

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

**Psychosocial and Educational Challenges and Opportunities of Students with
Visual Impairment: The Case of Adimahleka Primary School in Adwa Town**

By:
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January 20015
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**This thesis is submitted to the Department of Special needs education in Partial Fulfillment of the
requirement for MA Degree in Special Needs Education**

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Abbreviation

ACTE	Adwa College of Teacher Education
CTE	College of Teachers Education
ETP	Educational and training policy
FGD	Focus Group Discussion
PWD	Persons with Disability
RO	Researcher Observation
SNE	Special Needs Education
SWVI	Students with Visual Impairment

ABSTRACT

In order to achieve the purpose of the study, basic research questions were raised. Qualitative design was used for this study. Purposive sampling procedures were also used. To get the required information from the participants about the research 3 teachers, the school principal, 5 neighbor, 5 SWVI and 5 sighted students were selected purposively for interview and six SWVI were selected for FGD .The data obtained were analyzed through describing case by case analysis method. The method I used to collect the data was interview, observation and FGD. The following major findings were obtained. Those are lack of Braille materials, no books which are written in Braille, lack of social interaction, feels sad, dependent and have a lot of anxieties or fears in moving long-distance and happy by getting an opportunity of education were the major problems & opportunities for the SWVI. Based on the findings obtained some possible recommendations were suggested.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The pursuit of knowledge education is the primary function of schooling. Education enables individuals and society to make all rounded participation in a development process by acquiring knowledge, ability, skills and attitude .The aim of education is to strengthen and enhance the problem solving capacity. Education helps man to change as well as develop and conserve his environment for the purpose of an all rounded development.

All these purposes of education are applicable to the education of children with disability in general and with visual impairment in particular. Children with visual impairments should have an equal opportunity for education with sighted children. The right to education is ensured in the Universal Declaration of Human Rights. Accordingly,(UN 1948) every one has the right to education because education is the road to equality. Without education people cannot be adequately employed in productive work that is a means of allowing a person to contribute to the development of a country as well as a means of personal development.

Compared to early times, the modern period gives great emphasis for education. Persons with different kinds of disability as well as with persons with out disability have the opportunities to attend in learning situations. Among these different kinds of disabilities are children with visual impairment. Unlike the early times it is possible to teach SWVI together with sighted in a formal school setting (Rusalem1972). The fundamental learning procedures of blinds do not differ from those of the sighted children (Taylar and Sternberg, 1989)

Impression of the world is perceived through all our senses. More impression reaches the brain for interpretation through the senses of sight than other sense organs. While the other senses play important parts in man's development and education, the loss of serious impairment of vision takes away him\her the chief medium of learning. Regarding this point, Zahl(1982)said that eighty –five percent of what is learned is acquired through eyes .Visual impairment not only creates influence on the learning activities of an individual but also on his physical ,mental, emotional, social and opportunities aspects. This effect leads to psychological, social and academic problems.

Students with visual impairment could be educated with their sighted peers with only minor modification and adaptations. (Tirussew 2000) stated that;

With appropriate assistance, PWVI achieve academic success just like other neighbors and peers .The academic needs of SWVI require a dual curriculum perspective that consists of traditional academic content taught to their peers as well as the disability specific skills for children and adolescents who are blind (pp.83).

Education for the blind started in Paris with the foundation of the first school by Valentine Hay in 1784(Heward and Orlansky,1988).In Ethiopia ,the historical development of school for blind was rooted within the Orthodox Church, which gave traditional education .Since instruction was given orally and reading and writing were kept to a minimum ,it was possible for students who are blind to follow the traditional type of education .Therefore this oral method of teaching opened the way for teaching of the students who are blind. Unlike traditional education in modern education in developing countries like Ethiopia encounter different kinds of problems are lack of special training ,unavailability of educational materials, inadequate guidance and library services, difficulty of getting enough information on different subjects and problems related to mobility etc. (Tirussew 2000)

At present, there is no study about educational and psychosocial challenges and opportunities of children with visual impairments in the case of Adimahleka primary school at Adwa town. Although the issue is very important for the overall development of all children with visual impairments, various stakeholders, including the local urban administration, the family, the school and the society at large, gave not so much attention to it.

In addition to the above children with visual impairment at Adwa town, Adimahleka primary school suffer not only from educational problems but also from psychosocial problems. During practicum field, I observed some problems occurring to students with visual impairments; this triggered my interest undertake the study. This study also tries to recommend some possible interventions.

1.2 Statement of the problem

The absence of visual clues in the environment for blind people constrains their interpersonal communication (Jindal-Snape, 2005, et al.). Thus, blind people may not truly understand bodily messages sent by others leading to being behind of the others with no blindness, delay in producing response and giving faulty responses.

As Grimmett, & Summers 2008 claimed that because children with visual impairment have limited access to perceive and process powerful facial expressions, mimics in the social milieu, they should be supported primarily to improve their communication skills. Absence of visual clues is believed to be one of the factors that inhibit the child's social development and making friends (Jindal-Snape, 2005; et al.). It was reported earlier that social competence of little children with visual impairment are specifically under greater risk (Celeste & KobaGrum, 2010). Numerous studies also demonstrated findings that present evidence of negative consequences of blindness or visual impairment on social interactions and social life (Gold, Shaw & Wolfe, 2010; et al.). Wagner (2004) states that people with visual impairment should have verbal and non-verbal communication skills for social inclusion. Thus, utilizing interventions to improve social relations and interactions of blind children becomes more vital (Salleh & Zainal, 2010).

Moreover, educating persons with visual impairment is problematic. This is because an individual with visual impairment is often confronted with a number of challenges ranging from participation in social activities, locomotion, and education to mention a few. It is more expensive to educate children with visual impairment than their sighted peers. This results from high cost of equipment and materials used in educating them (Chukuka, 2009). Chukuka also explains further that the cost of Braille machines, type writers, moving to and from the school, church, mosque and other places of importance is definitely higher for children with visual impairment than the sighted children, since they have need for a companion most of the time. Obani (2004) affirmed that a child with visual impairment may not be able to move around easily and may have to be carried for a longer time than a non-disabled child. Unlike sighted children who can easily learn so many things merely by observing and imitating, the child with visual impairment will need to be guided and supervised when learning so many concepts, thus requiring more time to be cared for.

It may be difficult to take care of children with visual impairment in developing countries unlike that of children with visual impairment in the developed world. Because knowledge and attitude about children with visual impaired varies according to our educational background and socio economic situation of the country. In Ethiopia, there is a general tendency to think of persons with disabilities as weak, hopeless, dependent and unable to learn and the subject of charity (Tirusew 2005:83). When we think negatively towards their disability they will develop low self-esteem and may increase dependency and hopelessness. If people treat, respect and give value for Children with visual impairment in a good manner, they may have good perception for themselves.

Though elementary school arrangements is a main debate by educators and administrators (McGrath & Rust, 2002),in Ethiopia ,different regions are now accommodating and teaching SWVI in several primary schools together with sighted .

Even though there are some studies on areas related to problems of blind, such as that of Desalegn Abebe (2007), the researcher couldn't find any research conducted on psychosocial and educational challenges and opportunities of SWVI in Adwa primary school. Therefore, taking the gaps into account, this study tries to assess the teaching and learning situation of the school in first cycle integrated classroom by focusing on the psychosocial and educational challenges and opportunities of SWVI in Adwa primary school.

The finding will help to overcome the challenges that the school faced to teach students with visual impairments in integrated classroom setting by promoting changes in educational approaches as well as classroom organization. Thus, to fill this gap the following research questions were formulated:

1. What are the social challenges that students with visual impairments faced in the school?
2. What are the major educational challenges that students with visual impairment faced in the school?
3. What are the psychological problems of students with visual impairments?
4. Are there any opportunities for students with visual impairments in the school? If yes explain.

1.3. Objectives of the study

This study aims at investigating the problems and opportunities of students with visual impairments. More specifically, this study seeks:

- A) To investigate the educational challenge of the students with visual impairment in Adimahleka primary school at Adwa town
- B) To explore psychological challenges of students with visual impairment
- C) To examine the social challenges of students with visual impairments
- D). To assess opportunities of SWVI in Adimahleka primary school at Adwa town.

1.4. Significance of the Study

Since this study focuses on investigating the major problems and opportunities of students with visual impairments, it seeks to identify their social, psychological and educational problems. This study is significant for various stakeholders working to support self-concept and self-esteem of students with visual impairments and to cultivate amicable social relations between students with visual impairment and their fellow with sighted students. This study can also serve as a reference material for researchers who wish to undertake further research in the field and can also contribute its own part towards on-going national efforts to address the plights of the physically impaired social sectors at large.

1.5. Limitation of the Study

This study has some noted limitations. For instance, I had plans to hold interviews with the parents of SWVI so as to document their detailed social relationship. Unfortunately, I was unable to find their parents because they live at remote rural areas; hence less accessible due to time and financial constraints. So, partly to mitigate the gap, I have tried to make some interview with their current neighbors to know their social relationship at their home and neighbor.

1.6. Operational Definition of Terms

The following are definition of terms that are frequently used in the study.

Challenges: refers to the situations that are difficult and non-stimulating to the students with visual impairment participation with in the environment

Students with visual impairment: refers to grade 6 students with visual impairment who were attending at Adimahleka Primary School for the study and were taken for the case study.

Opportunity: refers to the access or possibilities that are appropriate and suitable to the students with visual impairment to fully participate in social life, education and school.

Psychological Problem: refers to the emotions related to events of self- esteem of students with visual impairment.

Social Problems: refers to interpersonal barriers for social relations particularly in the formation of friends, relationship with their sighted peers, teachers and school principal.

Visual impairment: The term describes a recognizable defect or malfunctioning of eye.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The impact of vision loss varies significantly from individual to individual. These differences reflect not only the type and degree of impairments but also the age at which the loss of vision occurred. For example, children who are blind from birth are very different in their range of learning experiences and concept development from those who become blind later during childhood or in adult life. Those who had sight for a while have a background of normal visual experiences and images on which to draw. In relation to this, Bardin and Lewis (2008:159) comments:

The very nature of visual impairments can influence the participation of students who are blind or have low vision. Students with visual impairments often miss the subtle, untaught information that provides the basis for understanding key concepts on which general education is based. The resulting gaps in concept development can later affect their ability to infer, predict, comprehend and create during learning activities.

On the other hand, the social development of blind students is often reported to be problematic. This is partly due to lack of opportunity to mix and interact with other children from an early age and observe and acquire social behaviors'. It is also due to the fact that blind children can't see the many important non-verbal aspects of social interaction and communication such as nodding in agreement, looking surprised, smiling and respecting personal space when engaging in conversation (Hallahan et al., 2009). In addition to the above idea, social development is further restricted if members of the peer group feel shy or are lacking in confidence interacting with a person who is blind.

Some studies (Beaty, 1992) have found that students with visual impairments may feel inadequate and inferior because of their lack of social acceptance, academic underachievement, and physical disability. Other studies (Gronmo&Augestad, 2000) indicated that psychological development outcomes of many students with visual impairment were similar to that of their sighted peers. A person who loses his or her sight undergoes extensive behavioral-motivational, cognitive, and emotional adjustments (Dodds et al., 1994).

2.2. Definition of Visual impairment

The term describes a recognizable defect or malfunctioning of eye (Saregna and Paul, 1991). It is broadly classified into two groups based on the degree of visual impairment. These include partially sighted or low vision and blind. In order to understand the definition of visual impairment looking the definition of both terms, i.e. low vision and blind are very much important.

These terms can be defined in different ways; medical specialist and teachers give the most famous definitions, which we call legal and educational, respectively.

Legal Definition

The legal definition distinguishes blind and partially sighted on the basis of visual acuity, using Snellen chart. The other term important in distinguishing blind and low vision in legal definition is visual field.

If a person's field of vision is extremely restricted he/she, considered to be legally blind. When gazing (looking considerably) straight a head, a normal eye is able to see objects within a range of approximately 180 degrees.

Therefore legally blind children are illegible for receive a wide variety education services, materials, and benefits from governmental agencies (Saregna and Paul, 1991).

Educational Definition

When a child is not able to use his/her vision for educational purpose, the child is educationally blind, while when a child use his/her vision for educational purpose with appropriate adaptation, the child is educationally low vision or educationally partially sighted (Saregna and Paul,1991).

2.3. Children with Visual impairment Starting School

Usually a qualified teacher of the visually impaired would have visited the child and the parents at home and would have worked with the child from an early age, assessing the child and advising parents on how best to help their child and may have been involved in advising parents about the choice of school for their child (Heahter Mason and Stephen MC Call (1997:97).

Regarding this Heather Mason and Stephen MC Call (1999:77).stated that

It is important that the school is receptive to the child and that the placement has the full support of the head teacher and the Staff. However, it is not enough that the school is willing to accept the child. Teachers and care assistants need training and advice from a qualified teacher of the visually impaired before the child enters the school. As Staff works with the child they will learn a great deal about the child's abilities and visual difficulties and will develop ideas and techniques about how best they can present materials to the child. It is important that Staff continue received training and that expertise and knowledge is disseminated to all the staff within the school, not just to those teachers working closely with the child. In this way, all the school Staff can adopt a consistent approach when training the child.

Before the child enters the school, it should have full details of the child's vision, having completed a visual assessment of the child outlining the general implications for learning. This will provide the class teacher with a baseline, and will enable the teacher to develop an individual education program (IEP). Heather Mason and Stephen MC Call (1997).

2.4. Challenges Facing Children with Visual impairments

As Heather Mason and Stephen MC Call (1997), stated there are many challenges for children with visual impairment some of them are as follows:

- Too many visually impaired students leave school without having mastered the skills or knowledge essential for further education, gainful employment, and independent living at home and in their communities.
- There is a severe shortage of orientation and mobility specialists and qualified teachers of visually impaired students, which restricts access to the specialized skills these children need.
- Equally detrimental is the continued perception by many that residential and special schools for blind and visually impaired children are too costly, or, because most visually impaired children are educated in regular education classrooms, unnecessary. This fallacy persists despite the fact that education experts agree that for some children, special schools are the best placement option, and that the Individuals with Disabilities

Education Act passed by the U.S. Congress makes access to all educational placement options, including special schools, every child's right.

- **Psychological Problems in blind:** Blind people may suffer from various psychological problems because of their disability which include:
 - Denial or non-acceptance of the disability
 - Resentment or a feeling of bitterness about having become a victim of the disease
 - Feeling of inferiority in comparison to healthy people or feeling of low self-esteem
 - Anxiety and depression (Rodney 2003).

2.5. Historical Development of Education for the Blind

The institution for Blind Youth is the first school for the blind. Valentin Haüy, who conceived a system of raised letters on the printed-paper, also founded the same institute in Paris in 1784 (Smith & Lukasson, 1995). Louis Braille upgraded the system and developed a tactile system that used an embossed six-dot code for reading and writing in the early 1800s. This is what is known as the Braille System today (Smith & Lukasson, 1995). The first day class began in Scotland in 1872, where the blind were integrated with their sighted classmates. In the United States, the first attempt to do so happened in Chicago. Fankhall, the superintendent for Illinois School for the Blind, developed a mechanical Braille writer, a small, portable machine for taking notes and completing other written tasks (ANTO, 2004).

Blind Education in Ethiopia

In former times, education and the position of the blind in Ethiopian society had been vested with the Ethiopian Orthodox Church. A blind child would be brought to the church at an earlier age and he would receive instruction concerning church liturgy (Taffesse, 1990 as cited by Tensae, 2000). Due to this fact, the kind of education that existed in Ethiopia before the 20th century was characterized by church education. At that time, churches and monasteries were the principal centers of learning (Yusuf, 1987). Their aim was to prepare the children for the

service of the church. Since the mode of instruction/ presentation was oral, it helped the blind children a lot.

Students with visual impairment do not only attend in residential schools but also in regular schools together with their sighted peers in the elementary, secondary and tertiary levels. However, it is not fully supported with specially trained itinerant teachers and adapted materials and facilities (Ababayehu 2002).

2.6. Educational Challenges

2.6.1. Academic characteristics

With the exception of unique problems of visual input and possibly a greater demand in processing the fundamental learning procedures, blind children do not differ from those of sighted children (Taylor & Sternberg, 1989). The impact of visual impairment on academic performance is very much a function of the severity of the condition (that is the degree of vision loss and causes) and the age at which the student's vision was reduced (Ysseldyke&Algozine, 1995). With appropriate assistance persons with visual impairment achieve academic success just like the neighbors and peers.

2.6.2. Physical and motor characteristics

The visual impairment in and of itself does not retard physical growth and development. In fact the motor development of the child with visual impairment during the first few months of life is not markedly different from that of the sighted child. In later motor development, however, there are indirect influences, which can and often do have an impact on the process (Ysseldyke&Algozine, 1995:63).

The child with visual impairment lacks the opportunity of imitative learning. This valuable experience of learning through watching others is lacking for visually handicapped child and deprives him/her of valuable opportunities to develop physical skills. (Heather and Stephen (1997)

2.6.3. Early intervention

Bricker et al (1984) defined early intervention as efforts aimed at eliminating existing or anticipated deficits in children during the first 3 years using therapeutic or educational interventions. Other researchers use the term to refer to programs of enrichment designed to

provide developmentally appropriate activities to babies and to toddlers who have been or who are at risk of suffering variety of problems.

The term early intervention constitutes a wide range of experimental, educational, therapeutic treatments, training procedures, & supportive experience. Early intervention can be understood as an aggregation of many different types of help, assistance, and service provided to families by individuals and groups. Early intervention also includes formal and informal interventions.

