction. For instance,

almost all respondents had positive responses toward the teaching practices of blind teachers in the schools with regards to presenting the teaching materials in such a way that it ensured every student to understand the key lessons, delivering the lessons following the set curriculum or the subject book, punctuality and regularity in class attendance, and class time management skills even though majority of the principals were not happy with the class time management skills of blind teachers in the schools. However, majority of the respondents had negative or unfavorable responses towards the teaching practices of blind teachers in the schools with respect to developing consistent disciplinary rules to strictly follow students, incorporating interesting teaching strategies and technologies into lessons, loving the subject they teach and inspiring students to love the subject and well preparation and organization when coming to class.

Likewise, with respect to the attitude of respondents toward blind teachers teaching practice from view point of feedback and assessing students for understanding, respondents had relatively positive views toward their teaching practice in that they were impartial in assessing students and in that they regularly gave enough feedback for class works and home works though the feed lacked meaningfulness as per the responses. On the other hand, majority of the responses revealed negative or disappointing reaction towards the teaching practices of blind teachers in the schools in areas such as pinpointing the specific weakness and strength of every students and designing strategies to support them, using assessment procedures that promote effective learning environment and giving meaningful feedback although they regularly give feedback for class works and home works to students.

5.1.2.2. Responses on blind teachers' Knowledge and performance recognition level in the same way as their sighted peers

To look at the recognition level of blind teachers' in the schools in the same way as their sighted peer teachers from the perspective of subject content Knowledge and performance, the outcomes were summed up as follows:

By and large, with reference to content knowledge related recognition level of blind teachers as compared to sighted peer teachers, the result disclosed both positive and negative views. For example, blind teachers in the schools were recognized in the same way as sighted peer teachers in areas such as having equivalent subject area knowledge and performance, professional competency and capability in teaching the subject matter. Nevertheless, the result also indicated the shortage of knowledge and understanding with blind teachers in using the necessary teaching aids or instructional materials in their subject area and problem of clearly explaining the content of the subject to their students in comparison with sighted peer teachers. Furthermore many of respondents reacted that parents feel that their children obtain better knowledge if taught by sighted teachers than blind ones which implied relatively low recognition for blind teachers.

Similarly, in relation to performance related recognition level blind teachers were positively recognized by respondents in the same way as sighted teachers in such areas as interest in teaching work activities and maintaining an exemplary life style to students. Although other responses implied that blind teachers in comparison to sighted peer teachers in the schools were evaluated as having relatively less classroom management skills, less attempt in identifying each student's learning style and fitting the teaching styles to it, less practice in organizing and keeping student records such as files, assignments, lesson plans and student examinations, and poor practice in checking students for understanding in the lesson and adjusting instruction based on the feedback.

5.1.2.3. Findings on the social Relationship of Blind teachers

To observe the overall social relationship effectiveness practice level of blind teachers in the schools with students, sighted peer teachers, principals, parents and other staffs, questions were prepared, data was collected, analyzed and the findings were summarized as follows:

In general, as far as their social relationship practice in the schools was concerned the responses revealed that there occurred encouraging as well as discouraging practices. Accordingly, blind teachers in the schools had encouraging experience in good relationship practice indicator areas such as respectfulness, trustworthiness, giving constructive feedback to their students, using humor and fun things to make classes enjoyable, recognizing well-done works and good ideas generated by students, and in making learners feel free to express their feelings regardless of conditions. In opposite to these, the analyses also showed that blind teachers in the schools were found to practice relatively discouraging on areas like warmness, approachability, eagerness, helpfulness, lovely and welcoming personality, admitting viewpoints of others openly, taking time to listen to students' problems and finding solution with students or their families, and in having clear and consistent lines of communication with students and parents. Furthermore, in relation to the friendly relationship practice of blind teachers in the schools, the analysis implied that there existed favorable feedback from the side of students, yet unfavorable feedback from the side of sighted peer teachers and principals.

5.1.2.4. Self-efficacy of blind teachers in their teaching role from viewpoint of students, sighted teachers and principals

Here, the self-efficacy of blind teachers in their teaching role in relation to class management and subject area knowledge was observed from viewpoint of students, sighted teachers and principals.

Accordingly, as far as class management related self-efficacy issues of blind teachers were concerned, except positive responses regarding their capability and skills in motivating students and freely expressing their feelings in matters affecting teaching-learning environment, the responses revealed that there was negative feedbacks from majority of the respondents with their practice on effectiveness in classroom management skills, handling disruptive and noisy students, finding an innovative way to get back uninterested students to their subject, identifying each student's needs and helping them as per their needs, and in assisting students to plan approaches that helped them guide their own investigation.

In the same way, the result of the responses analysis revealed that blind teachers in the schools had relatively encouraging Subject area Knowledge related self-efficacy in specific areas like confidence in ability of teaching their subject, capability in adjusting or customizing their teaching style to students' level and in starting current lesson by appropriately linking with the previous lesson. In contrast, major problems were observed with blind teachers in the schools in subject area knowledge related self-efficacy such as easily making their expectations or ideas clear to students and creating learning tasks (questions) that require students to collaborate with students in other schools or classes.