Informal intervention is provided by:

- Relatives
- Friends
- Neighbors
- The church referred to social supports.

Formal intervention provided by professional and referred to as an early interaction program. Studies indicate that early intervention is used as a means to adopt intervention practices with children from birth to six years of age, although most of what has been written about family oriented early intervention, specially address service delivery for children from birth to three years of age (Dunst, 1991).

2.6.3.1.The Home

Attitude of parents perhaps the most important element in a child's environment, there are some studies available, which have resulted in classification of parental attitude. The attitude of the parents is classified in five fairly distinct types. These are acceptance of the child with his/her disability, denial of the effects of the disability, over protectiveness, disguised rejection and open rejection.

Among others the most essential ingredients for the harmonious development of the child include:

- Creating loving and accepting family environment;
- Developing positive interaction with the child through encouragement of the child to talk and discuss;

- Orienting the child about his/her surrounding using all possible senses, that is, listening, touching, smelling and even tasting;
- Training the child to move freely from place to place in his/her surrounding;
- Encouraging the child to explore and trust his/her environment;
- Making the child mingle with his/her peers in the neighborhood; etc.

2.6.3.2. The School

Currently, educators believe that the most important visual consideration is functional visual efficiency, or how well children use their vision rather than the particular measure of visual acuity.

Teachers of children with visual impairment are often thought of in conjunction with specialized equipment and materials such as Braille, canes, tape recorders, and magnifying devices (Heward & Ornalsky, 1988).

2.6.4. Factors Affecting the Academic Performance of Blind Students

The influence of home background upon school's achievement is a familiar theme in educational research. A large amount of empirical research work has indicates that there is a close relationship between home background and educational achievement. For instance, in his study, Levine in Borich (1988) has found that students from lower class and middle class families have not performed as well as on standardized test achievement as have students from middle and upper class families. Regarding this Craft *et.al.* (1967:78) state that: *A child's capacity to proper academically depends to a considerable extent, on the amount of parental support he receives and the quality of home he is lucky enough to inherit.*

According to Craft (1972), the size of family, the status of the family life, the relation with parents, the social and economic status of the family, the kind of learning experiences which have been had under parental supervision, and many other factors usually have very direct relation on the interests derive and learning behavior of the pupil.

Families influence student academic achievement by providing material and non-material support for learning activities. By raising children's educational expectations and be reinforcing motivation and effort (Lockhed *et.al.*, 1987).

According to Gorton et.al. (1988), the basic obligation of parents involves the development of home conditions that change over the school years to support their children's growth and learning. Parents serve as managers, monitors and socialize at home, usually without consultation with the school.

2.6.5. Academic Problems of Blind Students

The direct comparisons between the academic achievement of children with visual impairment and sighted children are questionable, primarily because the two groups must be tested under such different conditions. For example, there are Braille and large type forms of some achievement tests. But because reading Braille is an inherently slower process than reading print, the visually impaired child is usually allowed to take a long time on the tests.

According to Taylor and Sternberg (Tirussew, 2000), with the exception of unique problems of visual input and possibly a greater demand in processing, the fundamental learning procedures of blind children do not differ from those of the sighted children. But disability specific skills such as concept development and communication (Braille reading and writing, listening skills, and keyboarding) are given to blind students.

At present time, blind students are assigned to learn together with the sighted students starting from elementary to higher education. However, this integrated system has its own shortcomings. Some of the major problems are discussed in the next subtopics.

2.6.6. Identification and assessment of visual impairment (Symptoms or potential signs of visual impairment)

As Gearheart et al., (1996), mentioned there are many symptoms of visual impairment but to mention few: Frequently experiences red or inflamed eyes; Eye movements are jumpy or not synchronized;

Experiences difficulty moving around; Experiences difficulty reading small print; Tilts head or squints eyes to achieve better focus; Has poor eye hand coordination, Excessive amount of rubbing eyes;

Unusual facial expressions and behaviors; Eye discomfort, i.e. burning, itching, or scratching

Difficulty with distance vision; Blurred or double vision and Inability to distinguish colors etc.

2.6.7. Classroom and Classroom Management

Classroom management is the primary step of any teaching method or teaching learning process. Teachers are seen as managers in the classroom. They have role and function to plan, organize, and communicate and to make decisions between alternatives that lead to desired goals. The teacher also needs to recognize that pupils differ much in their ability to learn, in their personal characteristics, in their social background and in their physical ability to learn.

However, Tirussew (1989) pointed out in his study, the majority of blind students were not satisfied by the instructor's special attention to them. To avoid this problem, teachers of visually impaired students are equipped with necessary materials and skills.

Concerning this, Ysseldyk and Algozine (1995) listed some points for teachers of students with visual impairments. Such as ,Reduce distance between student and speaker as much as possible, Reduce distracting glare and visual distractions as much as possible, Reduce clutter on classroom floor and provide unobstructed access to door and key classroom spaces, Seat students near chalkboard or overhead projections, or give them the freedom to move close to areas of instructions, Avoid partially opening cabinets, storage and classroom doors, ascertain that fully opened or closed doors are safe, Use auditory cues when referring to objects in the classroom and during instructional presentations, When presenting visually dependent materials, verbalize written information, describe pictures and narrate non-verbal sequences in videotapes or movies and Use complete sentences to provide additional content etc..

Moreover, Best (1992) indicated several points that are important to teach students with visual impairment, grounded on empirical studies and exemplary findings. Among others, since students with vision impairment are generally significantly slower than other students in completing reading tasks (reading is slower; considerable time is involved in getting material taped or Brailled), provide reading lists well before the start of a course so that reading can begin early. Consider tailoring reading lists, and provide guidance to key texts. Allow work to be completed on an in-depth study of a few texts rather than a broad study of many. They have some choice about what they learn and how they learn, that is, when teaching is student-centered. Where possible, provide short 'electives' within a subject, and introduce a variety of learning tasks – project work, problem-based activities, and resource-based activities.

Moreover, Best adds, students with visual impairments are often challenged by the regular methodologies and demands of academic life that are highly visual. Modern technology allows access to print and electronic material within certain limits. Copy machines have the capacity to enlarge print.

Best has come up with practical examples on procedures and actual experiences to demonstrate the assumptions stated above. Accordingly, some students arrived at Yale University (USA) with years of experience using special technology and manage the use to maximum benefit. Other students arrive at Yale with limited or no experience. The Resource Office can provide the technical and instructional support in these technologies and recognize that each student's ability to use and adapt is incomparable. It is often a transition time for the student moving from the use of human supports to read, write or otherwise assist to a growing independence achieved with the technology. Communications with the student, faculty members, Deans and the Resource Office is imperative in this transition stage. Not all students who are blind will rely on Braille reading. The Resource Office does offer a Braille printer that can convert printed text from a computer file. This resource is available with prior notice. And visual interpreters are employed by the Resource Office to present alternative verbal support. The visual interpreters present a verbal description of visual materials in print, either on paper or on a projection screen. It is important to hold regular meetings with the support team, particularly those who will be working directly with the student. This provides the opportunity to discuss daily, weekly or long-range program plans, become familiar with the topics and vocabulary which will be taught, and discuss necessary adaptations. The resource and classroom teacher coordinates the development and implementation of the student's program.

2.6.8. Educational Materials and Equipment

The basic needs and goals of education for a blind child are not different from that of sighted child. The basic difference lays only on the means of achieving the goals and the materials to be provided for the visually impaired. The important point to be noted is that if a blind child is forced to use the educational experiences and equipment's which are used by the sighted, he or she cannot be expected to reach the desired goals as effectively as the sighted child (Gearheart et.al., 1988).

Therefore, the primary nature of educational programming for the visually impaired involves in the modification and adoption of educational materials. The following are a brief description of the most commonly used materials and equipment (Gearheart et.al., 1988)

1. Braille writer, slate and stylus. A Braille writer is a six-key machine that is manually operated and types Braille. The slate is a metal form with openings the size of the Braille dots; the stylus is a pointed object used to emboss the dots.
2. Cassette tape recorders may be used to take notes, formulate compositions, listen to recorded texts, or record assignments.
3. Talking calculators, it is an electronic calculator that presents results visually and auditory.

2.6.9. Examination

Examination is set for all types of learners that are, for both visually impaired and sighted students who are attending in the same grade level. During this time, special consideration must be given to the blind students on the time of examination in order to be successful in their academic performance. In relation to this, Gearheart (1992) suggested that testing procedures may have to be modified for the students who are visually impaired. Reading Braille takes considerably longer time than reading standard print and it may be necessary either to extend the amount of time for completion of tests or reduce the number of test items, such students should not be penalized if they cannot finish tests because of the tools they are using.

Moreover, Kirk and Gallagher (1985) stated, “extra time will frequently be needed to complete assignments and exams”. Gearheart, furthermore, suggested that the administration of a test has to be modified. For example, it may be necessary (a) to administer the test orally (b) the student record or type his/her answer.

If the examination is to be typed, the reader should state the total number and types of questions, the value assigned to each item and time limitations. Sometimes a student can Braille write responses and give them to the resource or itinerant teacher who in turn writes in the student responses and returns the test to the classroom teacher.

2.6.10. Adapting the Curriculum

To achieve the aims of education for visual impairment, some modifications and adaptations to the mainstream curriculum may be necessary.

Chapman and Stone (1988) suggested that children with visual impairment may have had less exposure to incidental learning than their fully-sighted peers. For example, they may not be aware of the print in books as their mother reads to them. The child with a visual impairment may not be able to see print on advertisement hoardings or titles on the television (Arter and Mason, 1994).

Parents or qualified teacher of the visually impaired may have worked with the child to compensate for any lack of incidental learning, but this will not be true in all cases. The child may have been overprotected and not allowed to learn by exploration. The teacher should be aware of a possible lack of incidental learning and will need to try to overcome this problem with a carefully structured programme, with lots of concrete examples and hands-on experience. All the time and in all subject areas, the teacher should be aware that concepts may not be fully grasped.

2.7. Social challenges

2.7.1. Social Problems of PWVI

PWVI may have a number of social problems because the way others treat and look at them affect their lives. In other words, PWVI face difficult circumstances not from the disability itself, but also from the views of others in the community towards them and the way others treat and consider them (Warner, 1988 and Daniel, 2000). This suggests that society can have the influence on their human development. Consequently, whatever social experience of PWVI have, it is influential in their well-being and development.

From such perspective, it should be clear that family members, peers, neighborhood and all others are significant to this vulnerable group of the society. Since individuals in the society or each community have decisive roles in laying down the necessary foundation for the PWVI social development and well-being, therefore awareness creating and attitudinal changes are essential.

In relation to social support of the PWD, Hagner (1992) stated that;

Good likes for person with sever disability depend on whether they are recognized as members of the social networks and associations as that constitute community. People recognized as members benefit from every day exchanges of support that create opportunities to play socially valued roles to form personally significant relationships. People excluded from membership are at risk for loneliness, isolation and powerlessness

Therefore, social problems are not limited to problems that have social effects. They are environmental, technological, cultural and demographic as well as social and psychological in their multiple origins.

2.7.2. Social/Emotional Issues

The child may come to school from an over-protective home environment, where there has been little opportunity to mix with other children and to develop good social skills (Zell Sacks et.al., 1992).

Scott (1982) suggests that the child with a visual impairment in an integrated setting may feel isolated and alone. Pupils with visual impairment may not be invited to competitive team games either in play times or physical education lessons. There may no other pupil who will understand the problems and experiences of being visually impaired and with whom he or she can talk freely and share confidence. If the child with a visual impairment has problems in mixing with peers and in making sustaining friendships, the child may develop a poor self-image (Lawrence, 1987), and this may result to a lack of confidence. Such problems are not easily solved. However, the skilled teacher should continually seek to encourage the child to develop good social skills and positive relationships with peers.

2.7. 3.The Social Conditions of People with Blindness in Ethiopia

As past and present experience demonstrates, blindness in Ethiopia is viewed as a curse of a super natural power and thus people with visual impairment are not considered to be self-confidence and self-reliant. It is not less proportion of people who reflected the negative attitudes towards the blind by ostracizing, tormenting and even ignoring them. On this connection, Helen Keller said, “It is not blindness but the attitude of the seeing to the blind which is the hardest burden to bear” (Dean, 1966:10).

2.7.4. The Concept of Independence

The opportunity to act independently, to run risks and make mistakes, to explore the world around them and their own capacities in relation to it, is an essential part of growing up for all children. It is no less important for those who have special needs. “In same way it may be more important since particular disabilities such as vision impairment or lack of mobility may restrict the scope for independent action” (Hegarty et.al., 1981).

To fulfill the aim of independence there should be an atmosphere of autonomy. The staff in school can do a lot to promote the independence of students including those with special needs. Some of these are having high expectations of the children to be independent, giving pupils responsibility, allowing them to take risks, making a minimum interventions, making concessions only when necessary, reducing excessive dependence, etc. (Hegarty et.al., 1981).

2.7.5. The Concept of Social Adjustment to Handicap

Socially adjusted individuals are able to achieve intimacy in social relationships & they have the capacity to form friendships. They are also socially competent and make use of social contacts to satisfy their needs. Moreover, they are able to express both negative and positive feelings in a socially appropriate manner i.e. feelings of warmth, affection, admiration, irritation, disappointment, anger etc. Shakespeare (1982) also indicated that socially adjusted people with handicap “has less need of social approval and are more able to rely on their own judgments of whether they are doing well.

Loss of vision may hinder children from learning social skills which are important in making contacts with other children. (Warren, 1989), However, stated that not all difficulties of socialization should be considered as the child’s. He continued on saying that the reaction of others to the child with handicap plays an important role in socialization.

2.7.6. Communication characteristics

In the first year of life, there appear to be very few differences between the blind and sighted babies in early vocalization and imitation, since these depend on neurological-physiological maturation and performance and are not deterred by blindness (Fielder et al., 1993). One of the most common misconceptions about blind children is that they are equally or more adept in language skills than their sighted peers. More recent studies found that language of children

with visual impairment was more self-oriented and that the word meanings were limited for them than sighted children. This was felt to be not only because they missed visual references but also because of far less integrated information was provided for them by their parents.

Another area, which may be affected, includes affective understanding and non-verbal or body language behavior. Many students with visual impairment can't see non-verbal forms of communication so they miss out most of the information and feelings displayed with a look, a nod, smile, a frown, or a shrug (Ysseldyke&Algozine, 1995).

2.8. Psychological challenges

2.8.1. Concepts of in Psychosocial Functioning

Psychosocial comes from the words, psychological and social interrelationship of the psychological aspects pertaining to the thoughts, feelings, reactions, behaviors of a person with the social aspect pertaining to the situation, circumstances, events, relationships, other person which influence or affect the person in some times to the point of causing distress (“Social Psychology”, n.d.).

Social functioning is also defined as an individual's social interaction and expectations (Wisconsin Center for Education, 2005). Elements of psychosocial functioning include self-esteem, laws of control, coping strategy, adjustment to handicap etc. Whereas that of social functioning include competencies in working independently ,following direction, peer relations, being attentive, enthusiastic and actively involved in classroom activities, conforming to classroom rule and routine, asking for and receiving help when needed and getting along with other children etc. (Shakespeare, 1982)

In this study the scope is delimited to self-esteem, self-confidence and psychological adjustment to handicap with regards to psychological functioning and to social skill, independence and social adjustment to handicap with regards to social functioning.

2.8.2. The Concept of Self-Esteem

Self-esteem is the affective or emotional aspect of self. Rentsch & Heffne, (1992) & Derga & Tanda, (1986) as cited in (Solomon, 1999) defines self-esteem as an evaluation of oneself as a person, and how we think of ourselves, whether in a positive or negative fashion respectively.

Our feelings about self-worth and self-esteem develop in large part from our perceptions of where we see ourselves in relation to significant others. In addition to this, common elements of self-esteem include early relationship with parents, other's appraisal of us, culturally influenced identities and specific skills (Springer, n.d.).

According to Pope et. al. (1988) as cited in (Solomon, 1999) high self-esteem is related to having a "healthy" view of the self-one that is realistically includes short comings but is not harshly critical of them. They also said "a person with a high self-esteem evaluates himself in a positive way and feels good about his strong points".

In contrast, people with low self-esteem frequently exhibit an artificially positive self-attitude to the world, in a desperate attempt to prove to others and themselves that they are adequate persons, or they may retreat into themselves, avoiding contact with others who, they fear will ultimately reject them. Indeed, "a person with low self-esteem is essentially a person who finds a little to be proud of him" (Pope et.al, 1988 as cited in Solomon, 1999)

2.8.3. The Concept of Self-Confidence

Self-confidence is being certain and trusting about you in regard to addressing certain tasks or all tasks. It is an attitude which makes individuals to have positive yet realistic views of themselves and situations (Gilbert, n.d.). Self-confident people trust their own abilities, have a general sense of control in their lives and believe that, within reason, they will be able to do what they wish, plan and expect (Gilbert, n.d.).

Self-confidence is characterized by: assertiveness, optimism, eagerness, affection, pride, independence, trust, the ability to handle criticism, emotional maturity, and the ability to accurately assess our capabilities. Primarily it refers to us having a positive and realistic perception of ourselves and our abilities. A lack of self-confidence, on the other hand, is characterized by: self-doubt, passivity, submissiveness, over-conformity, isolation, sensitivity to criticisms, distrust, depression, and feeling of inferiority and being unloved, and they may blame themselves for faults that lie elsewhere (Rigby, 1972:23).