5.1.2.5. Blind teachers' beliefs on their own self-efficacy in their teaching role

Here under, blind teachers' assessment to their own self-efficacy in their teaching role in connection to class management and subject area knowledge was summarized.

Consequently, in most of the items designed to assess the class management related self-efficacy of blind teachers, they assessed themselves as they had capability and skills in motivating students, effectiveness in classroom management skills, handling disruptive and noisy students, identifying student needs and helping them according to their needs and expressing their views freely in matters affecting teaching-learning situation. However, they also evaluated themselves as they had low practice in areas like looking for innovative ways to bring back their students to the subject when they lose interest in their subject; and as well they evaluated themselves that they had low self-efficacy in assisting students to plan approaches that would guide students to make their own investigation.

As far as their own self-efficacy evaluation regarding subject area knowledge was concerned, their own self-assessment indicated that blind teachers in the schools had a believe that they had confidence in teaching their subjects, easily making their expectations or ideas clear to students, capability in adjusting or customizing their teaching style to students' level and in starting today's lesson by appropriately linking with the previous lesson, however; they also believed that they had deficiencies in creating learning tasks (questions) that require students to collaborate with students in other schools or classes.

In general, blind teachers in the schools had positive own self-evaluation regarding their self-efficacy in almost all of the teaching roles stated in every items except in very few

areas like looking for innovative ways to bring back students to the subject when they lose interest in it, supporting students to plan approaches that would guide them to make their own investigation, and creating learning tasks (questions) that require students to collaborate with students in other schools or classes. However, the responses from students, sighted teachers and principals revealed some more discouraging self-efficacy of blind teachers in their teaching role in addition to these three areas. On the other hand, student respondents, sighted teachers and principals also believe like the blind teachers that they had better self-efficacy in capability and skills in motivating students, freely expressing their feelings in matters affecting teaching-learning environment, confidence in ability of teaching their subject, capability in adjusting or customizing their teaching style to students' level and starting current lesson by appropriately linking with the previous lesson.

5.1.2.6. Interview Finding

The responses replied from both groups-blind teachers and vice-principals-interviewees to the inquiry regarding the major challenges that affect the teaching practice of blind teachers in their teaching practice were almost similar except that vice-principals did not consider schools management and policy systems related factors as a challenge. Accordingly, the major challenges mentioned by both groups were mainly related to factors such as attitudinal, shortage of educational materials, physical inaccessibility, curriculum, self-efficacy, and class management and controlling.

Similarly, with regards to the question in relation to strengths of blind teachers in their teaching role, both groups underlined the courage they had to bring themselves to the

level where they are now passing all the challenges facing them like a person as well as like blind. They also appreciated their courage to work in situations where attitudinal, material, physical, management systems and policies were not in favor of them. On the other hand, blind teachers mentioned their own few weaknesses such as hopelessness, limitation on self-updating in technologies and so on; while vice-principals identified lack of openness to accept others' comments, relating their work gaps to their disability or resource shortage, policies and procedures, and feeling of abused and undermined.

Regarding school community views' toward blind teachers, blind teachers generally feel that the community had either negative view or lacked awareness about disability in general or blind teachers in particular; as to their own self-efficacy, generally they feel that they lack nothing but sight. On the other hand, vice-principals indicated that even though problems were observed when coming to practice, blind teachers perceive themselves as they could do everything like sighted ones except things that need seeing. Besides, in the opinion of vice-principals school community had both positive as well as negative views toward blind teachers with their teaching practice.

When coming to the strategies to alleviate the challenges, both groups more or less suggested similar recommendations such as working on areas like educational material access, awareness creation, accessibility, policy customization, empowerment and support, and organizing trainings that enhance their skills.

5.2. Conclusion

The general attitude towards visually impaired people in many societies was negative connoted. There was a social disgrace, an attribute that hinders their economic and social welfare (Ndinda, 2005). For the individuals who are blind, it is assumed that the beliefs, world views, and stereotypes that these individuals hold about the condition of blindness may impact their self-esteem, motivation, and engagement in their rehabilitation. People with disabilities may encounter low self-confidence as a consequence of attitudes held by people in the society. These negative attitudes include views that disabled people are flawed, lacking, or incomplete (Rousso, 1984).

Though the issue of disability in general as well as blindness in particular is a global and national issue, this study focused on factors affecting the effectiveness of blind teachers in two primary schools (grades 5-8) in Addis Ababa, Ethiopia due to different reasons. On the other hand, there were numerous factors that affect the effectiveness of blind teachers in schools, however, this research focused only with investigating factors related to attitudes, social-relationship, knowledge and performance recognition level and self-efficacy that influence blind teachers' effectiveness in primary schools. In line with this, the data collected using survey questions from students, sighted teachers, principals and blind teachers was analyzed and interpreted.