2.8.4. The Concept of Psychological Adjustment to Handicap

Psychological adjustment to handicap means becoming aware of the limitations associated with the handicap and accepting them. This doesn't mean that they should adjust to their handicap

and become handicapped persons. But rather that goals and expectations must not be set too low and should never be static (Hegarty et.al., 1981). The individual now sees the disability as one of her/his many personal characteristics and it moves along with him/her together with their other personal assets and liabilities (Council for Exceptional Children, n.d.). Many young PWD have problem of adjustment.

Individuals with disability must make some adjustments to lead fulfilling and satisfying lives. The most obvious and important of these adjustments is the appraisal and acceptance of the handicapping condition itself. Another necessary adjustment require recognizing and dealing with influences of a handicapping condition on all aspects of the individual's development (Reynolds &Lesterman, 1987).

Adjustment models for PWVI and other disabilities have been described by Persson (2004) as cited in NASP Center (n.d.). He said PWD will adopt many strategies that complement each other, rather than one particular coping style. The positive strategies are acceptance, positive avoidance, minimization... and the negative strategies are denial, shame, helplessness, etc. (NASP Center, n.d.)

2.8.5. Cognitive development

Cognition is largely a matter of developing concepts, because many concepts are learned through visual means. Students with visual impairment have difficulty in learning some concepts. Students with visual impairment are not intellectually retarded; but they may perform poorly on most standard intelligence tests. However, the reason is mainly attributed to the nature of those tests (Ysseldyke & Algozine, 1995).

Children with severe visual impairment tend to have fewer learning experiences in the same time of period than the sighted children do. This may slow down their rate of intellectual growth, but not their capacity for it. A visual impairment places a child at a disadvantage in cognitive development particularly in the areas of sensory stimulation, concept development, and communication.

Concepts grow out of the perceptual process and because the visual sensory input is lacking or limited, concept development may also be restricted. The child with visual impairment may never grasp some concepts such as color, he/she may have difficulty acquiring concepts of

distance & time without many and varied meaningful experiences from other sources of sensory information. He/she may acquire more direct instruction to compensate for the imitative learning.

2.9. Opportunities

2.9.1. Rights of Children with Disabilities to Equal Opportunity

There are many national and international rules to support for children with disabilities. To mention few

- “From the Universal Declaration of Human Rights (1948) to the Convention on the Rights of the Child (1990), formulations on the rights to special education have become more specific and binding in character” (Herr, 1993:38).
- United Nations Declaration on the Rights of the Child (1959) principle seven, all issues are free and compulsory education for children at least in the elementary level (Herr, 1993:pp.39-40).
- The Convention of the Rights of the Child (1990, art. 28) states that, “State’s Parties recognize the right of the child to education...on the basis of equal opportunity”.

2.9.2. Provision for Blind Students

For students to be successful in their educational progress and to develop their physical, social, occupational and other necessary abilities, they must be provided with such services as orientations, housing, food, health, guidance and counseling, library etc. In our case we see guidance and counseling, library and orientation services that are commonly rendered for blind students.

2.9.2.1 Guidance and Counseling Service

Guidance and counseling is an important aspect of education that can help the learner in his problem. It is essential service that can support instructional work to enable student to develop his ability. According to Cowie (1992), guidance and counseling services assist students in general in solving their present problems, in preparing themselves for further tasks, in attending higher standards of efficiency and well-being and developing personal resources for growth.

Furthermore, guidance and counseling is needed for formal development of all children. This is because there are emotional, social, economic and educational problems of pupils. Regarding this point, Farrant (1980:55) has stated that:

Counseling is the act of assisting an individual with advice, comfort or guidance to relieve or overcome problems that trouble him. It is increasingly being recognized as an important component of the teacher's work. Since children learn best when they are free from worries or matters that interfere with the development of their personality.

Chauhan (1982) proposes that guidance and counseling may be effective if it enables the student to overcome obstacles, which interfere in the development of his abilities. It should enable the students to cope with their academic difficulties in schools. A successful guidance program is expected to minimize student's emotional problems in school. The program provides them with opportunities for the reduction of worries and conflicts.

2.9.2. 2. Library Services

A library service is one of the other school facilities that contribute to effective teaching and learning activities in the school. It is useful to teachers and students by providing reference materials, which enhance further understanding of different subjects. In this connection, Roe (1965:14) proposed that:

A library with well-equipped, well-run and widely used is making a noteworthy contribution to the teachers either in the teaching of subjects or more often in providing out of school reading.

The physical structure of the library should be favorable and free of barriers like steps, high bookshelves and narrow doorways, which are an obstacle for the normal movement of the blind in the library. Concerning this idea, Velleman (1979:55) stated:

Large library tend to have wide aisles, large entrance door, elevators and other such less obvious facilities as wide stuck aisles. These seem to be usual but they also serve the obvious need of the physically handicapped. The architectural needs of the blind are less elaborate. The most obvious area so called Braille map of the library or set of three-dimensional models, probably located near the main entrance so that the blind user can find the desired services and facilities.

Besides the physical facilities, special room is also needed for the blind. Because any hint of segregation of the blind from the sighted friends is likely to meet emotional resistance on the part of the blind and their friends, but the use of electro-mechanical or human transducers in the presence of the library is certain to be destructing to the latter and no matter how much good will have, it is likely to prejudice them against the blind. To minimize this problem, separate room is preferable. Velleman (1979) has described this idea as:

Effectively, it is necessary that there is someone a professional staff who takes the trouble to learn about the needs of the blind and to keep up-to-date on the rapidly changing technological and service situation in this area.

A librarian has also an active role in satisfaction of users. That means, the greatest satisfaction of users of a given library falls on the activity of the librarian. In affirming this statement, Storm (1977) said that “the amount of satisfaction a reader finds in a library depends directly upon the kind of books the librarian has available for use”. That means, if the librarian manages constantly to choose books of no interest or use to his reader he cannot expect them to be satisfied.

2.9.3. Special Resources and Services

Persons with visual impairments need, and are entitled to the satisfaction that reading can bring and to some full range of library and information services as sighted people plus what additional services are necessary to compensate for the persons with visual impairments effects of blindness (Saur, 1982). This is to indicate that, even though the reading interest of the blind is the same as their sighted peers, they need special media and service to process available information.

According to Saur (1976:26), stated that;

Special library service to the blind is one of good branches of extensive library system in America; in some areas in fact it has not reached its full maturity even though the efforts were made at devising a separate form of print for the blind concentrating on the sense of touch. These efforts culminated in this century with the universal acceptance of Braille as that form of writing and printing.

2.9.3.1. Braille Provisions

Encyclopedia of library and information science (1970) defines Braille as “a system of embossed reading and writing based on 6-dot cell (3 dots high and 2 dots wide)”. The prevailing dot system bears the name of the inventor, Louis Braille.

Like any other ink print, Braille can be written either by hand using a simple device called a slate , stylus and braille paper. From its very nature writing is done in Braille, from right to left so when the paper is turned over the embossed writing can be read from left to right (Encyclopedia of library and information science, vol. 2, 1970).

It is true that Braille books are produced for libraries for the blind by individual transcriber, usually volunteers. As Going (1981) stated, it was a laborious and lengthy process, reminiscent of devoted work of monks in the medieval scripture. Person with visual impairment can make individual copies of braille. But today, thanks to computer technology a laborious process has been changed to computerized Brailing system.

Therefore, transcribers no longer have to sit for hours punching out the characters by hand, wasting a page every time when make a single mistake.

2.9.3.2. Tape and Cassette

Sound recording has been a solution for those who cannot read Braille or/ and for many who can. In explaining the significance of recording materials in the area of library and information service for the blind.

International encyclopedia of higher education (1977) elucidates the following:

The need for supplementary Braille reading services to be used as adjacent to those previously adjusted. Since the number of persons with visual impairment having knowledge of Braille had not increased.... unlike Braille, listening cassette doesn't need special skills and more or less suitable for all kinds of persons with disability except those who have hearing impairment.

Cassette makes reading accessible to any sightless person who has no serious auditory defects. Concerning its speed and advancement, Saur (1976) stated that the speed of the cassette could

be adjusted to the level suitable for memorizing. Therefore, libraries serving the blind and physically handicapped should improve cassette library.

2.9.4. The Importance of Listening Skills

Writers generally agree that vision is the coordinating sense and it is estimated that 80% of the information received by people who are fully sighted comes through the visual channel (Best, 1992). As the child with a severe visual impairment progress through school, listening to material recorded on tape provides an efficient alternative medium to print and Braille for some study purposes. Harley et.al.(1979) suggest that the average Braille reader reads two or three times more slowly than the average print reader, achieving speed around 100 words per minute (wpm) compared to the 250 wpm of the print reader (Aldrich and Parkin, 1989), Mangold , 1982). It is generally held to be more difficult for readers with a visual impairment to skim read text or to scan text to find specific information and relocating one's people in the text can also take more time. Mainly developed listening skills can also help students to take full advantages of the opportunities for access to computers, electronic reading devices and talking calculators that synthesized speed provides.

Also listening Environment is important because effective and calm classroom management can help to avoid the situation where the teacher has to speak in an increasingly loud voice to be heard above the continuously rising noise of the classroom.

Most children are able to watch the teacher's facial expression and interpret their body language as they speak, and often a child will refrain from a particular action when the teacher directs a glance at them, or shakes their head. The child with a visual impairment may miss these visual clues and have to rely only on what they hear. The teacher should therefore speak clearly, using a varied tone and volume (Best, 1992). When addressing a child with a visual impairment, it is also good practice to begin with the child's name. Otherwise, the child may not know to whom the teacher is talking.

2.9.5. Orientation and Mobility

The problems of students entering to school should receive the necessary understanding and attention. The schools have the responsibility to alleviate the problems and confusions of students. Therefore, orientation programs are highly important to help students. In the context

of school, an orientation program is seen as the process of communication in that the new students are introduced to the school environment (Farrant, 1980).

An orientation program should be given to all students regardless of any difference and the program should necessarily enable them to think and feel that they are accepted and treated (Bellen, 1992). Bellen further adds that the orientation program should be given in general meeting like a freshman week for all students, and a special program for those students with special needs and problems such as the blind.

Students with visual impairments should move around the classroom or other areas of the school just as their sighted peers do. Free movement around school is an essential part of successful school experiences. Orientation and mobility training helps students accomplish this goal. Koenig (1996) stated that such training “promotes safe, efficient, graceful, and independent movement through any environment, indoor and outdoor, familiar and unfamiliar” (p. 260). Orientation and mobility skills help people know where they are in relation to their surroundings and how to safely navigate within their environment (Turnbull et al., 2002).

Relevant skills for the school setting include knowing where landmarks are throughout the school setting; being familiar with the layout of classrooms and common areas such as the library, gym, and cafeteria; and knowing where exits, restrooms, the main office, and other relevant areas are. Students need training in the school’s emergency procedures, such as fire, tornado, or earthquake drills. Orientation and mobility skills are also important in outdoor areas such as playgrounds and bus loading zones. Different types of mobility systems are available, including sighted guides, canes, guide dogs, and electronic devices (Hill & Snook-Hill, 1996). Orientation and mobility specialists can help determine the best system to use for individual students; as well, the specialists can provide information about the preferred system and any training general education teachers may need.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The focus of this study was to investigate the educational and psychosocial challenges and opportunities of students with visual impairment in first cycle integrated classroom of Adimahleka Primary School. The research is Qualitative research that takes place in natural settings and employs a combination of observations and interviews. Case study approach is proposed as it enables the researcher to develop a level of fact from high involvement in the actual experiences (Creswell, 1994). In case study, a single person, program, event, process, institution, organization, social group or phenomenon is investigated within a specified time frame, using a combination of appropriate data collection devices (Creswell, 1994:12). Yin (2003) also discussed that Case study inquiry as a type of qualitative research that investigates a phenomenon within its real-life context.

3.2 Sampling size

To conduct this study, participants were drawn from the school namely Adimahleka Primary school because the school have more SWVI that is needed for the study. In the school, different members of the school community were identified and participated in the study. This includes all 11 students with visual impairments attending in the school, 3 teachers who teach in grade 6 integrated classrooms of the school and the principal of the school, 5 sighted students and 5 neighbors. Therefore, a total of 11(2 female & 9 male) students with visual impairments, 5(2 female &3 male) sighted students, 3(1 female & 2 male) teachers, 5 female neighbors and 1 principal of the mentioned primary school were participants of this study. To do this, a sample frame for the students was prepared from their teachers' information of each class.

This sample size is shown in table below.

Table 3.2.1.A Demographic Profile of participants

No	Participant	Gender		Total
		Male	Female	
1	School Principal	-	1	1
2	Teachers	2	1	3
3	Neighbors	-	5	5
4	Sighted Students	3	2	5
5	SWVI in semi structure interview	4	1	5
6	SWVI in FDG	5	1	6
7	Total	14	11	25

Table 3.2.1.B Demographic Profile of participants

Pseudonym	Gender		Age of onset of visual impairment	Type of visual impairment		Age during interview	Grade during interview
	Male	Female		Total	Partial		
TS		X	3 y.o.		X	16	6
ZERA	X		15 y.o.	X		18	6
TSE	X		8 y.o.		X	26	6
FER	X		4 y.o.	X		22	6
ZAB	X		3 y.o.	X		22	6
Total							

Note: y.o. means “years old”

The participants in the above table are all participate in this study .That is 14 male and 11 female totally 25 are purposefully selected. From the 5 participants of semi structure interview two (1 male and 1 female) are partially sighted and three (3 male) of them are totally blind. And from the 6 participants of FGD 5 males are totally blind and one female partially sighted. Their ages of onset of visual impairment are above three years old that is postnatal. They are all grade 6 students. Their ages during interview were range between 16-26.

The researcher select their neighbors purposely because most of the time when the researcher went to the house of SWVI she got females so she try to made an interview about SWVI with them rather than with males. And also the researcher selects their sighted friends purposely because those friends are close relationship with SWVI.

In the case of Adwa town currently 11 primary schools are accepting and teaching SWVI in general education. Out of the 11 primary schools, the researcher has selected Admahleka primary school as case study for the simple reason that it has enrolled a far greater number of SWVI than the other schools.

3.3 Sampling Techniques

To get the required information from participants about the research on the selected primary school, all 11 students with visual impairments (5 SWVI were used in the interview and 6 SWVI in FGD), 3 classroom teachers, 5 sighted students, 5 neighbors and school directors were selected using purposeful sampling.

3.4 Sources and Method of Data Collection(tools)

The Researcher collected data from various members of the school community (i.e. teachers, learners, neighbors, and school principal). Moreover, the data were gathered using the following techniques i.e. classroom observation, focus group discussion and interviews.

3.4.1 Instrument Development

3.4.1.1 Interview instruments

Semi structured interview for teachers, SWVI, sighted friends and School Principal, was employed to collect the primary data from that was expected to give related information to the study. Semi structured interview provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock,2007).In addition to the above instrument focus group discussion and observation were used as secondary data collection instrument.

A. Interview Instruments for Teacher

Teacher's interview instruments were developed for collecting information on teachers' awareness, understanding on integrating of SWVI and actual teaching practices in the classroom and the challenges faced during the teaching and learning process. The researcher spent a total of three days to conduct teacher's interview.

B. Learner Focus Group Interview

The learner focus group interview was developed to gather information regarding their integration in regular classroom with sighted students, their learning practices and challenges

they faced and relationship with their teachers, classmates and school principal. The researcher use two days for FGD interview.

C. Interviews for School Principal

The school principal interview plan was developed to gather information regarding the principal's and administrators' knowledge and awareness on grade 6 integrated education, the educational support and training that teachers are receiving, the material support that SWVI are receiving, the standards in selecting and assigning teachers in integrated classroom, the support the school principal gives to teachers regarding teaching and learning and the school's relationship with other stakeholders. The researcher spent a day to complete interviews with the school principal.

D. Learner Interview

The learner interview was developed to gather information regarding their integrated in regular classroom with sighted students, their learning practices and challenges they faced and relationship with their teachers, classmates and school principal. The researcher spent a month to complete learner interviews

3.4.1.2 Observation Instruments

Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. For example, in interviews, participants may be asked about how they behave in certain situations, but there is no guarantee that they actually do what they say they do. Hence, observing them in those situations is more valid. Observations are those in which the researcher takes notes on the behavior and activities of individuals at the research site (Creswell, 2009).

A. Lesson Observation

The lesson observation check list was developed to gather information on the teaching practices of the teacher in integrated classroom and the learning conditions of the SWVI during a lesson. This includes information regarding the way how teachers teach (method of teaching used considering diversified students, teaching aids) and support or reaction to the SWVI during a lesson. It took over the six-day period.

B. Classroom observation

The Classroom observations were developed to gather information on the general classroom situation e.g. the number of learners, sitting arrangement, resources available in class etc. The researcher observed the classroom for nine day.

C. Learners observation

Learner's observation were developed to gather information regarding how SWVI learning in integrated classroom together with sighted students, and socialized with their teachers and classmates inside and out of the class. The researcher observed the learners for over nine days.

3.4 Data Collection

3.4.1 The data collection process

(Pilot Test)

Before preparing for data collection, first the instruments were checked by the academic advisor. Secondly, the researcher corrected the instrument based on the advisors feedback. Thirdly, instruments were translated to Tigrigna language because this language assumed as a local language to all participants.

After this, a pilot study was conducted in Adwa Soloda Primary School, which in many cases is similar to Adimahleka Primary school, as both schools provide integrated education .Of course, the pilot was conducted in a small sample of one first cycle integrated teachers, the school principal and two SWVI. Based on the result, modifications were made on some items and instructions by correcting spellings and ambiguous words and phrases that were not easy to understand by the participants.

Ethical consideration

Referring to ethical consideration, after identifying the key informants with whom to begin the interview process, discussion with all participants of the study was made. The discussion contained information concerning the researcher's full consent (permission) to research process, awareness or description of what the study examines, the right to withdraw from participation at any time, the right of getting any relevant further information about the study, confidentially threatening of participants data and name were clearly discussed.. Therefore, the

researcher obtained the informed consent of all participants verbally to start the interview process.

Finally, after assuring the validity, reliability and its appropriateness of the interview instrument and obtaining the informed consent, the instrument was made ready for the final study and the main research was conducted in the natural setting of the selected schools using interview, observation and focus group discussion instruments.

Summary of the Methodology

Participants	Teachers	School principal	Neighbors	Sighted friends	SWVI	Instrument	Research type
Adimahleka primary school	3	1	5	5	11	-Interview	Qualitative research
Sampling technique	purposeful sampling	purposeful sampling	purposeful sampling	purposeful sampling	purposeful sampling	- Observation -Focus group discussion	

3.6. Data analysis process

Because of the study used qualitative type of data, thematic data analysis technique was employed to analyze the qualitative data. This was performed as follows: Before starting the analysis, to understand the data the researcher read and re read the transcribed, collected, and documented row data that were gathered from interview guide, FGD and observation based on the respondents respond and observations of the researcher that describes the condition or the occurrences under the study. Because, having a data does not mean those data are quality data. Next, the researcher was organized, classified, reduced and coded the data to represent the categories/themes.

Then, the researcher grouped similar kinds of ideas and concept (data) together in categories/themes uses as summery markers for analysis. The categories/themes were used as

headings and explain one by one. Data was interpreted and findings were reported. To increase the validity and reliability of the findings, the researcher used data triangulation using data from respondents that is obtained through different methods. As a result, the weakness or bias of any of the methods or data sources was compensated by the strengths of another. Data from interviews and focus group discussion were gathered using tape recorder. The data was analyzed by using case by case analysis method. The names used in the case studies are pseudonyms.

CHAPTER FOUR

RESULTS (Findings)

This chapter presents different data gathered from the varied participants of the study such as teachers, school administrators, neighbors and friends of the main participants of the study which are students with visual impairment (SWVI). It also includes the results of the interviews conducted as well as classroom observations of the main participants of the study.

4.1. Challenges facing students with visual impairments

4.1.1. Educational challenges:

4.1.1.1. Concerning their Teachers' teaching methodology problems

Except ZERA almost all learners have similar ideas. The following are their own opinions. Among others, TSE reported that *"I think my teachers took barely two day training on how to teach students with visual impairments at Adwa CTE by SNE teachers' .Some of them try to teach us orally, but most of them do not care about us."*

This learner's claim was confirmed by his home room teacher (HT1) who witnesses, *"I had training for two days on how to teach SWVI. In addition to my experience I give support and moral encouragement. I let clever students read printed materials for SWVI and I used teaching aids to support them."*

The researcher also observe that the teacher don't know how to teach SWVI. For example, he was using words like "this is," "that is," "look, "you..." inside the classroom while he was teaching. Those words that the teacher was used indicated that the teacher didn't know how to teach SWVI.

ZERA reply that some of our teachers took training on how to teach SWVI, but not all of them. I heard that training was given by Adwa CTE on how to handle SWVI and how to correct Braille for two days only. After the training, some teachers solved their own problems. For example, one teacher can correct student's assignments which are written by Braille.

His homeroom teacher (HT2) said that he didn't took training by SNE teacher in ACTE on how to teach students with special needs, but he was interested in taking training on how to teach SWSN in general and SWVI in particular.

The researcher also observed that while the teacher taught inside the classroom he tried to ask for SWVI by calling their names; otherwise his emphasis in teaching and learning process fits for those sighted students. For example, he was writing on the blackboard about the lesson but he did not explain the lesson orally. And he left the class after he finished his class without explaining the topic he taught or ask questions, which is not clear for the students. But the teacher should give makeup classes for SWVI.

FER further explained that, although all teachers have not taken training regarding how to teach SWVI, some teachers' handling and approach towards SWVI are well because they encourage us and boosted our learning morale. His home room teacher (HT3) noted that he is not trained how to teach SWVI. He had a short training from SNE teacher in the school, but that was not enough because it was very short. FER's homeroom teacher tries to teach student's according to their interests. For example, he allows SWVI to sit at the place of their personal choice. However, he does not show them tactile teaching aids. He mainly pays attention to sighted students.

ZAB said that when it comes to handling SWVI, all of our teachers are not well trained. To mention some indicators, they could not read and write Braille. And also they don't give equal marks for SWVI and sighted students for the neatness of their exercise books. Rather teachers attach lower marks. Moreover, TS said, I think my teachers did not take any training on how to teach SWVI because they teach us the same way as they teach sighted students. Some of our teachers leave the class after writing on the blackboard without giving explanations.

Her home room teacher (HT1) stated that:

In my view SWVI have different needs; for example, they have a need to learn and become free from the society. And also they have a need to be independent, so we teachers should understand their need and help based on their needs. We give different support for SWVI, for example, based on what we took training on Adwa college on how to handle SWVI we let sighted students to read printed material for SWVI, we give special support etc.

On this issue most of FGD participants reported that their teachers did not take training on how to teach SWVI. For example, one of the partially sighted female participants in the focus group discussion said, *“With the exception of our SNE teacher, teachers in our school do not know how to teach SWVI. Last year, our SNE teacher said that she would train for other teachers to write and read Braille, but it did not happen.”*

To summarize the above idea, except ZERA, from semi-structured interview and one male participant from FGD, the rest participants respond that their teachers did not take training regarding how to teach SWVI. How can one teach special needs students without receiving any special training? Teachers share the concerns of SWVI learners. They admitted that they had greater difficulties in teaching SWVI. The researcher’s observation is also consistent with the above concerns that teachers had considerable difficulties in teaching SWVI.

4.1.1.2. Blind Students Testimony about Parental and Teachers support

TSE said that my teachers did not support me, and my parents live far away from me. Hence, neither my teachers nor my parents work with me; I felt very much bored. Except Braille, slate and stylus from Adwa Teachers of Education College, there is no special support from the school. My teachers also treat me like sighted students.

ZERA said my parents didn’t want me to study in school. Instead, they wanted me to go to church. Lacking special support that fits their needs, SWVI face an uphill struggle in both their social and educational life. In relation to this, ZERA resentfully laments, *“Teachers won’t give us full marks just because we don’t have exercise books. But how this could be? We don’t even know how to write with ink? Maybe these issues are raised from lack of awareness or lack of budget. I don’t really know the specific reason.”*

FER further argues;

I have no parents in Adwa, and teachers only support me in the classroom. Otherwise no one else helps me. Because of this, I asked myself why teachers cannot even ask us, “What is your problem?” or “How can we support you?” Therefore, when possible, I need support from my family like money for house rent and for buying Braille materials; from school, I need support like a reader, someone who can help me in doing my assignments, sighted guide and etc.

Another participant, ZAB also aired similar frustrations *albeit* in a slightly different words as follows;

My parents live in Ahferom, which is 30km faraway from Adwa town. We communicate by phone, but they do not support me. Teachers teach me during their time; otherwise, no special support is given to me. I once heard that students and teachers were contributing money so they could buy slate and stylus (Braille materials) for us. However, until now I haven't received anything.

Every other critical voice from SWIV does not look to be all gloomy. There are partial cases of acknowledgements commending family support. For instance, TS said, “*my parents always help me. They give me high moral support and encouragement at least through phone calls. But my teachers are not really that much supportive, except our SNE teacher, who always has a positive attitude towards us. I can see a little, but I still need someone to help me in going around or go to the bathroom.*”

Most teachers seem to acknowledge SWVI's criticism as valid though they still try to justify the underlying dilemmas they confront in their teaching process. Except T1, the remaining T2 and T3 reported that they did not support SWVI because they fear that when they commit extra time to teach SWVI they may not able to cover their planned weekly lesson contents. Therefore, no wonder most of the time teachers shape their patterns of teaching based on expected progresses of sighted students. And they expected the SWVI to ask their sighted classmates to compensate their disadvantages which may eventually create possible gaps. But T1 said he is trying to supply her SWVI with text books to be read by her friend.

Most FGD participants, save for two males, respond that their parents, let alone to work and help them, even they did not allow them to attend school there. This leaves them with feelings of greater dissatisfaction, isolation and hopelessness to pursue their studies.

To conclude the above discussion, with the exception of TS, from semi-structured interview and two participants from FGD, all SWVI participants underlined that they are denied of parental support for their learning. Besides, with the exception of FER and one FGD participant, all of the research participants responded that their teachers do not lend them considerable support for learning. This would tempt one to assume that SWVI in Adimahleka are struggling to organize their learning under grave difficulties.

4.1.1.3. SWVI's Challenges of Reading and Writing Competences

Almost all of the participants can read and write Braille, except some difficulties with regard to abbreviation and contractions. For example, TSE claims that he cannot write and read with the Braille perfectly; but he has only a limited competence on operating/utilizing the Braille. Slate and stylus are not enough to practice and take notes using Braille. And he also needs a reader or oral transcriber for printed material at school and home.

The researcher also observed that TSE cannot write and read Braille well; this can affect his education because when his sighted classmates write from chalkboard fast he cannot compete with them because he is waiting for his classmate to read printed one. One of his classmate also said that TSE is always late in writing from the board because most of us need to accomplish our task than to read for blind students; so we read for him after we finish our own writing ups. His homeroom teacher (HT) also reported that most of the time TSE could not write from the blackboard because he has not reader (supporter) and he also cannot read Braille in class and outside class.

Furthermore, ZERA responded about the Braille skills as follows: "I can write and read Braille but I have a problem with Braille construction." However, he can't read usually like sighted students because Braille can only read using his fingers but printed material can read through eyes. Reading by our eyes is faster than reading through fingers. That is why he can't read at the same pace as sighted students.

The researcher also observed that when the teacher wrote on the blackboard ZERA could not copy from blackboard. Instead of writing he was idle. But his sighted friends copy notes from blackboard. One of his sighted friend also noted that ZERA does not write from blackboard when his teacher write on the blackboard; instead of writing he is waiting for us to read printed materials. His homeroom teacher also said that I wonder always about ZERA; because in class he did not write like sighted students but at exam he did quite well.

FER, regarding his skill on Braille except some difficulty in abbreviation, he can able to use brail because he attended his school from grade 1 to 4 at a boarding school for the blind. The same school was staffed with SNE teachers who can practice SWVI to read and write Braille. One of his classmate said I think FER is good in reading and writing Braille, however, he could

not able to see printed materials like sighted students. Unlike me he is late in writing and reading Braille.

ZAB says that since he learned from grades 1-4 at Maria Luisa (school for the blind) he is able to read and write Braille. But he is not yet perfect; however, Braille helps him to take notes from the teacher's explanation. There is no slate and stylus in school, though the materials have given to him by the people in Adwa College of Teacher Education and Adwa. His classmate said that often ZAB wants to move from one place to another place to ask for sighted students to read student text books; because most of sighted students do not cooperate to support in reading from the blackboard for SWVI. This emanates from selfish spirit in that classmates opt to help themselves than helping others.

The researcher also observed that ZAB, TS and FER are suffering in understanding abstract ideas or invisible things, for example, when their teachers show teaching aids which is prepared by chart SWVI cannot understand about the chart as sighted friends because chart cannot know easily by touching unless we see it. TS said even if I have a skill of Braille, I cannot read and write printed materials like sighted students. This is as a result of lack of books that are written by the Braille.

T1, T2 and T3 also explained similar idea; they said that when they went to see their exercise book they can't check whether SWVI write from the black board like their sighted friends or not because they cannot read Braille.

Except one participant from semi-structured interview most of the participants from focus group discussion also respond similar; for example one participant said that I cannot write and read Braille well like my classmates who can read and write from printed materials because of this he needs books which is written by Braille. Contrary to the above idea one male participant said I have no problem in writing and reading Braille like sighted students who write from blackboard

Summary

Except some difficulties in abbreviations and contractions all participant in semi structured and FGD have skill in reading and writing Braille, however, they don't have a speed in reading and write like sighted students because sighted students are fast in reading and writing than SWVI.

4.1.1.4. SWVI's misses more concepts than their sighted friends and classmates

Except ZERA, almost all participants answered that they miss more concepts and information than their sighted friends. For example TSE said that when his sighted friends or students work and play, he cannot do the same as them and he feels sad. Likewise, TS reported that when they play games and run along with their friends I feel sad because I cannot join them. Furthermore, sighted students can copy from the blackboard, and the teachers correct their class work. However, SWVI like me, go to their home without doing their classroom activity; because no one can read words or sentences which are written on the board for SWVI.

ZERA has a different experience which let him contend the above claims. He responded that *“I don't think that I miss concepts or information that sighted students; because my problem is one of postnatal blindness. So I can identify everything by associating them from my past mental map, with the exception of colors.”*

Their homeroom teachers (T), said, *“Unless we tell them, they can't understand same concepts from what we teach. For example, they can't identify size, thickness, color etc.”* The researcher also observed that SWVI suffer more in grasping abstract idea while they learn in the classroom.

All participants of FGD, except partially sighted man, respond that they miss some abstract idea. For example, one of the participants affirms that SWVI are much more disadvantaged in the classroom. Because SWVI didn't get any good reader, they cannot display the same level of progress like sighted students. For example, SWVI had difficulty in learning about Ethiopian and African maps.

Summary

Except ZER from semi structured interview and one male partially sighted from FGD the rest all participants reported that they miss some concepts, for example color and size.

4.1.1.5. Regarding their language ability.

One of the major factors of academic success revolves around language competences. ZER, FER, TS described that they have no problems concerning language abilities. They feel that they can compete fairly well with the sighted students. For example, ZERA said that he has the same level of ability as his sighted friends. His homeroom teacher also said that he has better

language ability than his classmates. Likewise, FER and TS said that they have the same language ability as the sighted students. They are able to speak and explain just like them.

Contrary to the above statements, two participants perceived their language competences differently. For instance, TSE declares that;

He does not have the same language ability as sighted students. Because sighted students live with their parents and have enough food, clothing, etc. these are relative advantages that contributes much to develop their language ability. However, he is dependent on a boarding school that doesn't fulfill extra needs. If he gets adequate support, it was good. If not, there is nothing he can do. He attributes his relative language incompetence to the lower level of input package to build up his language ability.

Similar to TSE idea, ZAB explained in his own words, “*I have shortage of language skills compared to sighted friends. The reason is that I did not learn grade 3, and I registered straight at grade 4. In the future, I will make an effort to learn and acquire basic language skills.*”

Most of the FGD participants agreed to the above idea. Three participants answered that they have the same language ability with sighted students. They described that they speak, write and listen like sighted students. But three participants answered differently. For example, one participant said “*I wonder myself, because during examinations I scored better than sighted students. But, in reality, I don't have the same language ability like sighted students. For example, I cannot write and read equally like sighted students*”.

Their homeroom teachers also respond that three SWVIs did not have language difficulties. The remained two participants have language difficulties. But when they compare their result with sighted students they score high because SWVI are aged than sighted students.

Summary

Three participants from FGD and ZERA, FER and TS from semi structured interview described that they have no problem in language ability. But the remaining three participants' from FGD, that is TSE and ZAB explained that they have shortage of language ability.

4.1.1.6. Concerning Subject difficulty

Almost all respondents share similar idea concerning subject difficulties. Feedback from each respondent may better elucidate this fact. In this regard, TSE states: the most difficult subjects for him are Amharic and English; simply because they are not his mother tongue.

ZERA also answered that;

Math, Music, Art and Sport are difficult subjects for me, because those subjects often require visual imitation. English is also the most difficult subject for him because while they read it for him from text book, every student can't read the correct words with precise pronunciation. In other subjects, when their classmates read, it is fine because with the exception of English, all subjects are learned in Tigrigna; therefore, every student can read it properly and communicate it easily.

ZAB said that Amharic is the most difficult subject for him. He doesn't know why, but probably because he did not commence his education from grade one. Also, some subjects are not given to them at school. Because teachers think that they could not handle subjects like physical education, music and art.

TS said, "I have difficulties in Amharic. The reason could be I did not really study the subject in boarding school so seriously."

The FGD participants also reported similar with the above idea. For example, one participant from

FGD said as follows;

"From all the subjects I have difficulty in Amharic and English. The reason could be different. These are, first I don't have good support from my family and neighbors to help me in reading and learning these subjects; because most of them are not educated and they cannot read. Second, I didn't listen television because I didn't have it so I could not develop listening skills.

Another participant said "Out of all subjects I learned, I have struggled so much with English and Amharic, probably because I started late in modern education. I am a teacher at church school and am qualified to teach four levels (streams), including kine, aquaquam, kidase and zimare). So when I have difficulties in English and Amharic, I started to study in church education after school."

Summary

Most participants from FGD and semi-structured interview responded that from all subjects Amharic and English are the most difficult subject.

4.1.1.7. Comparing Boarding Schools and Regular Schools

Except ZAB, all respondents preferred attending at boarding school, which they reflect their idea as follows. TS prefer boarding schools because teachers there teach only SWVI. At a regular school (here) the students move from one place to another, and the class becomes noisy. He resents that he cannot pay due attention to the lessons. Also, while he study, students fight, and teachers sometimes give him lower marks, and admonish him like “Why can’t you write like sighted students?”

ZERA prefers to learn in boarding school, even if it has its own limitations. In the boarding school, he claimed to receive the support that he needed for his academic endeavors from his teachers. When they are in regular school, sighted students disturb them while they are learning, so they can’t understand what his teachers try to explain. SWVI use their sense of hearing as a primary means of acquiring information.