With regards to the attitude of respondents toward the teaching practice effectiveness of blind teachers, the study revealed that blind teachers in the schools were effective in presenting the teaching materials in such a way that it ensured every student to understand the key lessons, delivering the lessons following the set curriculum or the

subject book, punctuality and regularity in class attendance, impartiality in assessing students, regularity in giving enough feedback for class works and home works even if the feedbacks lacked meaningfulness, and class time management though majority of the principals disagree in their class time management skills. Contrary to these, the study also revealed that blind teachers were comparatively less effective in developing consistent disciplinary rules to follow students, incorporating interesting teaching strategies and technologies into lessons, loving the subject they teach and inspiring students to love the subject, preparation and organization when coming to class, identifying specific weakness and strength of every students and designing strategies to support them, using assessment procedures that promote effective learning environment and giving meaningful feedback.

Also, the study indicated that blind teachers were relatively recognized as equivalent performers as sighted peer teachers in their subject area knowledge and performance, in their professional competency and capability in teaching the subject matter, in their interest in teaching work activities and maintaining an exemplary life style to students. On the contrary, they were recognized as less performers in understanding and using the necessary teaching aids in their subject area, in clearly explaining the content of the subject to their students, in classroom management skills, in identifying each student's learning style and fitting teaching styles to it, in organizing and keeping student records, in checking students for understanding lessons and adjusting instruction based on the feedback.

This study revealed even though the blind teachers in the schools have shown positive performance over some social relationship practices such as trustworthiness,

respectfulness, recognition on well-done activities, making students free to express their feelings, classes enjoyable using fun things and constructive feedbacks; they practiced relatively low in areas like warmth, approachability, eagerness, helpfulness, lovely and welcoming personality, openness to accept others views, listening to student problems and finding solutions, and having clear and consistent lines of communication with students and parents.

Blind teachers evaluated themselves as they had high self-efficacy in all their teaching roles stated except in areas like innovatively getting back uninterested students to their subject, planning approaches that help students guide their own investigation and creating learning questions that help students collaborate with other school or class students which were also rated as low by other respondents in addition to other items. On the other hand, students, sighted teachers and principals had positive believe in self-efficacy of blind teachers in areas like capability in motivating students, customizing teaching style to students' level, confidence in teaching their subject, linking previous lesson with current and free expression of their views on matters affecting teaching-learning environment.

In conclusion, the overall effectiveness of blind teachers in both schools, were generally not to the expected level. Most of the items in knowledge and performance recognition level, in social relationship level, the self-efficacy level, attitude towards the effectiveness in teaching practice of blind teachers were not fully practiced or somewhat partly practiced regardless of the fact that blind teachers evaluated themselves as they had high self-efficacy in nearly all items. Thus, most elements of effectiveness in teaching role were compromised that might have direct impact on quality of education and students' academic achievement.

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

1. In overall terms, the major gaps identified on blind teachers teaching role in the schools understudy were mainly related to shortage of teaching methodologies, class management skills and assessment and feedback. Hence, the school management, education bureaus and other non-government organizations who were particularly working on teachers' capacity building were expected to do a lot jointly. This could be done by designing customized, practical, objective oriented short term trainings that might be given by experienced professionals in such a way that it brings an immediate outcome on the teachers than the customary teaching and assessment methodologies specifically in relation to class management and instructional delivery skills such as how to maintain class discipline, inspire students, use technologies (like jaws, tape recorders, orca, braille...), get prepared and organized for classes, identify and assist student needs, give effective feedback, organize and keep student records as well as create welcoming learning situation to students.
2. To fill the limitation of social relationship of blind teachers in areas such as lack of openness to accept others views, problems of warmness, approachability, eagerness, helpfulness, shortage of lovely and welcoming personality, the schools should design systems that enhances peer collaboration among blind teachers, sighted teachers and other staffs to share experiences and had an ongoing support. For example, the schools management can establish professional support groups

either in the school or other schools among teachers to fill the gaps. Further, the schools management and education bureaus should also equally consider them as their sighted peer teachers in leadership and social related activities.

3. The schools management, woreda or sub-city should collaboratively Work on awareness creation to reduce some major negative attitudes of community towards the blind teachers by enhancing accessibility to them in materials, physical or environmental conditions, customizing management systems, policies, procedures, rules and regulations of the schools to accommodate their limitations.
4. The schools management should work on hiring assistance teachers to help them in managing and controlling classes, checking home and class works, correcting test exam papers and recording files and writing on board in classes to increase their effectiveness.
5. The schools management should participate them in social and administrative committees as a means to empower them as well as to let them feel sense consideration.
6. The schools management should arrange a visit program for sharing of experience to give them the chance to learn from other model schools who have a better performance in participating blind teachers in management activities, co-curricular works and social committees.