FER stated that *“I preferred to learn in a boarding school because no one can disturb us. There I can understand and listen to what our teacher tells us to do. Teachers also teach us the lesson orally, and we can write by Braille. English is taught orally too. It is so much better to study in boarding school than at regular school. Another important thing is, boarding school is always neat and clean. So boarding school for me is good.”*

On the contrary to the above idea, his homeroom teacher preferred that SWVI to learn in regular school because in regular school they can develop socialization, self-confidence, sharing ideas and etc.

ZAB also said that,

I prefer regular school, because when we want to do group work, we need sighted readers and we can share different experiences with them. At boarding school, we could not find a sighted reader and we were very dependent on teacher’s oral method of teaching. What is really difficult for me here is when teachers give us class work I cannot finish it as quickly as my sighted classmates. Therefore, I end up always being late. Because of my sight problem I wait for sighted student to read for me.

TS said, “I preferred boarding school because I could easily understand the method of teaching there. Here in regular school, teachers don’t give special attention to us. Also, there is a lot of disturbance so I cannot learn here properly.”

Furthermore her homeroom teacher said that

We can teach for SWVI but for better result of achievement boarding school is better for SWVI. Because in boarding school there are trained teachers, enough Braille materials etc. but in integrated school SWVI have difficulty to learn as sighted students; because SWVI can’t write any information that teachers wrote on the blackboard. And also in integrated school teachers are not well trained in handling SWVI and can’t read Braille. So that they can easily correct their exam and.

Most of the FGD participants also prefer boarding school than regular school. One of them said that she’d rather prefer to attend in boarding school; because it is too noisy to attend in the regular school. Also, their parents always send them to boarding schools because they think that boarding school has enough food and materials for SWVI. In regular school, these facilities are not properly provided for SWVI.

However, one partially sighted female participant said that she prefers regular school because in boarding school you cannot find other students to help you when you have difficulties. In regular school, you can ask a sighted student to help you read and move around.

Summary

Surprisingly enough with the exception of ZAB the rest all participants from semi structured interview and all participants in FGD have almost the same idea. They preferred boarding school than integrated school. Because in boarding school, all teachers have Braille skills, most of them have graduated in SNE, thereby they are prepared to support students with visual impairment. The school environment was also conducive because it was established primarily to serve students with visual impairments. But in the integrated school, they missed all the above benefits.

4.1.1.8. Classroom Accommodation, Student’s safety and Proper Seating

Most respondents, except ZERA and TSE, agreed that the school administrator did welcoming ceremony. The principal of Adimahleka confirmed this, by saying that at the beginning of every year, when SWVI come from Maria Luisa School for the Blind, Adimahleka prepares a

ceremony for them. TS said that compared to other schools, Adimahleka Primary School is conformable for us to learn. However, it has obstacles on the road, and the school did not prepare a welcoming ceremony at the beginning.

ZERA said *“Our school’s accommodation is better than other schools. But at this time, due to the new infrastructure (cobblestone roads) there are a lot of obstacles. So it makes a little trouble whenever we walk through it. Also, the school did not do any welcoming ceremony.”*

FER also said that Adimahleka Primary School is better than other schools for SWVI because the school surround is free from vehicles. But now it is becoming difficult for them because of the construction of cobblestone roads. He has never heard of welcoming ceremony in this school.

Most of the FGD participants agreed with the above statements. They said that, when they came from boarding school, teachers and administrators did not prepare welcoming ceremony. They did not say anything about the landscape and topography of the school. However, simply they discuss about the rules and regulations of the school. So we cannot totally say that the school did a welcoming ceremony.

Summary

All participants agreed that Adimahleka Primary Schools are better than other schools because the school is free from vehicles. On the other hand, SWVI are complaining about not preparing welcoming ceremony in the school for SWVI. To the contrary, the school principal disagrees with the remarks of SWVI. She said that the school has already prepared welcoming ceremony at the beginning of every year.

4.1.2. Social challenges

4.1.2.1. Support from their family and/or teachers

SWVI have endured lots of social challenges. TSE reported, of course, students like me (SWVI) support each other. Sighted students, however, do not support me. Therefore, I feel sad and wonder that why they are not voluntarily interested to support me.

One of his classmates reported to the contrary to the above idea. He said that as much as possible they tried their best to support SWVI. But it is not always because they also need to do their own tasks and sometimes they feel tired.

His neighbor said that:

“TSE has good behavior; he is disciplined and interested to study. But most of the time TSE spend his time at school. Every day, I am working outside. I only have rest on weekends; so I also do some household at home. Therefore, even if I like to talk and spend time with TSE, I have no time.”

The researcher (RO) also observed that TSE spends most of the time with SWVI outside the class because sighted students did not want to play with them; they rather want to run, chat with sighted students. However, ZERA, TS and FER reported on contrary. For example, TS said that the following: “I interact well with people in the society. I attend wedding ceremonies and holiday celebrations. But I do not attend funerals.

Her neighbor also stated that TS has good social interaction in the society .She needs to participate at every social activities except in some distance place. One of her classmate said that, “TS interact with sighted and non-sighted students. She never discriminate people. She likes to joke and laugh with boys and girls. Sometimes I thought that she could be a good comedian”.

Except one male and one female participant from focus group discussion, the remaining students did not participate in competitive games. One student from the FGD said that because I am 37 years old, so nobody asks me to play with them. I understand people think that I am already old, and I don’t need to play and chat with them.

Summary

ZERA, TS and FER from semi structured interview, one male and one female from FGD have good relationship with the society. However, TSE, ZAB and the remaining four participants from FGD criticize that they have a problem in interaction with the society.

4.1.2.2. Concerning Parental overprotection

Except ZERA all participants respond similar but to see details the following are each cases responses.

TSE responded that;

At my home they were telling me not to go outside or to some neighbors. When people come to our house and asked my parents about me, they would say that I am a result of God's anger towards them. Another reason that I didn't go out of my house was that I believed that my parents felt shame for having a visually impaired child. Therefore, TSE was in door before getting school but now he is not the same as before.

One of his neighbors argued that he should stay in his home because she doesn't believe that he can come back safely after he goes out; because he can't see everything.

ZERA said that *"my family did not over-protect me. They did not tell me to sit and stay at home and etc. They would rather send me to church school because they believe that a child with visual impairment can't attend a modern school. But those parents of SWVI who live in urban areas, they send them to modern schools because they have awareness through different technology, like media."*

ZERA's neighbor stated that although she is interested in ZERA's activity that he did his work independently, she worries that he may go into dangerous place.

ZAB explained that,

Because of my parents' influence I did not interact much with other people. For instance, if there was a wedding ceremony, they prohibited me from going by saying, with whom are you going? If something bad happens, can you protect yourself? You may be injured and face another disability, etc. I felt so sad. I thought that because of my blindness I was kept from doing a lot of things that make me happy; even from enjoying the company of other people.

ZAB's neighbor said that she did not believe that he can engage in different activities because his blindness prohibits him from doing different things. She even wonders that how ZAB could attend a class in regular school.

FER said that "particularly if I wanted to go far away from my home, they did not allow me to go outside. Because they feared that I would fall into dangerous places. However, near of my home I could practice cutting trees and crops."

FER's neighbor stated that he need to sit at his home rather than going outside because when he move from place to place he can fell to sloppy areas ,holes, stones...etc.

One participant from the focus group discussion supporting the above idea; “When I was in the village, my parents wouldn’t allow me to go outside of our house for two reasons. First, naturally they feared that I would enter to dangerous places. Second, my parents did not want to hear our neighbors insult for having a child with disabled.”

Another participant from the focus group discussion said: When my parents lived together, I was free to go from one place to another. Because of my visionlossthey divorcedafterthat they never sent me outside anymore. They don’t want people to know that they had childwith visually impaired. For them, having a child with visual impairment was like losing a wife or husband in the future.

Summary

Except ZERA all the remaining participant in semi structure interview and FGD said that when they live in the village their family did not allow them to go alone. They overprotected them. Similarly in Adwa town their neighbor’s did not believe that SWVI can do everything by them.

4.1.2.3. Societal Attitude towards SWVI

The participant’s respond differently. TSE said that, those who are working at *Woreda* Education Office don’t have positive attitude. But one blind teacher at Adwa College of Teacher Education has been very positive and helping him.

ZERA says:

Some people have positive attitude towards SWVI. For example, they have a belief that SWVI can learn like sighted students and lead their lives. Some have negative attitude towards us; they said that education is difficult for SWVI, and they said we would only waste our time in school and not learn. Some people also believe that modern education is not good for SWVI but church education is better.

FER said that his perception of the community towards him is good; most people treated him well. Despite of his blindness they assume that he can lead life by himself.

ZAB feels that people have a negative attitude towards him. He doesn’t know the reason, whether it is lack of awareness or something else. For example, if he goes alone, people didn’ttell him about obstacles in front of him so he might fall into a hole on the road.

TS respond that to some extent it is okay when I compared to the past. However, it is not completely changed. A lot of people still think that SWVI cannot think like normal human beings.

Except two male participants from FGD, the rest participant does not have a positive attitude towards SWVI. One participant from focus group discussion said that “Society does not have positive perception towards SWDS in general and SWVI in particular. This is mainly because of lack of awareness. Society does not think that persons with disabilities can learn and lead independent lives. Maybe teachers have better attitude towards us than society in general.”

Summary

The perception of the society towards SWVI is different from person to person. Some people have positive attitude towards SWVI and some have not. The variations are not a result of the degree of their impairment. However, the perception of the society towards TS, FIR, ZERA and two male participants from focus group discussion were positive.

4.1.2.4. Public’s Perceptions on the causes of Blindness

All of the six participants from FGD and semi structured interview reported similar about the belief of the society for the causes of visual impairment ; such as small pox, the anger of God, the sins of his parents, the punishment of God, etc.

4.1.2.5. SWVI Participation in the society

Concerning participation with the society the participants respond differently, TSE felt that he did not participated very much in the society. Most people told him not to involve himself in different social issues; so people will not be disappointed with his blindness. He feels very sad because he thinks that he can do more and wants to participate, especially regarding those issues that he is interested on it.

Another neighbor said that she is not interested in participating in different social issues; because she believes that he may try to go to different places and people may not guide him well. ZERA plays and chats with his neighbors; so he has no bad feeling against them. But he does not participate in weddings and funeral ceremonies. Hence he feels bad with his condition.

Furthermore, his neighbor indicated that she has no confidence when ZERA interact with other person outside his home. She stated that, “ZERA cannot communicate well because he never sees things correctly; as a result of this, his neighbors do not want him to participate in activities outside of home.”

FER explains that, his interaction with the neighborhood is low. He sometimes understands himself as ‘the other’ whom people insulted and underestimate him. They ask him why he comes over whenever he goes into a place, and he feels ashamed of himself. However, now he feels that he is improving.

ZAB said that “I did not participate more with the society because most of the time the society did not invited me in different social activity such as holly days, ceremony, celebration (*tsebel*)etc.”

TS said that although the attitude of the society seems good but practically I did not involve with the society. Probably I believe that since I am no permanent residence they may ignore me at different social activity.

Similarly, except one partially sighted participant from FGD, the rest did not have good social interactions inside the home or outside. For example, one female participant said:

When I was living in the village, I interacted with few people. I did not engage myself much with the community. For example, out of four wedding ceremonies, I would only go to one. However, my brothers, sisters and parents would go everywhere. Even when my parents wanted to let me go with them, people would say, “Why is she here? Why didn’t she just stay home? Why do her parents allow her to leave?” My parents would usually bring food to me from the ceremony. Similarly in this town, I don’t participate much in different activities of the community. All the above things I mentioned made me crazy.

Another participant from focus group discussion said as follows: “When I was living with my parents, they did not allow me to go to the wedding ceremonies with them. Then I was tried to follow behind them.”

Summary

Except ZERA with some limitation from semi structured interview and one female participant from FGD the remaining did not have good social relationship. In addition to the above idea

their neighbor agrees that they did not invited SWVI in different social activities because they believe that SWVI cannot participate in different activity.

4.1.2.6. Spending time in Playing and Chatting in the school

TSE answered “I want to go and play with sighted students because sighted people can tell me more information from what they see. Playing or going with SWVI students doesn’t seem benefit to him.” Home room teacher (HT) said, “He interacts well with all sighted and non-sighted students inside and outside the classroom.” The researcher also supports the homeroom teacher’s idea.

Student (S) says, “Sometimes he talks with us inside the class, but most of the time he plays with SWVI outside the class.”

ZERA said that “I play with sighted and students with visually impairment.” Moreover, his homeroom teacher said that he has no problem in interacting with sighted or non-sighted persons. “

Also, the researcher observed, ZERA to be an interesting person in interacting with sighted and non-sighted student / persons at school. But sighted students are not interested to play with student with visually impaired. Rather they prefer to play with sighted friends.

FER stated that “I play with all my friends who are sighted students or who have visual impairments. When I need support, I asked my sighted friends. But for other things I play equally with all of them.”

Furthermore, one of his classmates and his homeroom teacher responded that FIR’s interacting is good with all sighted and non-sighted students .The researcher also observed that; FIR seemed sociable that he reveled good physical contact with his classmates and teachers. Indeed, he did not show any different contact with other sighted students in the school.

ZAB said as follows, “I prefer to have close relationship with sighted students. Because sighted people have integrated knowledge (by hearing and seeing), and I want to acquire this knowledge by asking them. But when I want to share experiences and talk about secrets, I prefer to do with people like me (PWVI). Because I feel that they can relate and understand me better.”

Likewise, TS claims that; at school she prefers to spend time with SWVI rather than with sighted students. She feels that SWVI can relate better to each other. They share experiences and ideas without prejudice. One of her classmates underlined that when she want to ask something academic she come to sighted students; but when she want to play and chat most of the time she prefers SWVI.

FGD participants also concurred with the observation above and assumed that;

The SWVI play with all sighted and non-sighted students. The main reason why they prefer sighted students is that they are able to get support in reading and guidance. Otherwise, when they want to share emotions, they prefer students with visual impairment. One participant from focus group discussion said, "I go, play and chat with all (both sighted and non-sighted) students." But honestly speaking, I need to chat, play and spend time with students with visual impairment because we love and respect each other. Otherwise for me, going with sighted students is artificial. Similarly, one participant from focus group discussion said that when I was living with my parents in the village I played with my friends. But now that I am in Adwa town, no one calls me anymore to play with them.

Summary

Although the participants have a different opinion most participants responds that similar, they said that they need good relationship with sighted students to get support otherwise to share experiences and their feeling they want to play and chat with SWVI.

4.1.3. Psychological challenges

4.1.3.1. Feeling about being visually impaired

Regarding their feeling the participants also mentioned their opinions as follows:

TSE said that being visually impaired makes me feel bad. I regret by saying that why God create me different from other people, if I were sighted I could work just like my sighted friends.

ZERA said that;

In the past I felt bad, because I was considered as useless. But now, I understand that being blind is nothing. If I learn, I can lead my life just like normal people. The main purpose of education is to get salary, so if I am an educated person, no matter what my problem is, I can live in a good situation. However, still I feel bad especially when my teachers tell me to

beg my sighted classmates to read what my teacher wrote on the blackboard.

FER also said that before I was irritated and I told myself that I couldn't live like this forever. But after I get the opportunity to education, I feel better. I am not as depressed as before, particularly when I am with teachers who are visually impaired. I encourage myself when they tell me that I can be a professional like them. When our teachers write or draw on the blackboard, I feel bad because I think that if I were sighted, I could draw and write on the blackboard too.

ZAB said that when I was a child I hate my parents because I was thinking that they brought me blindness. Because, when I faced such problems, I assumed they failed to take me to modern treatment. Gradually, when I became young I knew that I was not right. And I started to accept my problem.

Likewise, TS stressed that at first I was shocked and I considered, as if I am a unique human creature; because I did not know any person with visual impairment in my neighborhood. But after I knew many persons with visual impairments in the world, I thought that I am a human being like any other people. However, still I was thinking that how could I lead my life. Again when I know that SWVI can learn, I started to adjust my mentality.

Most of the FGD participants feel bad when their teachers write on the blackboard because they cannot read from the board by themselves. One participant in the focus group discussion said that, when his classmates help him by reading from blackboard and books, he worries that students may not read properly mispronouncing words unintentionally or even intentionally. Since he worries that students will tell him the wrong information, he does not fully trust what his classmates tell him from the blackboard and books. To solve this psychological problem and be certain, he reads the book at home again with other students.

Summary

All participants in semi structured interview and FGD reported that they feel bad of being SWVI; because they could not be able to do different activities like sighted students. Students who are blind after birth faced a lot of problems and suffer a lot to adjust their life at the beginning. But latter they can adjust their life. SWVI, who are blind before birth have lesser psychological problem than those who lost their vision at later point in life.

4.1.3.2. Attending New School: Adimahleka Primary School.

When they commence their studies at new school psychologically they were so not comfortable. In relation to this, TSE said when he began new school with new class; he was shocked by the noise that the sighted students created. He also thought that if he were sighted like them, then he'd probably be doing the same activity as sighted students.

ZERA said "at the beginning when I came to Adimahleka primary school, I feel dissatisfaction because the school environment, the teachers' method and the distractive noise of sighted students was not comfortable for me. But after two months, I gradually started to adapt all challenges."

Furthermore, FER said that when he started to learn in this school he was not happy; because school for blind was silent. However, he complains that Adimahleka primary School is too noisy, and he can't learn well. The teachers' methodology is not the same as in the boarding school.

At the end FER forwarded his opinion as follows;

Our teachers do not have Braille skills. Consequently, they can't correct our Braille papers. When they give marks for the neatness of exercise book, they don't allot us marks; because we don't have exercise books like sighted students. We rather write on Braille paper. The teachers should get training on how to correct Braille and how to handle SWVI.

When teachers write on the blackboard most SWVI never see the handwriting of the teachers; but all sighted students write from the blackboard; at that time they feel bad and irritated.

The following are their reflections. In relation to this, ZAB, for instance, opined that

When sighted students write from the blackboard quickly and I cannot see it properly, I feel so bad. When I cannot do what they do, I feel that I am hopeless and I became degraded. I think sighted people can do a lot of things like running around, being happy at whatever they do and feeling satisfied in everything because they have the capability to do it. However, most of the time I am dependent on my sense of hearing, and I can only do a few things that I can hear, feel and touch. This makes me feel really sad.

He also said that he feels very much angry when sighted people watch television, films and dramas, because he cannot see like them.

ZAB concludes that; in order SWVI to achieve a good result, they need basic educational accessories, like computers, the Braille, books that are written by Braille apparatus etc.

TS shares that view: “I feel very sad when sighted students complete their schoolwork on time and quickly; and they don’t even offer to help me. Besides, teachers don’t really tell sighted students to help students with visually impaired.” TS narrate that when she started school, she felt sad because she did not learn all the subjects like sighted students. Also, her teacher did not correct her class work because she used to finish rather late. Furthermore, TS stated that when she entered Adimahleka Primary School, she felt as if she has entered a dark place. In the boarding school, they don’t write on the blackboard. Instead, the lessons were offered orally. The first time she come joined Adimahleka Primary School, she could not understand the teachers properly. So she had to ask her sighted classmates to read and explain the sentences, which are written, on the board. Later on, she was able to adapt it. At the end of the interview, TS said that she is lucky in having the opportunity to learn. She would have nothing if she had not gotten a chance to go to school.

Most of the respondents from focus group participants replied similarly about their feelings towards their first school experiences. Most of them said that for the first time when they entered to the regular school they were not that happy. One participant from focus group discussion described his feeling as follows “I felt shocked because the students are so noisy, and it was also a problem to go up and down like sighted students. I was decided withdraw from Admahleka primary school because I had a feeling of inferiority.”

Another participant described his feelings as follows: at boarding school our age was similar, and I did not have low self-esteem. But when I came to this school, I did not feel so good because the students are younger than me, and I was thinking that the society and the teachers would insult me by asking how a young man can learn with kids.

Summary

All participants from semi structure interview and FGD felt that when they enter to Adimahleka integrated primary school they felt shock, unhappy and anger because the school was noisy,

teachers teaching method was not comfortable, they did not have a skill in braille, sighted students did not support them and sighted students are behaving like kids.

4.1.3.3. Feelings of going out alone

TSE said that, “when I go out alone at nighttime, I faced a problem because when I walk I collide with stones, cars and carts. At daytime, I can see a little and can feel a bit safer.” ZERA also mentioned that when he travels or walks long distances, he faces obstacles. So he felt uncomfortable. But walking over short distances is not as such a problem because he adapted to the place quite well.

At the end, ZERA resented that his teachers did not allot him marks for exercise book neatness; because he did not have exercise book but brailled materials. He feels that the teachers should be sensitized to exempt SWVI from exercise book marks in that it is impossible for them to have the exercise book like the sighted students. In addition to that, he said that the whole school should be free from obstacles.

Regarding going out alone, FER said that he does not feel safe. Rather he is afraid and anxious. He also feels dependent as he thinks to ask for some one to help in guiding long distance. Likewise, ZAB replied, “I’m afraid of traveling alone long distances. In addition to that, while walking I’m afraid of not facing physical problems and colliding with stones. I also feel sad if I don’t achieve my aim because of my mobility limitations.” Meanwhile, TS, who has a little relative advantage said, “I can go alone with a better confidence, because I am partially sighted but at night time I feel rather more in secured to go alone.”

Most of the respondents have similar anxieties when they go out alone. But the anxiety of students with totally blind was worse than that of students with partially sighted. One totally blind participant from FGD said that he didn’t want to go out alone, because when he goes out he feels as if he enters a hall and becomes fearful. To the contrary, one partially sighted student says, when I go near distance that I adapted to the road already, I don’t feel any fear. But when I go somewhere far, I feel a little bit fear.

Summary

Except one male from FGD and one female from semi structured interview the rest participants said that they have a problem to go alone on cobblestones, not feel safe, have less self-confidence and they blame for God being they are visually impaired.

4.1.4. Opportunities Availed for visually impaired students

4.1.4.1. Local Supply of Braille Books in the School

All participants and their directors reported the same. TS responded, “There are no books prepared in Braille. The students sometimes help us by reading student text books which is written by the Education Bureau, and we listen to the readers, but not all students are that cooperative. Some of them don’t like to volunteer.”

ZERA said we don’t have any books that are written by Braille in the school. We have only printed student textbooks. So we often “beg” our classmates to read the books for us and we translate it to the Braille. Likewise, FER said that there are no books that are written in Braille. We applied to the *woreda* education office to bring books for us, and they told us that it will start in Mekelle and they will bring the books to us soon. But up to now, we haven’t received anything. Hence, we asked sighted students whether they could read for us or not. If they don’t help us in reading printed book, it is very difficult for us to understand.

Concerning different opportunities, ZAB reported that at his school there are no books that are written in Braille. Thus, outside school he asks sighted students to read textbooks for him. TSE also support the idea of other participants that there are no books written in Braille. Indeed, they don’t know the contents of different printed books in the library. Often, we keep on begging sighted students to read for us.

The principal also agree by the response of SWVI, she said that we have no budget to buy all the material for SWVI.

All of the FGD participants also said that;

Let alone at Ademahelaka Primary School, even in all Tigray region primary schools there are no books that are written in Braille. Therefore, they said that the principals of the schools and Tigray Education Bureau

should bring them books written in Braille from governmental and non-governmental organizations. The administrator also said that here in Adwa there are no books that are written in Braille. As a result of lack of budget they could not buy the materials that are needed by SWVI.

Summary

All participants of semi-structured interview and focus group discussion agreed that there are no books, which are written in Braille, resource room officer or interpreter. Although participants need books which are written in Braille, one male from interview and one female student with partially sighted from focus group discussion did not complain much because they could read printed books a little bit.

4.1.4.2. Access to Electronic reader computers and Talking calculators,

All participants of semi-structured interview and FGD participants have been consulted on the state of access to smart computers and talking calculators that can help the SWVI. Their responses were more or less similar as can be seen in the individual and/ or group reflections presented below. For instance, TSE said “I have never used any electronic device before. Since I don’t get this opportunity, I could not learn like sighted students. Had it been supported by those devices, I could probably learn just like them.” TSE rounds up that he needs access to smart computers in order to train himself and he would be so happy to participate in drama clubs.

ZERA concurred and stressed on the urgency of the access issue: “we don’t have enough access to computers, electronic reader devices and talking calculators. Not having these devices makes me miss a lot of benefits. For example, I could use those devices by myself and not beg sighted students anymore to read printed materials for me.” Furthermore, FER stated his words as follows; there are no computers, electronic reader devices or talking calculators at Adimahleka Primary school. He feels sad because he could not get more knowledge and he feels that he missed a lot of information by missing the above material. SWVI can learn while using such things; hence; in the future to have access of these materials he plans to join Adwa College of Teacher Education (Adwa CTE).

ZAB suggested that “I do not have any knowledge regarding any computer access at Adimahleka primary school and I am eager to get such access in order to be outstanding student.”

TS said that there is no access to computers or electronic reader devices. But had they been accessible to them, they would better develop their skills and learn more independently.

The principal also added that like braille materials we have a problem in budget to buy different electronic materials for SWVI.

The FGD participants said that at this time, they are grateful to technology for the students with visual impairment to use computers, electronic devices, calculators etc. They can manipulate it by themselves without support. But here in our school, we are not benefit from all of these things. Thus, we need to beg from governmental and non-governmental organizations to provide the abovementioned materials.

Summary

All participants from FGD and semi structured interview respond that there are no any computer access for SWVI at Adimahleka Primary School because of this they could not learn like sighted student, they miss a lot of benefits, and they could not know more knowledge. If they get those access, they could develop independent learning therefore SWVI need support from government and non-government.

4.1.4.3. Support from Teachers and School Administration.

All semi-structured interview and FGD participants responded the same. The following are their responses;

TSE respond that;

He only gets support from SNE teacher. Other teachers did not help him this makes him sad. Also he wonders that why the Woreda Education Office does not give support for SWVI. He also explained that if he loses slate and stylus the school administrators would force him to pay 430 birr. They also told him, “Don’t come late,” and he replied, “How can I arrive on time like sighted students?” Then the teacher got angry and they quarreled because they want him to arrive on time like all other students.

ZERA responded that he didn't get necessary support from teachers and school. He feels bad because the school doesn't have enough budgets to support students like him. He also said "I did not get any support except one bag," .He also said that we get slate from Adwa College. The school principal states, "they will find money from the budget but until now, we did not help them at all." The school principal also added that we supported SWVI this year by giving bag for each SWVI.

FER said, "I heard that teachers are contributing money to buy slate and stylus but up to now they haven't bought anything. We got some Braille paper, slate and stylus from the administrators, but it is not enough for us to use." Furthermore, ZAB said that he needs more support from the teachers and administrators of the school in overcoming problems like lack of Braille books.

TS said that there is no support from teachers and school principal, and I feel sorry for that. For instance, if I had my own Braille materials I could write myself. She added that first time she came to school, she tried to ask her classmates how to describe the school, because the teachers didn't explained it to her and to the other SWVI.

Most of participants from FGD also criticized or complained for most teachers and administrator for not giving support. Because let alone providing different materials, most of the teachers did not treat them well in class. Though, few teachers give them moral encouragement, particularly their SNE teacher.

Moreover the Director (D) said "We do not have enough budgets to buy all these materials. We did not support them very much. The school has 1500 birr budget, and 750 birr is collected from teachers and students. Totally, we have 2250 birr to buy stationary for SWVI. We also announced their problem and asked for support during parent day and the parents promised us to contribute as they can."

Summary

Most participants from FGD and semi structure respond that they didn't get support from their teachers and school principal, save for a bag from the school. Moreover, they commend the solo support they often secured from SNE teacher.

4.1.4.4. Comparing themselves and sighted students for developing physical skills,

They reported differently, the following are the participant response TSE said, if “I work hard, I can develop physical skill like sighted students. If I get breakfast, lunch, dinner (balanced dait) properly on time, and if I study well, I can mature like sighted students.”

ZERA explained, “I could develop physical skills like sighted students. For example I could run if I do different physical exercise. But right now, I didn’t do physical exercise so I could not develop like sighted students. If I did, however, I could develop just like them.”

FER stated that when I think theoretically, I can develop physical skills like my classmates. But when it comes to practice it, I can’t. Sighted students can see what other people see, and therefore they can do the movements that they have learned through their eyes. But me, I cannot imitate what other people do, so I’m unable to develop physical skills like sighted students do.

ZAB also said that he could not do physical movements like sighted students because he fears not to fall down on the ground. Besides, TS respond that, she can develop physical skills like sighted students. Even if she collides with things, she can run because she is partially sighted. But if there are a lot of people around, it confuses her, and she feels anxious.

Most of the FGD participants reported about the need to develop physical skills. But most teachers considered that students with visual impairment cannot do physical exercise. For example during Physical Education class, except SWVI all sighted students do different exercises . They simply sit inside the classroom that makes them feeling bad.

Most of teachers also supported the statements of the semi-structured interview and FGD participants. For example, 3 teachers said that SWVI did not participate in Physical Education activities because they feel that they could not do activities like sighted students. Also the teachers’ fear was they might harm themselves while doing the exercises.

Summary

With the exception of 3 participants from semi-structured interview, the rest participant from semi structure interview and most participants from FGD believe that they can’t develop physical skill because of their sighted problem.

4.2. Summary of the Major Findings

The main purpose of this study was to identify the psychosocial and educational challenges as well as opportunities of students with visual impairments at Adwa Adimahleka Primary School.

This study focused on the psychological, social and educational challenges and opportunities of students with visual impairment.

To this end the following basic questions were formulated:

1. Do students with visual impairments have social challenges in the school? If yes why?
2. What are the major educational challenges that students with visual impairment faced in the school?
3. What are the psychological problems of students with visual impairments?
4. Are there any opportunities for students with visual impairments in the school? If yes explain

To explore the challenges and opportunities, a semi-structured interview, focus group discussion and observation was conducted with students of visual impairment, teachers, school principal, sighted peers and neighbors.

In the end the following major findings were concluded:

- Most SWVI lack of Braille materials.
- None of SWVI gets books that are written in Braille.
- Most of the SWVI lack of orientation and mobility trainings and lack canes which are used for moving
- All of SWVI lack of teachers with special skills, with the exception of one SNE teacher who acts as coordinator.
- None of SWVI gets library service or has a resource officer.
- Most of SWVI lack of social interaction.
- None of SWVI attended subjects like math, Music, Art and Sports.

- Most of the participants feel sad, dependent and have a lot of anxieties or fears regarding traveling long-distances.
- Most of SWVI lack of sighted guides.
- Most of SWVI have positive attitudes toward school principal and to some teachers.
- Most of them are happy with getting the opportunity of an education.
- All of them are happy to discuss their problems with the SNE teacher.
- None of them have regular meetings with their teachers and the administrators to solve their problems.
- Most of them feel that society has a bad perception of them.
- Most of SWVI didn't get extra time for examination.

CHAPTER FIVE

DISCUSSION

As stated in the previous chapter, the main objective of this study is to describe and analyze the psychosocial and educational challenges and opportunities of SWVI at Adimahleka Primary School in Adwa town. Thus, based on the narrative analysis strategy the analysis of the data was presented in the previous chapter by: individual-case analysis. Each case was treated as a comprehensive study in and of itself; the researcher attempted to develop a general description that suited for each of the individual case. Thus, in this part of the study different data gathered from participants are discussed based on the basic research questions, literature and research findings. The findings obtained based on data generated from a total of 21 individual research participants (5 participants as key informants, 5 teachers, 5 sighted peers, 5 neighbors, and one school principal) through a semi-structured interview. The researcher's personal observation and focus group discussions are considered to verify and complement the findings already attained from the interviews. It should be underlined that detailed Individual case analysis made on five main participants had furnished fundamental base-line data for the current study.

5.1. Educational Challenges

5.1.1. Regarding Different Professionals Visiting

When SWVI join Adimahleka primary school, they face a lot of challenges. For example, one participant from semi structured interview said that until now, nobody has come to see me. However, if they would come, it would be so good. Because SNE professionals would support us, give us encouragement and improve our morale. TSE also expressed as follows, trainees from Adwa College of Teacher Education came and promised us to train mobility and orientation training. However, practically they didn't do it. No other professionals have visited them.

All participants from FGD are confirmed the above opinion for example one participant from focus group discussion said that;

“Until now, no professional people have visited us. Students of Special Needs Education from Adwa College of Teacher Education come once a year for their practicum field. These students provide us with minor trainings on mobility and theoretical orientation. Other than this, no one ever comes to see us.”

A school principal agreed that, except student trainees from Adwa College, no other professionals have visited SWVI. Though we have SNE feminine teacher in our school who tries to support them that is not enough; because she also teaches and she becomes over loaded.

Regarding this issue, Heather and Stephen (1997) argue that qualified teachers with visual impairment should visit the children. Parents at home should work with the visually impaired child from an early age. The teacher should also advise parents on how best to help their child and advise the parents about the choice of school for the child. It is important that the school is receptive to the child and that the placement has the full support of the head teachers and the staff. However, it is not enough to accept the child. Teachers and care assistants need training and advice from qualified teachers of SWVI before the child enters the school.

5.1.2. Regarding Support Need at school and home

Most of the participants of this study claimed that in order to achieve good academic performance they need support from school and home environments. But they still have a lot of challenges to overcome. For example, ZERA said that:

At school, I need a person who will help me in reading printed materials and give me material support. So I can acquire information. At home I need someone to keep my clothes clean and prepare my food. In general, I need enough materials that help me to succeed in the teaching-learning process. However, no one helped me on what I need to be supported.

Similarly, TS said that at school I need assistance in reading printed material. The library has no book collections which are written in Braille. That’s why I prefer not to go to the library. At home, I need someone who can guide me in reading printed books and other materials, but I miss all these support systems that are essential for academic success.

In relation to this, Heather and Stephen (1997) said that the child with visual impairments at school or at home may need the following:

- Realistic targets, allowing for a longer amount of time to complete work
- Practical demonstrations to be repeated
- Discussion to ensure understanding of language used in the concept being taught
- Training in the use of listening skills etc.

5.1.3. Comparing Pacing by Braille-Reading against reading Printed materials.

Most of the participants in this study, except TS (partially sighted), felt that they could not read Braille at the same pace with sighted students reading printed materials. They feel that they do not read at the same pace. This becomes one of the challenges in school that SWVI faced. For example, FER states that “in reading I am a little bit slower than sighted students.’ Reading by the Braille is slower than reading printed materials because in Braille you have to use your fingers while sighted students use their eyes. FER concludes,“ I think this affects the way I learn in school.”

Similarly, ZAB states that he feels that he cannot read at the same pace as his classmates. In support of the above idea, Adrich (1989) states as follows;

The average Braille reader reads two or three times slower than the average print reader, achieving a speed of around 100 words per minute (wpm) compared to the 250 wpm of the print reader. It is generally held to be more difficult for readers with a visual impairment to skim read text or to scan text to find specific information and relocating one’s people in the text can also take more time.