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APPENDIX I: Questionnaire

Addis Ababa University College of Education and Behavioral Studies Department of Special Needs Education

Dear respondents,

The purpose of this questionnaire is to collect information on factors affecting the effectiveness of blind teachers in Addis Ababa, in partial fulfillment of the requirements for the Degree of Masters in special needs education from Addis Ababa University. The success of the study entirely depends up on your earnest, genuine, sincere and timely response to each questions. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly; I would be most grateful if you would answer all the questions in the questionnaire. The study is purely academic; hence, all the information you provided will be kept confidential.

When filling the questionnaire, please do not write your name; and indicate your response by making “X” mark at the appropriate box in column.

God bless you all for your time and willingness;

Section I: Background and personal information

1. Sex: male _____ female: _____
2. Age: _____
3. Grade: _____
4. Name of school: _____
5. Sub-city: _____
6. Religion: Orthodox _____ Muslim _____ Protestant _____ other _____
7. Do you have disabled family member: yes: _____ No _____
8. If “yes” for question No.5, please write the type of disability: _____
9. Father’s education level:
 - A. Can’t read and write _____
 - B. Only read and write _____
 - C. Primary school level(grade 1-6) _____
 - D. Secondary school level(grade 7-12) _____
 - E. If higher than grade 12, please mention _____
10. Mother’s education level:
 - A. Can’t read and write _____
 - B. Only read and write _____
 - C. Primary school level(grade 1-6) _____
 - D. Secondary school level (grade 7-12) _____
 - E. If higher than grade 12, please mention _____

Section II: Statements to assess the attitude of students, sighted teachers and principals towards the teaching practice of blind teachers

(SA=strongly agree; A=agree; DA=disagree; SDA=strongly disagree)

S. N	ITEMS	Response options			
		SA	A	DA	SDA
1	The teacher develops consistent disciplinary rules to strictly follow students.				
2	The teacher incorporates interesting teaching strategies and technologies into lessons				
3	The teacher presents his/her teaching materials to make sure that every student understands the key lessons				
4	The teacher is punctual and regular in class attendance				
5	The teacher delivers the lesson following the set curriculum or the subject book.				
6	The teacher comes to class on time and leaves the class on time.				
7	The teacher comes to class well prepared and organized				
8	The teacher loves the subject and inspires students to love the subject				
9	The teacher is impartial in assessing students.				
10	The teacher identifies the strengths and weaknesses of every one of his student and work on them accordingly				
11	The teacher regularly gives enough feedback for classwork and home works				
12	The teacher uses assessment procedures that promote effective learning environment.				
13	The teacher offers meaningful feedback to his/her students				

Section III: Statements to assess to what extent students, sighted teachers and principals recognize the knowledge and performance of blind teachers in the same way as their sighted peers.

(SA=strongly agree; A=agree; DA=disagree; SDA=strongly disagree)

S. N	ITEMS	Response options			
		SA	A	DA	SDA
1	In my opinion, blind teachers have equivalent performance and knowledge in their subject area as non-blind peer-teachers.				
2	.I believe that blind teachers have an ability to clearly explain content to their students in the same way as non-blind teachers do.				
3	In my opinion, blind teachers stay organized inside and outside classes in keeping student files, assignments, lesson plans and student examination paper in order as the same as non-blind peers				
4	Like sighted effective teachers, blind teachers check for student understanding throughout the lesson and adjust their instruction based on the feedback				
5	With regards to his/her professional ability, blind teacher is competent and capable enough in teaching his/her subject matter.				
6	In my opinion, blind teachers have a good knowledge and understanding of using necessary teaching aids/instructional materials/ in their subject area as their non-blind peer-teachers				
7	Parents belief that students better gain knowledge if taught by non-blind teachers than blind ones				
8	In my opinion, blind teachers have good classroom management skills compared to their non-blind peers				
9	Compared to sighted teachers, blind teachers attempt to learn about each student's learning style and tries to fit his/her teaching style to students' needs.				
10	I believe that blind teacher has keen interest in his teaching work activities				
11	I believe that blind teacher maintains an exemplary life style for his/her students.				

Section IV. Questions to assess the social relationship of blind teachers with students and teachers in the school.

S.N	ITEMS	Response options			
		Very high	high	low	Very low
1	To what extent does blind teacher have a friendly relationship with his students, teachers, student parents and staff?				
2	To what extent is blind teacher warm, approachable, eager and helpful?				
3	To what extent the blind teacher has lovely personality and is welcomed by most of his/her students and teachers?				
4	To what extent does blind teacher take time to listen to students' problems and tries to find solution in collaboration with students or their families?				
5	To what extent does blind teacher incorporate humor or fun things into his daily lessons that can make the class enjoyable?				
6	To what extent does blind teacher give credit to works done well or good ideas generated in class?				
7	To what extent does blind teacher respect, trust and give constructive feedback to his/her students?				
8	To what extent is blind teacher open-minded and accepts others points of views?				
9	To what extent does blind teacher make learners feel free to express their feelings both inside and outside classes?				
10	To what extent does your blind teacher have clear and consistent lines of communication with students and parents?				

Section V. Statements to assess the self-efficacy of blind teachers in their teaching role. (to be filled by students, sighted teachers and principals)

(SA=strongly agree; A=agree; DA=disagree; SDA=strongly disagree)

S. N	ITEMS	Response options			
		SA	A	DA	SDA
1	Blind teacher possesses the capability and skills to motivate students				
2	Blind teacher has very effective classroom management skills.				
3	Blind teacher knows well how to handle disruptive and noisy students				
4	If a student gets uninterested in his/her subject and stop working in class, blind teacher finds an innovative way to get their interest back to the subject.				
5	. Blind teacher knows each student's needs and helps them accordingly				
6	Blind teacher assist his students to plan approaches that will guide their own investigation				
7	Blind teacher can express his views freely to his students on important matters that affects teaching-learning environment.				
8	Blind teacher is confident enough in his ability of teaching his subject.				
9	Blind teacher can easily make his expectations or ideas clear to students				
10	Blind teacher is highly capable in adjusting or customizing his teaching style to his/her students level				
11	Blind teacher starts current lesson by appropriately reminding and connecting the previous lesson with current lesson				
12	Blind teacher usually creates learning tasks (questions) for students that require them to collaborate with students in other schools or classes.				

PART VI. Statements to assess the level of self-efficacy of blind teachers in their teaching role.(To be filled by blind teachers)

(SA=strongly agree; A=agree; DA=disagree; SDA=strongly disagree)

S. N	ITEMS	Response options			
		SA	A	DA	SDA
1	I believe I have the capability and skills to motivate students				
2	I have very effective classroom management skills				
3	I know well how to handle disruptive and noisy students				
4	If a student gets uninterested in my subject and stop working in class, I can find an innovative way to get his/her interest back to the subject.				
5	I know each student's needs and help them accordingly				
6	I feel that I do assist my students to plan approaches that will guide their own investigation				
7	I can express my views freely to my students on important matters that affect teaching-learning environment.				
8	I believe am confident enough in my ability of teaching my subject				
9	I can easily make my expectations or ideas clear to students.				
10	I believe I am highly capable in adjusting or customizing my teaching style to the level of my students				
11	I start teaching the current lesson by appropriately reminding and connecting the previous lesson with current lesson				
12	I usually create learning tasks (questions) for students that require them to collaborate with students in other schools or classes.				

APPENIX II: Interview

INTERVIEW QUESTIONS to SCHOOL PRINCIPALS and BLIND TEACHERS

1. What do you think are the major challenges that affect the teaching practice of blind teachers?
2. Please would you explain the most common weaknesses and strengths of blind teachers?
3. Would you explain the views of school community (such as students, teachers, parents and administration staffs) towards blind teachers in their/your/ teaching role and their/your/ own self- views?
4. What should be done to alleviate the challenges?

APPENIX III: Amharic Translation

በአዲስአበባዩኒቨርሲቲ የሰነት ምህርትና የባህሪ ጥናት ኮሌጅ የልዩ ፍላጎት ምህርት ክፍል ለሁለተኛ ደረጃ ግሪማ ሚያዳ ጥናት የተዘጋጀ ቃለ መጠይቅ

ውድ፡- የዚህ ቃለ መጠይቅ ተሳታፊዎች ጥያቄውን ለመሙላትና የጥናቱ አካል ለመሆን ፍቃድ ኖሮ መሆናችሁ በአዲስአበባዩኒቨርሲቲ የሁለተኛ ደረጃ የልዩ ፍላጎት ምህርት ክፍል ነበራችሁ ስም ከልብ አመሰግናለሁ፡፡

የቃለ መጠይቁ ዋና አላማ፤ ለሁለተኛ ደረጃ ሚያዳ ጥናት ማየት በተሳናቸው መምህራን ጤታማነት ላይ የሚያጋጥሙ ተግዳሮቶችን ለመመልከት የተዘጋጀ ነው፡፡

ጥናቱ ግብን ይመታ ዘንድ የእርሶ ቀናት ብብር፤ ታማኝነት፤ ጥያቄውን ሞልቶ በጊዜ መመለስና እያንዳንዱን ጥያቄ በሃላፊነት አንብቦ መልስ መስጠትን ይጠይቃል፡፡ ስለዚህ ጥያቄዎቹን በእነነት ስሜት እንዲሞሉ በትህትና እጠይቃለሁ፡፡ በተጨማሪም ጥናቱ ሙሉ ለሙሉ ስም ምህርታዊ ስለሆነ የመለሱት መልስ ለዚህ ጥናት ብቻ የሚውል ነው ለመረጣት ጥያቄዎቹ ነው፡፡

እባክዎ፡- ቃለ መጠይቁን ሲሞሉ ስምዎን እይዳፍ መልሱን ለማሳየት የጸምልክትን በመረጡት ሳጥን ውስጥ ይጻፉ፡፡

ጥያቄዎቹን ለመሙላት ፍቃድ ኖሮ ስለሆኑ እግዛብ ሌሌ ርቅርቃ ይባርኩዎት!!