In line with this Lorimer (1990) said *that learning to read through Braille is a more challenging process than learning to read through print, but Braille is the most effective graphic tool in existence for communication by individuals.*

5.1.4. Understand Non-verbal Metaphors/expressions

The present study further revealed that most individual respondents and focus group participants have a problem at school in understanding non-verbal communication. For instance, TSE complained that he could not understand non-verbal expressions when their

teachers use it. He feels to have missed many things. ZERA also said that it is difficult for him to understand non-verbal forms of communication, especially smiles, head nods and others. ZERA asks sighted students for further explanations, especially about movements and descriptions of images. He also asks for tactile examples.

Regarding this issue, Yeseldyke and Algozine (1995) stated that many students with visual impairments cannot see non-verbal forms of communication; hence, they miss all the information that is displayed in looks, nods, smiles, frowns and shrugs.

5.1.4. Training on Orientation and Mobility

Most participants of this study seemed to suffer in movement, because they have lack of training on orientation and mobility. Last year, our SNE teacher started training on mobility for one week, but it was not continuous. As a result of lack of training on orientation and mobility, the students face a lot of obstacles, such as colliding with stones and falling into holes. The road near the school is under construction with cobblestones and it seems like a new road to them. Also, they sometimes miss their way back to their home.

All participants from the focus group discussion and interviews said that last year, their SNE teacher started to train them in mobility and orientation in school compound and in Adwa town. This year the training is not yet given. For this reason, ZAB and TS faced a lot of challenges, including colliding with stones, falling into holes and etc.

Unlike ZAB and TS, one male from semi structured and one partially sighted female from the focus group discussion did not have those problems, because they are partially sighted so they can use their sight. The SNE teacher said that last year she had a lesser workload and was able to give the training. This year, however, she has a workload, and that is why she suspended giving the training.

Regarding this, Koenig (1996) stated that Orientation and mobility training “promotes safe, efficient, graceful, and independent movement through any environment, indoor and outdoor, familiar and unfamiliar”. Similarly, Turnbull et al., (2002) said that Orientation and mobility skills help people know where they are in relation to their surroundings and how to safely navigate within their environment.

5.1.5. Concerning student centered and teacher centered methodology,

TSE and ZAB prefer teacher-center methods. They said that students do not have enough knowledge and capacity to explain the material to them. On the contrary, FER stated as follows;

I prefer student-centered learning because students can share experiences with each other, so each student can participate in class. This helps students to develop their speaking abilities. In teacher-centered learning, most portions are covered by teacher. On one hand, there are not many productive activities coming from the students. On the other hand, the teacher could make us understand things thoroughly when they are well explained.

ZERA also stated that “I prefer student-centered methodology because when we discuss material with friends after the teacher’s explanation, we can learn from them and share experiences.”

Heather and Stephen (1997) emphasized that:

SWVI may learn best when they have a choice about what they learn and how they learn, that is when teaching is student-centered. Where possible, provide short “electives” within a subject and introduce a variety of learning tasks, project work, problem-based and resource-based activities. There are many benefits to be gained from shared experiences in learning.

Similarly, Ainiscow (1999) and Gilles (2002) argue that working in groups has the advantage of helping learners of mixed abilities. Such learners can help each other and share ideas together.

5.2. Social challenges

5.2.1. State of Local Inclusions to Competitive Games

All participants of this study, except TSE, said that in Adwa town their friends did not invite them to play competitive games. The problem may emanate from lack of awareness about the talents of SWVI. This is mainly because many people in Adwa are not sensitized about game inclusion. They think that SWVI cannot play most games. In this respect, ZAB stated that he

was interested in interacting, playing and meeting with his friends. And while he was back at village his friends used to invite him to their group; because he knows how to play the flute and lyre. They liked to talk and listen to him when he played music. However, here in Adwa town, they don't call upon him to join them. He feels sad, especially when his friends go to watch films or dramas on the television. He feels badly depressed, because although he cannot see, he can hear if he were joining with them.

In line with this, Scott (1982) suggests that:

The child with a visual impairment in an integrated setting may feel isolated and alone. Pupils with visual impairments may not be invited to competitive team games either in play times or physical education lessons. There may no other pupil who will understand the problems and experiences of being visually impaired and with whom he or she can talk freely and share confidence.

Moreover, Lawrence (1987) stated that if the children with visual impairments have problems in mixing with peers and in making and/or sustaining friendships, the child may develop a poor self-image and this may result in a lack of confidence. Such problems are not and cannot be easily solved. However, the skilled teacher should continually seek to encourage the child to develop good social skills and positive relationships with peers.

5.2.2. Social Recognition and Acceptances (by Family, Society and Teachers)

Most of the participants of this study said societal acceptance of the conditions of the SWVI is better with teachers than with other people; because teachers are closer and, hence, more aware of their learners dire conditions. It should, however, be underlined that the society in general has still a long way to change their attitudes towards the PWVI, with the exception of very few people.

For instance, when most people hear that a person with visual impairment can be a teacher, they don't believe it or don't want to accept it. They think PWVI cannot teach properly because of his or her blindness. Also, they believe that the cause of blindness is either a curse or a punishment for a sin that has been done at one time by parents or ancestors. However, ZAB states that this time things have improved steadily. The underlying reason for these attitudinal changes could be attributed to the existence of PWVI who are practically enjoying a good life.

Thus, ZAB added, when the society experienced these successful people, they consider our potentials on equal level like any one of them; hence, they treat us a bit better.

In line with this issue, Heather and Stephen (1997) stated that the great majority of PWVI probably lived very difficult lives up to the last centuries and many still do. In some countries, blindness is still regarded as a curse of the Almighty. The blind have no occupation, no source of income and are often rejected by family and society.

5.3. Psychological challenges

5.3.1 Feelings of being SWVI

Most of participants have low self-confidence to do different activities at their home and outside. Things have taken a different course with regard to academics. The same people have acquired enough confidence beyond imagination. For example, FER said that “I have a problem for backing, washing clothes at home and I have also a problem to buy onion, orange, cereal crops, clothes and so forth .So I need support otherwise I hesitate. However, with academics, I feel better confidence.”

Similarly, one participant from focus the group reported that he feels lower level of self-confidence to play games like football and hand ball with neighbors. So, environmental safety issues and circumstantial adjustments should be done in such a way that considers the special needs of the PWVI's. For instance, the construction industry should consider simple adjustments such as strong ramps and removal of all hazards elements, like unprotected sharp objects and unnecessary tree. In relation to this, one of the participants said, “When children who are blind play together with their sighted peers, they can develop better self-confidence.”

The findings agree with (Gilbert n.d) Self-confidence is being certain and trusting about you in regard to addressing certain tasks or all tasks. It is an attitude which makes individuals to have positive yet realistic views of themselves and situations. Self-confident people trust their own abilities, have a general sense of control in their lives and believe that, within reason, they will be able to do what they wish, plan and expect.

5.4. Opportunities

5.4.1. Getting School Level Guidance and Counseling Services

The findings also revealed that SWVI do not get proper guidance and counseling services at their school. As a result, they never share their ideas. This adds additional challenges to their disability. This is in line with Cowie's (1992) suggestion: guidance and counseling services assist students in solving their present problems and prepare them for further higher standards of tasks, better efficiency and well-being and developing personal resources for growth.

Furthermore, guidance and counseling is needed for formal development of all children. This is because there are emotional, social, economic and educational problems of pupils. Regarding this point, Farrant (1980:209) has stated that:

Counseling is the act of assisting an individual with advice, comfort or guidance to relieve or overcome problems that trouble him. It is increasingly being recognized as an important component of the teacher's work. Since children learn best when they are free from worries or matters that interfere with the development of their personality.

5.4.2. Allotting Extra time During Examinations

With the exception of ZERA, all of the participants from interview and focus group discussion said that during examination some teachers treat them well, but most teachers treat them poorly. TS describe exam time stresses as follows;

For some subjects we took extra time. But in most subjects, teachers do not give us extra time. They treat us just like sighted students. Our main problem is that one teacher in a class reads the examination for all of us (SWVI). Then we have to transcribe it using slate and stylus on Braille paper. Then our answers, which are written in Braille, will be checked by our SNE teacher. So we do not have the chance to ask for corrections or clarifications when the questions are not clear.

Similarly, FER's said that during examination, teachers are not the same. Some teachers read the test to us repeatedly three or four times. Some do not read it over a second time. Similarly,

some teachers give us additional time but others don't budge. We have no formal, additional time that considers our special needs.

Gearheart (1992) suggested that testing procedures might have to be modified for the students who are visually impaired. Reading Braille takes a considerably longer time than reading standard print and it may be necessary either to extend the amount of time for SWVI or to complete test or to reduce the number of test items. SWVI should not be penalized if they cannot finish tests because of the tools they are using.

Moreover, Kirk and Gallagher (1985) stated, "extra time will frequently be needed to complete assignments and exams". Gearheart, furthermore, suggested that the administration of a test has to be modified. For example, it may be necessary (a) to administer the test orally (b) the student to record or type his/her answer.

5.4.3. Access to Resource Rooms and/or interpreters to support SWVI

Shortage of resources at the office-level has a noticeable effect on teaching-learning. The participants of this study indicated that there is no resource room or interpreter to support for SWVI in their school. This affects their academic performance, especially at a time when they need help or support. The Resource Office can provide the technical and instructional support in these technologies and recognize every student's ability to use technology. It is often a transition time for the students moving from the use of human support to read, write or otherwise assist to a growing independence achieved with the technology. Not all students who are blind will rely on Braille readily. The Resource Office does offer a Braille printer that can convert printed text from a computer file. This resource is available with prior notice.

In relation to this Saur (1982) suggested that:

SWVI need, and are entitled to the satisfaction that reading can bring and to some full range of library and information services as sighted people plus what additional services are necessary to compensate for the disability effects of blindness. This is to indicate that, even though the reading interest of the SWVI is the same as their sighted peers, they need special media and service to process available information.

5.4.4 .Conducting Regular meetings with SWVI

All participants contend that they didn't hold regular meeting with our teachers and administrators, save for their SNE's teacher. Because of this, TS expressed concerns SWVI are missing proper supports. Indeed, "had there been regular meetings," TS adds, "our teachers and principals would have known our problems and difficulties." "And we could have find ways in addressing the problems and the school could have developed the best SWVI support system."

The findings once again conflict with the suggestions in Heather and Stepehn (1997) where they noted it is important to hold regular meeting with a support team, particularly those who will be working directly with the students. This provides the opportunity to discuss daily, weekly or long-range program plans, to become familiar with the topics and vocabulary that will be taught and to discuss necessary adaptations. The resource and classroom teacher coordinates the development and implementation of the student's program.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

In this last chapter, the researcher would like to state a summary of the study along with some concluding remarks on the findings and recommendations. This study deals with the assessment of the psychosocial and educational challenges and opportunities of SWVI in integrated classroom. The recommendations are useful to make timely interventions by the selected study school in order to enhance school services and programme for the SWVI.

6.1. Conclusion

The purpose of this study was to assess the psychosocial and educational challenges and opportunities of SWVI in integrated classroom. Hence, based on the findings of the study, the following conclusions are drawn:

- 6.1.1. The study indicated that special services were not provided for the SWVI in the school. Other services like orientation and counseling are neglected. Even financial and material assistance were not satisfactory. From this one can conclude that the school administration didn't pay due attention to provide satisfactory special services for SWVI.
- 6.1.2. The library in the school was not providing adequate services for SWVI. Besides, the librarian didn't show the necessary cooperation to them. From this one can say that unsatisfactory library service could bring negative impacts on SWVI academic performance.
- 6.1.3. No guidance and counseling services is yet offered by the school. Thus, one can conclude that the school seems to fail to carry out its major tasks such as helping SWVI to find solutions to their problems which have to be tackled through provisions of special orientation and the like.
- 6.1.4. Lack of competence, training and support for teachers to develop their own skills, and lack of awareness may challenge teachers' to meet the need of students with special needs and development of integrated education. From this can conclude that lack of awareness and skills on teachers could bring negative impact on students' academic achievement.

- 6.1.5. They do not have much of a relationship with their parents. From this one conclude that their parents didn't play attention to provide smooth relationship with their children.
- 6.1.6. Their felling was bad while they start new school from this one can say that bad feeling could bring negative impact on the SWVI academic performance.
- 6.1.7. Most of them are happy with getting the opportunity of an education. From this can conclude that getting opportunities make SWVI independent and feeling of confidence.
- 6.1.8. Made seldom meeting with their SNE teacher .From this can conclude that SWVI can easily discuss their problems so as to solve it.
- 6.1.9. The school collect money from the staff so as to buy Braille materials .From this can conclude SWVI will have their own Braille material.

6.2. Recommendations

- 6.2.1. Depending on the findings and conclusions drawn, the following recommendations were made with the view that they would help to solve the academic problems of SWVI in Admahleka Primary School.
 - 6.2.2. As it is observed in the study, SWVI faced shortage of finance and educational materials. Therefore to alleviate the inadequacy of financial and materials assistance, the teachers should reconsider the allocation of more budgets for SWVI. In addition the school should establish a committee composed of service providers to SWVI in the schools, the respective student union, SWVI, and concerned body such as the Ethiopian Blind Association so that these committees search to solve the problems.
 - 6.2.3. To avoid the problems concerning teachers methods of teaching special training in the form of seminar, orientation etc. should be given to teachers so that teacher consider limitation of SWVI, for instance avoiding misunderstanding between SWVI and teachers and to increase awareness of teachers about SWVI, the school should facilitate discussion program between teachers and SWVI.
 - 6.2.4. To provide satisfactory library service, the concerned bodies should prepare workshop, seminar, and orientation etc. for Braille librarians, in particular to acquaint them with the necessary techniques and methods of serving for SWVI. To avoid inadequate

relevant and up to date materials such as Braille type writer, talking books, tape recorders, cassettes, Braille books, magazines, newspapers. These could be secured from Blind Associations. Embassies, British council, other humanitarian agencies found either in the country or abroad. Besides, means should be found out to increase the number of voluntary reader either from school or outside.

- 6.2.5. The findings have also revealed that there is no service offered by guidance and counseling in the school and SWVI also lack of experience to contact guidance and counseling for their problem. Thus it is advisable that the school has to extend services up to the extent of giving special orientation, vocational guidance and special assistance to the blind students so that they can find workable solutions to different problems. In addition, the guidance and counseling should increase the awareness. The school should also assign a specialized and enthusiastic person who can do meaningful work in solving the students' problems.
- 6.2.6. Lack of competence, training and support for teachers to develop their own skills, and lack of awareness may challenge teachers' to meet the need of students with visual impairment and development of integrated education. Hence, the studied school should arrange professional development trainings to teachers.
- 6.2.7. To provide satisfactory relationship their parents should come and visit their children so as to feel confidence.
- 6.2.8. Getting opportunity of education with out any support is not enough so the school should employ additional skilled teachers so as to help SWVI . And also make SWVI independent and feeling of confidence.
- 6.2.9. Seldom meeting with their SNE teacher is not enough. So the meeting should be regularly with all teachers so as to discuss their problems and solve it.
- 6.2.10. Collect money from the staff is not enough, so the school should write proposal to collect money from NGOs' and Government .And also Braille materials should buy on time in order SWVI to have their own Braille material with out any suffer.

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**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES MASTER'S
THESIS**

Appendix A

Introduction

This interview guide is aimed at gathering information on what psychosocial, educational challenges and opportunities of visual impairment :A case of Adwa Adimahleka primery school .This interview guide attempts to elicit data on psychosocial and educational challenges and opportunities for students visual impairment .therefore ,your genuine and accurate response is highly required.

Thank you in advance

Name _____ age _____

Grade _____

Interview guide for blind students (Educational challenges]

1. Have you ever been visited by qualified teachers and parents? If yes how many times?
What kind of issues you discussed with you?
2. Do your teachers get training regarding how to teach children with visual impairment?
if yes what are the indicators?
3. Do your parents and teachers always work with you? if not what problems \challenges
did you face?
4. Do you have enough knowledge and skills about Braille?
5. What do you need at school and home?
6. Do you think you missed different concepts or information when you compaired with
your sighted friends? if yes how ?
7. Can you read by Braille equally with your sighted friends who can read by print reader
.if no why?
8. Do you have assistance to achieve academic success like neighbors and peers? If no
what do you feel?

9. Do you have the same language ability as your sighted friends? If no why?
10. How could you compensate for non verbal forms of communication?
11. Can you remember whether your parents or other people tried to give you early intervention? If yes how?
12. Did you receive any support/intervention from your teachers at school? If yes explain? If no what do you feel?
13. Did you get Braille writer, slate and stylus from school? If yes is it full or not?
14. What is the most difficult subject for you? Why?
15. Did you get mobility and orientation training? If no what problems have you face?
16. Do you prefer to learn at special school or regular school? Why?
17. Which method do you prefer from teacher centered and student center? Why?
18. How can you see classroom accommodation \welcoming ceremony\, the students safety and seating?
19. What are the most difficulties (challenges) you face while you are learning in class?
20. Do you prefer to learn at special school or regular school? Why?

Interview guide regarding opportunities

1. Do you get books in your school which is written by Braille? If no how can you read printed books?
2. Have you ever get extra time during examination than sighted students? if no what problems you faced during examination.
3. Do you have resource officer and/or visual interpreter to support you at school?
4. Do you get necessary support from your teachers and administrations? if yes give example ,if no what do you feel?
5. Have you ever visited the school, classroom and any possible areas of danger before starting school?
6. Have you got guidance about the school as a whole before starting school? if yes give example
7. Do you have access to computer, electronic reader devices and talking calculator? if no what benefits you missed?