ክፍል አንድ የመላሹን አጠቃላይ መረጃ

1. ስም፡- ወንድ _____ ሴት _____
2. እድሜ _____
3. ክፍል _____
4. የትምህርት ቤቱ ስም _____
5. ክፍለ ከተማ _____
6. እምነት፡ አርቶዶክስ _____ ሙስሊም _____ ፕሮቴስታንት _____ ሌላ _____
7. በቤተሰብ አካል ጉዳተኛ ሰው አለ? አዎ _____ የለም _____
8. የ7ኛው ጥያቄ መልሱ አዎ ከሆነ የእኩን አይነት ይግለጹ _____
9. የአባት አየት ምህርት ደረጃ
 ሀ/ መጻፍትና ማንበብ አይችልም ለ/ መጻፍትና ማንበብ ብቻ ይችላል
 ሐ/ የመጀመሪያ ደረጃ (ከክፍል 1-6) መ/ ሁለተኛ ደረጃ (ከክፍል 7-12)
 ሠ/ ከ12ኛ ክፍል በላይ ከሆነ እባክዎ አደረጃውን ይግለጹ _____
10. የእናት አየት ምህርት ደረጃ
 ሀ/ መጻፍትና ማንበብ አይችልም ለ/ መጻፍትና ማንበብ ብቻ ይችላል
 ሐ/ የመጀመሪያ ደረጃ (ከክፍል 1-6) መ/ ሁለተኛ ደረጃ (ከክፍል 7-12)
 ሠ/ ከ12ኛ ክፍል በላይ ከሆነ እባክዎ አደረጃውን ይግለጹ _____

ክፍል ሁለት

ጥናቱን በማስመልከት የቀረቡ ጥያቄዎች

ከዚህ በታች የጠዘረዘሩትን ጥያቄዎች ተማሪዎች ማየት ለተሳናቸው ምምህራን የማስተማር ሂደት ወይም ልምድ ያላቸውን አመለካከት ለመገምገም የቀረቡ ናቸው። ስለሆነም በጣም እስማማለሁ፣ እስማማለሁ፣ አልስማማም፣ በጣም፣ አልስማማም በማለት ይምረጡ።

ተ.ቁ	ጥያቄዎች	ምርጫዎች			
		በጣም እስማማለሁ	እስማማለሁ	አልስማማም	በጣም አልስማማም
1	መምህሩ ተማሪዎችን በደንብ ለመከታተል የማይቀያየር የክፍል ደንብ ያመጣል።				
2	መምህሩ ሳቢ የማስተማሪያ ዘዴዎችን እና ቴክኖሎጂን ይጠቀማል።				
3	መምህሩ የማስተማሪያ መሳሪያዎችን ሁሉም ተማሪዎች የትምህርቱን ዋና ህሳብ በሚረዱበት መሰረት ያቀርባል።				
4	መምህሩ ሁሌ በሰዓቱ በትምህርት ገበታው ላይ ይገኛል።				
5	መምህሩ የተቀመጠውን ካሪኩለም ተከትሎ ያስተምራል።				
6	መምህሩ ሰዓቱን ጠብቆ ክፍል ይገባል ሰዓቱን ጠብቆ ክፍል ይወጣል።				
7	መምህሩ ለማስተማር ክፍል ሲገባ ተዘጋጅቶና አስፈላጊ ነገሮችን አደራጅቶ ይመጣል።				
8	መምህሩ ትምህርቱን ይወዳል፣ ተማሪዎች እንዲወዱት ምይጥራል።				
9	መምህሩ በእኩልነት ተማሪዎችን ይገመግማል።				
10	መምህሩ የእያንዳንዱን ተማሪዎች ደካማና ጠንካራ ጎናቸውን ለይቶ ያግዛል።				
11	መምህሩ ሁሌ በቂ እርማትና ግብር መልስ ለክፍል ስራና ለቤት ስራ ይሰጣል።				
12	መምህሩ ውጤታማ የመማሪያ አካባቢ የሚፈጥሩ የመገምገሚያ ሂደቶችን ይጠቀማል።				

ክፍል ሶስት

ተማሪዎች ምን ያክል ማየት የተሳናቸው መምህራን ዕውቀትና ችሎታ ማየት ከሚችሉ ማምህራን ዕኩል እውቅና መስጠታቸውን በተመለከተ

ተ.ቁ	ጥያቄዎች	ምርጫዎች			
		በጣምአስማማ ለሁ	አስማማለሁ	አልሰማምም	በጣምአልሰማም
1	ማየት የተሳናቸው መምህራን በሚያስተምሩት ስምምነት ስር ማየት ከሚችሉ መምህራን ጋር ተመጣጣኝ የሆኑ ችሎታና እውቀት አላቸው።				
2	ማየት የተሳናቸው መምህራን ማየት እንደሚችሉ መምህራን ሁሉ በሚያስተምሩት ስምምነት ስር ጃመሳሪያዎችን በእውቀትና በመረዳት ይጠቀማሉ።				
3	ማየት የተሳናቸው መምህራን ማየት እንደሚችሉ መምህራን ሁሉ ስለሚያስተምሩት ስምምነት ይዘት በግልጽ ለተማሪዎቻቸው የማስረዳት ችሎታ አላቸው።				
4	ቤተሰቦቹ ማየት ከማይችሉ መምህራን ጋር ጋር ማየት በሚችሉ መምህራን ስር የተሻለ እውቀት እንደሚገኝ ያምናሉ።				
5	ሞያውን በተመለከተ ማየት የተሳነው መምህራን በእርግጠኝነት በሚያስተምሩት ስምምነት ዓይነት በብቃትና በችሎታ የተካኘው።				
6	ማየት የተሳናቸው መምህራን ማየት እንደሚችሉ መምህራን የሚያስተምሩበትን መረጃዎች ለምሳሌ እቅድ፣ የተማሪ ፋይል፣ ፈተና እና ጥያቄዎችን በቅደም ተከተል አደራጅተው ይይዛሉ።				
7	ማየት የተሳናቸው መምህራን ማየት ከሚችሉ መምህራን ጋር ሲወዳደሩ ጥሩ የክፍል መምሪያ ችሎታ አላቸው።				
8	ማየት እንደሚችሉ መምህራን ማየት የተሳናቸው መምህራን ተማሪዎች የትምህርቱን ይዘት በማስተማር ሂደት ውስጥ መረዳታቸውን ይገመግማሉ፤ በግምገማው ምላይ ተመስርቶ ማስተማር ሂደታቸውን ያስተካክላሉ።				
9	ማየት ከሚችሉ መምህራን ጋር ሲነጻጸሩ ማየት የተሳናቸው መምህራን የየአንዳንድ ተማሪ የመማር ዘዴ ለይቶ የራሱን የማስተማሪያ ሂደት ለተማሪዎች ያመቻቻል።				
10	ማየት የተሳነው መምህራን በማስተማር ስራው ከፍተኛ ላይ ጎት አለው።				
11	ማየት የተሳነው መምህራን ለተማሪዎች ምሳሌ የሆነ ህይወት ኖሮ ለማሳየት ይተጋል።				

ክፍል አራት

ማየት የተሳናቸው የመምህራን ማህበራዊ ግንኙነታቸውን በመገምገም የቀረቡ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	ምርጫዎች			
		በጣም ከፍተኛ	ከፍተኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	ማየት የተሳናቸው መምህራን ምን ያህል ከተማሪዎች፣ ከመምህራን፣ ከተማሪቤተሰቦችና ከሰራተኛዎች ውጋር ሰላማዊ ግንኙነት አላቸው?				
2	ማየት የተሳናቸው መምህራን ምን ያህል ሰው ወዳድ፣ በቀላሉ ሰዎችን የማቅረብ ጉጉት ያላቸውና ሰውን ለመርዳት የተዘጋጁናቸው?				
3	ማየት የተሳናቸው መምህራን ምን ያህል በተማሪዎች ዘንድ ተቀባይነት ያላቸውና የተወደደባህሪ አላቸው?				
4	ማየት የተሳናቸው መምህራን ምን ያህል ሊዘወዙ የተማሪዎችን ግርዶሽ ጥላቻ ጥራት ለመስጠት ከተማሪዎችና ከቤተ-በጋርይሥራሉ?				
5	ማየት የተሳናቸው መምህራን ምን ያህል በዕለቱ የትምህርት እቅድ ውስጥ አስቀድኖ አገናኝ ቀልዶችን ይጨምራል?				
6	ማየት የተሳናቸው መምህራን ምን ያህል ጥሩ ስራ ለሰሩ ተማሪዎች እውቀት እና ዋጋ ይሰጣሉ?				
7	ማየት የተሳናቸው መምህራን ምን ያህል ተማሪዎችን ያከብራሉ፣ ያምናሉ እንዲሁም ገንቢ ግብረ መልስ ይሰጡባቸዋል?				
8	ማየት የተሳናቸው መምህራን ምን ያህል የሌሎችን አስተያየት ለመቀበል ዝግጁናቸው?				
9	ማየት የተሳናቸው መምህራን ምን ያህል ተማሪዎችን ከፍልም ሆነ ከክፍል ውጪ በነጻነት እራሳቸውን እንዲገልጹ ያደርጋሉ?				
10	ማየት የተሳናቸው መምህራን ምን ያህል አንድ ወጥ እና ግልጽ የሆነ የመገናኛ ዘዴ ከተማሪና ከቤተሰብ ጋር ጠቀማሉ?				

ክፍል አምስት

ማየትየተሳናቸው-መምህራንበራሰየመተማመንችሎታቸውንአስመልክቶለመገምገምየቀረቡጥያቄዎች

ተ.ቁ	ጥያቄዎች	ምርጫዎች			
		በጣም እስማማለሁ	እስማማለሁ	አልስማማም	በጣም አልስማማም
1	ማየትየተሳነው-መምህርተማሪዎችንለማነሳሳትናየማ ነቃቃትችሎታናክህሎትአለው፡፡				
2	ማየትየተሳነው-መምህርበጣምጥሩየክፍልመምራት ክህሎትአለው፡፡				
3	ማየትየተሳነው-መምህርክፍልየሚረብሹተማሪዎችን መቆጣጠርይችሉበታል፡፡				
4	ተማሪዎችበክፍልውስጥበትምህርቱፍላጎትቢያጡና ትምህርቱንመከታተልቢያቆሙማየትየተሳነው-መምህርፈጠራበታከለበትመንገድተማሪዎችንወደትምህርቱይመልሷቸዋል፡፡				
5	ማየትየተሳነው-መምህርየየአንዳንዱንተማሪፍላጎትለይቶበማወቅያግዟቸዋል				
6	ማየትየተሳነው-መምህርተማሪዎችበራሰቻውእንዲመራመሩየሚያደርጉእቅዶችንእንዲያወጡያግዟቸዋል፡፡				
7	ማየትየተሳነው-መምህርተማሪዎችየመማርማስተምርሁኔታንለጠቅሙወይምለጎዳየሚችሉነገሮችላይ በነፃነትየራሱንአቋምያንጸባርቃል፡፡				
8	ማየትየተሳነው-መምህርበሚያስተምሩትትምህርትባላቸውችሎታበራሳቸውይተማመናሉ፡፡				
9	ማየትየተሳነው-መምህርለተማሪየሚያስፈልጉትእወቀትበቀላልማስተላለፍይችላል፡፡				
10	ማየትየተሳነው-መምህርየትምህርቱንአስጣጥዞይዘለተማሪዎችበሚመጥንሁኔታአስተካክለውየማቅረብችሎታአለው፡፡				
11	ማየትየተሳነው-መምህርየእለቱንትምህርትየሚጀምረውየባለፈውትምህርትበአግባቡበማስታወስእናከዛሬውጋርያለውንግንኙነትበማሳየትነው፡፡				
12	ማየትየተሳነው-መምህርብዙውንጊዜከሌሎችት/ቤቶችወይምክፍሎችጋርአብሮመስራትየሚያበረታቱየትምህርትስራዎችንወይምጥያቄዎችንለተማሪዎችያዘጋጃል፡፡				

ክፍልሰድስት

**ማየትየተሳናቸውመምህራንበራስመተማመንችሎታለመገምገምየቀረቡጠያቂዎች
(ማየትበተሳናቸውመምህራንየሚሞሉ)**

ተቁ	ጥያቄዎች	ምርጫዎች			
		በጣምአስማማለሁ	አስማማለሁ	አልአስማማም	በጣምአልአስማማም
1	ተማሪዎችንለትምህርትየመነሳሳትወይምየማነቃቃትችሎታናክህሎትአለኝ።				
2	እኔበጣምጥሩየሆነክፍልየመምራትችሎታአለኝ።				
3	በክፍልውስጥየሚረብሹትንተማሪዎችየመቆጣጠርችሎታአለኝ።				
4	ተማሪዎችበክፍልውስጥየትምህርትችሎታቢያጡናትምህረቱንመከታተልቢያቆምፈጠራበታከለበትመንገድተማሪዎችንወደትምህርታቸውየመመለስችሎታአለኝ።				
5	የእያንዳንዱተማሪዎቼንፍላጎትለይቼበማወቅአግዛቸዋለው።				
6	ተማሪዎችበራሳቸውእንዲመራመሩየሚያደርጋቸውንእቅዶችእንዲያወጡአግዛቸዋለው።				
7	የመማርማስተመርሂደቱንሊጠቅሙወይምሊጎዱየሚችሉነገሮችላይበነፃነትየራሴንአቋምአንፀበርቃለሁ።				
8	በማስተምረውትምህርትባለኝችሎታበራሴእተማመናለሁ።				
9	ለተመሪዎቼማስተላለፍየምፈልገውንጉዳይበቀላሉማስተላለፍአችላለሁ።				
10	የትምህረትአሰጣጥዘዴንለተማሪበሚመጥንአስተካክዬማቅረብእችላለሁ።				
11	የአለቱንትምህርትየምጀምረውየባለፈውንበአግባቡበማስታወስእናከዛሬውጋርያለውንግንኙነትበማየትነው።				
12	ተማሪዎቼከሌሎችትምህርትቤቶችወይምክፍሎችጋርአብርመስራትንእንዲለማመዱየሚያደርጋቸውንየትምህርትስራዎችወይምጥያቄዎችየማዘጋጀትልምድአለኝ።				