8. Could you able to develop physical skills like sighted classmates? If no what do you feel?
9. Do you have regular meeting with your teachers and directors?
10. Are you trained to listen selective important sound information?

Interview guide regarding social challenges

1. Did your parents have over protection for you? if yes why did they do?
2. Are your friends invited you to play (to join) in competitive games? If no what do you feel?
3. Do you think the society have positive attitude as full citizenship towards persons with visual impairment? if yes how ?if no why?
4. Do you have acceptance by family, society and teachers? if no what do you feel?
5. What is the believe and cause of the society about blindness?
6. If you can't interact with your environment like other sighted friends what do feel?
7. Do the school community help you to solve your problem?
8. What challenge you face in your society?
9. Most of the time with whom you go, play and chat?

Interview guide regarding psychological challenges

1. How do you feel being you are blind
2. When you start a new school or entering a new class what do you feel?
3. What do you feel going out alone?
4. Do you think you got (acquire) the same learning experience or concept like color; distance the same as sighted people? If no what do you feel?
5. How do you feel about yourself?

Appendix B

Interview guide for teacher and administrators

1. Do you have the knowledge about different needs of children with visual impairment?

If yes what are the needs?

2. Have you ever give tape recorder for your student with visual impairment during your lesson? If no why?
3. What kind of support\intervention do you give for your students with visual impairment at school?
4. Do give necessary support for students with visual impairment? If yes how? If no why?
5. Do you have regular meeting with blind students? If yes what did you discuss? If no why?
6. Do you have welcoming ceremony for blind students at your school and classroom?
7. Is your school environment safety for blind students? If no what do you think to solve the problems.
8. Do you give Braille writer, slate and stylus to your student with visual impairment?

Additional Interview guide for teacher only

1. Have you ever taken training about how to teach children with visual impairment?
If yes what knowledge did you receive?
2. Do you know what IEP mean? If yes how do you teach your students?
3. While you are teaching your students what point do you consider?
4. How do you identify the symptoms of students with visual impairment?
5. How can you asses children with visual impairment inside the classroom?
6. Do you have the knowledge about how to asses reading acuity
7. Do you believe to give extra time for blind students during examination? if no why?

8. Have you ever discuss about giving Braille writer ,slate and stylus with the school administrator and your colloquies

Additional Interview guide for administrators only

1. Do you have resource office in your school?
2. Do you have slate, stylus Braille paper and cane in your store?
3. Is your school compound comfortable for students with visual impairment to move freely?
4. Is your plan including helping for students with visual impairment?
5. What is your attitude to wards children with visual impairment?

Appendix C

Observation check list guide

I. General Information

1. Date of Visit _____
2. Grade and Section Observed _____
3. The Subject to be taught _____
4. Topic of the Lesson _____
5. Length of the Observation Period _____

Instruction: Put a check mark "✓" in the column which tells

1 = not effective 2 = needs more emphasis 3 = accomplished 4 = accomplished very well

PART-I FOR LESSON OBSERVATION

For Teachers

No	Variable to be observed	1	2	3	4
Organization					
1.	Provide written directions and written notes				
2.	Provide pre-printed outlines of material.(brail material)				
3.	Adequate provision of teaching materials for students				
4.	Uses different classroom assessment techniques				
5.	Remove obstacles that block vision				
Presentation					
6.	Explained content with clarity, defining terms and concepts				
7.	Used good examples to clarify important points				
8.	Present information in simple structured, sequential manner				
9.	Varied explanations for complex or difficult lessons needs				
10.	Face to students directly when speaking.				
11.	When explaining things uses short, clear sentences				
12.	Repeat or rephrase what other students'				

	say				
13.	Provide note-taking assistance during lectures to allow visual-impaired student to concentrate on the teacher				
14.	Accessible material at an appropriate level and need for the students				
15.	Frequently check for understanding of the SWVI				
16.	Summarized major points				
Interaction					
17.	Actively encourage and respond well to student Questions				
18.	check understanding of SWVI				
19.	Have frequent contact with SWVI				
20.	Treat all students with respect				
21.	Identify individual differences				
22.	Have willingness to listen students need				
23.	Motivate SWVI in class				
24.	Allow and encourage students to express themselves,				

For Students

General Information

1. Date of Visit _____ 2. Grade and Section Observed _____
 3. The Subject to be taught _____ 4. Topic of the Lesson _____
 5. Length of the Observation Period _____

Instruction: Put a check mark "/_" in the column which tells 1= never
 2= rarely 3= sometimes 4= frequently

NO	Variable to be observed	1	2	3	4
1.	Choose treatment of academic information in print				
2.	Understand classmates' questions				
3.	Frequently ask his/her peer for what the teacher said				
4.	Asks when additional support is needed				
5.	Requesting clarification from the teacher				
6.	Participating appropriately in class				
7.	Prefer to discuss only with other SWVI.				
8.	Work together with his/her peers in class appropriately				
9.	Follow the lesson effectively				
10.	Focusing on tasks in which they are involved				
11.	Demonstrate Appropriate self-confidence in every classroom activities				

PART-II CLASSROOM OBSERVATION

General Information

1. Date of Visit _____
 2. Grade and Section Observed _____

Instruction: Put a check mark "_/" in the column which tells 1 = yes 2 = no

NO	Variable to be observed	1	2
Classroom physical condition			
1)	The room size is conducive to learning.		
Teaching resources			
2)	Is full with Educational materials.		

መጻው

እዚ መምርሒ ቃለመሕተት ዋና ዓላማ ብዛዕባ ኣብ ዓዲ ማሕለካ ቤት ትምህርቲ ምርኣይ ዝተሳኣኖም ተማሃሮ ዘጋጥማም ማሕበራዊ ፣ ስነ-እምራዊን ትምህርታዊን ፀገማት ን ዘለዎም ፅቡቕ ዕድላትን ሓበሬታ ንምእካብ እዩ። ስለዚ ናታትኩም ቅኑዑን ትክክለኛን መልሲ ወሳኖዮ እዩ።

ሸም _____ ዕድመ _____ ክፍሊ _____ ያታ _____

ሀ፡ ቃለ መሕተት ንምርኣይ ዝተሳኣኖም ተምሃሮ

ትምህርታዊ ፀገማት

1. ብሰብ ሞያታትን መምህራንን ተጎብኒኩም ትፈልጡ ዶ መልሱኩም እወ እንተኮይኑ ክንደይ ጊዜ እንታይ ዓይነት ሓቅታት ኢኩመ ትመያየጡ
2. መምህራንኩም ብዛዕባ ንምርኣይ ዝተሳኣኖም ኣመኣሃህራ ስልጠና ዝረከቡ ዶ ይመስለኩም መልሱኩም እወ እንተኮይኑ ብኸመይ ከምኡ ክትብሉ ኪኢልኩም እንታይ ዘማላክቱ ነገራት ኣለዉ
3. መምህራንኩምን ወለድኩም ኩሉ-ጊዜ ምሳኩም ይሰርሑ ዶ መልሱኩም ኣይኮነን እንተኮይኑ እንታይ ዓይነት ፀገማት የጋጥሙኩም
4. ብዛዕባ ብሬል ኣጠቓቕማ ቡቁፅ ዝኮነ ፍልጠትን ክእሎትን ኣለኩምዶ
5. ኣብ ገዛን ኣብ ቤት ትምህርትኩም ን እንታይ ዓይነት ሓገዝ ትደልዩ
6. ምስ ዝርኡ ኣዕርክትኩም ንግዕልኩም እንትወዳደሩ ዝተፈላለዩ ፅንሰ ሓሳብ ዝሳኣኑም ዶ ይመስለኩም መልሱኩም ኣወ እንተኮይኑ በኸመይ
7. ንስኻትኩም ብብሬል እንተተንብቡ እቶመ ዝሪኡ ኣዕርክትኩም ብቀለም ዝተጻሓፈ እንተተንብቡ ማዕረጽ ተንብቡ ይመስለኩም መልሱኩም ኣየፋል እንተኮይኑ ንምንታይ
8. ከም ጎረቤትኩም መሓዝትኩም ዝኣመሰሉ ንትምህርትኩም ምስካዕ ወይ ዓወት ሓገዝቲ ኣለዉኩም ዶ መልሱኩም ኣይፋል እንተኮይኑ እንታይ ይስመዐኩም
9. ንስኻትኩም ንግዕልኩም ምስ ዝርእዩ ሰባት እንትወዳደሩ ማዕረ ዝኮነ ናይ ቋንቋ ክእለት ኣለኩም ዶ መዕስኩም ኣይፋል እንተኮይኑ ንምንታይ
10. ነቶም ቃላዊ ዘይኮነ መራከቢታት ብኸመይ ተካሓሕሶም
11. ወለድካ ይኩኑ ካልኦት ሰባት ኣቀዲሞም ሓገዝ ንዝሃብኩም ትዝክሩ ዶ መልሱኩም እወ እንተኮይኑ ብኸመይ

12. አብ ቤት ትምህርትኩም ካብ መምህራንኩም ዝኮነ ሓገዝ ትረክቡ ዶ መልስኩም እወ እንተኮይኑ እንታይን እንታይን መልስኩም ኣይፋ እንተኮይኑ እንታይ ይስመዐኩም
13. ከም ብሬል ወረቀት ስሌት ስታይለስ ዝበሉ ኣብ ቤት ትምህርትኩቲ ትረክቡ ዶ መልስኩም እወ እንተኮይኑ ሙሉእ ድዩ ወይስ ኣየኮነን
14. ካብ ኩሉ ትምህርቲ ዘሸግረኩም ዓይነት ት/ቲ ኣየናይ እዩ ንምንታይ
15. ናይ ምንቅስቃስ ን ሓበሬታን ስልጠና ወሲድኩም ዶ ምልስኩም ኣይወሰድናን ተኮይኑ እንታይ ዓይነት ፀገማት ኣጋጠምኩም ይፈልጥ
16. ኣብ ስፍራ ቤት ት/ቲ ዶ ኣብ ፉሉይ ቤት ት/ቲ ክትማሃሩ ትመርፁ ንምንታይ
17. ካብ ተማሃራይ ማእከል ዝገበረን መምህር ማእከል ዝገበረ ኣገባብ ኣመሃህራን ኣየናይ ትመርፅ ንምንታይ
18. ናይ ቤት ትምህርቲ ኩነታት ከመይ ትርእይዎ ማለት ናይ እንካዕ ደሓን መፃኩም ናታኩም ድሕንነት ን ኣቀማምጣን
19. ኣብ ክፍሊ እንትማሃሩ እቲ ዝዓበየ ፀገም ዘጋጥመኩም እንታይ እዩ

ቃለ መሕተት ፅቡቓት ነገራት ወይ ዕድላት ብዝምልከት

1. ኣብ ቤት ትምህርትኩም ብብሬል ዝተፃሓፈ ትረክቡ ዶ መልስኩም ኣይኮነን እንተኮይኑ ብእስክርቢቶ ወይ ብቢሮ ዝተፃሓፈ ከመይ ተንብቡዎ
2. ኣብ ፈተና እዋን ካብቶምም ዝርእዩ ኣዕርክትኩም ተወሳኪ ስዓት ረኪብሉዶ ትፈልጡ መልስኩም ኣይኮነን እንተኮይኑ ምስቶም ዝርእዩ ኣዕርክትኩም ብማረ ዶ ትውድኡ ወይ ድማ እንታይ ዓይነት ፀገማት የጋጥመኩም
3. ናይ ሪሶርስ ኦፊስ ወይ እንዳረኣየ ዘተርጉም ዘሕግዘኩም ኣብ ቤት ትምህርትኩም ኣሎ ዶ
4. ኣብ ቤት ትምህርትኩም ካብ መምህራኩም ን ምምሕዳር ቤት ትምህርትን ኣድላ ሓገዝ ትረክቡ ዶ መልስኩም እወ እንተኮይኑ ኣብነት ሃቡ መልስኩም ኣይፋ እንተኮይኑ እንታይ ይስመዐኩም
5. ቅድሚ ቤት ትምህርቲ ምጅማርኩም ቤት ትምህርትኩም ክፍልኩም ን ካልኦት ሓደጋ ከጋጥሙ ዝክእሉ ነገራት ትጉብንይዎዶ
6. ቅድሚ ቤት ትምህርቲ ምጅማርኩም ሓፈሻዊ ብዛዕባ ቤት ትምህርትኩም ኣመራርሓ ረኪብኩም ትፈልጡ ዶ
7. እኩል ዝኮነ ናይ ኮምፒተር ኤለክትሪክ መንበሲት ዝሃረብ ካልኩሌተር ናይ ምርካብ ዕድል ኣለኩም ዶ መልስኩም ኣይፋ እንተኮይኑ እንታይ ጥቅምታት ዝሳኣንኩም ይመስለኩም

8. አካላዊ ክፍለት ምንቅስቃስ ካብቶም ዝርእዩ አዕርክቶም ክተዕብዩ ወይ ከተማዕብሉ ትክክሉ ዶ መልስኩም አይፋል እንተኮይኑ እንታይ ይስመዐኩም

9. ምስ መምህራንኩም ን አዕርክትኩም ስሩዕ እዝኮነ አኬባ አለኩም ዶ

ቃለ መለመሕተት ብዛዕባ ማሕበራዊ ፀገማት

1. ወለድኩም ካብ ዝግባእ ንላዕሊ ይንከባከቡኩም ዶ መልስኩም እወ እንተኮይኑ እንታይ እንታይ ይገብርልኩም

2. አብ ናይ ውድድር ፀወታታት አዕርክትኩም ንክፃወቱ ወይ ንክትድሱቱ ይጋብዝኩም ዶ መልስኩም አይኮነን እንተኮይኑ እንታይ ይስመዐኩም

3. እቲ ማሕበረሰብኩም ንምርአይአረአእያ ዝተሳኣኖም ከም ሙሉእ ዜጋታት ወሲዱ አወንታዊ አረአእያ ዘለዎ ዶ ይመስለኩም መልስኩም እወ እንተኮይኑ ብከመይ መልስኩም አየፋል እንተኮይኑ ንምንታይ

4. ብቤተሰብኩም ማሕበረሰብኩም ን መምህራንኩም ን ተቀባሊነት አለኩም ዶ መልስኩም አይፋል እንተኮይኑ እንታይ ይስመዐኩም

5. እቲ ሕ/ሰብ ብዛዕባ ምርአየ ዝተሳኣኖም ጠንቅታቱ እንታይ እዩ ኢሉ ይኣምን

6. እዚ ናትካ/ኪ ዓይነ ስውርነት ቅድመ ወሊድ ድዩስ ወይስ ድሕረ ወሊድ ኣጋጠሙካ/ኪ

7. ከም ካልኣት ዝርእዩ አዕርክትካ ምስቲ ከባቢካ ትታሓዋወስ ዶ ይመስለካ

8. መብዛሕትኢ ጊዜ ምስ መን ትከይድ/ዲ

ቃለ መሕተት ስነ አእምሮአዊ ዝምልከት

1. ናይ መምህራንካ ኢድ ዕሕፈት ዘይትርእዩ እንተኮይንካ እንታይ ይስመዐካ

2. ምርአይ ዝተሳኣኖ ብምካንካ እንታይ ይስመዐካ

3. ቤት ትምህርትካ ወይ ሓድሽ ክፍለ እንትኣትወ እንታይ ይስመዐካ

4. ናብ ዝተፈላለዩ ቦታ ባይንካ/ኪ ክትከይድ/ዲ ዘይምካአልካ/ኪ እንተዘይ ይስመዐካ/ኪ

ለ፡ቃለ መጠይቅ ንመምህራን

ሽም _____ ያታ _____ ዕድመ _____ አገልግሎትዘመን _____
_____ ዘምህሮ ዓይነት ት/ቲ _____

1. ምርአይ ዝተሳኣኖም ዝተፈላለዩ ድሌት ከምለዎም ፍልጠት አለኩም ዶ መልስኻ/ኪ እወ ተኮይኑ እቲ አፈላላይ እንታይ እዩ
2. አብ ቤት ትምህርትኻ/ኪ ንምርአይ ዝተሳኣኖም እንታይ ዓይነት ሓገዝ ትህብ
3. ምስ መሳርሕትኩም ብዛዕባ ብሬል ስሌት ስታይለስ አወሃህባ ንምርአይ ዝተሳኣኖም ትመያየጡ ዶ ወዩ ንምርአይ ዝተሳኣኖም ብሬል መሳርሒ ሂብኩም ዶ ትፈልጡ
4. ምርአይ ዝተሳኣኖም አብ ሱሩዕ ዶ አብ ፉሉይ ቤት ት/ቲ እንትማሃሩ ትመርፁ ንምንታይ
5. አብ ፈተና እዋን ንምርአይ ዝተሳኣኖም ተወሳኪ ስዓ ምሃብ ትአምንሉ ዶ መልሱኩም እወ ተኮይኑ ንምንታይ አይፋል ተኮይኑ ንምንታይ
6. ናይ ሓበሬታ ባዓለ ሞያ አብ ቤት ትምህርትኩም አሎ ዶ መልስኩም የለን ተኮይኑ ንምንታይ
7. ምስ ምርአይ ዝተሳኣኖም ስሩዕ አኬባ አለኩም ዶ መልስኩም አይፋል ተኮይኑ ንምንታይ
8. ምርአይ ዝተሳኣኖም ናብ ቤት ትምህርትኩም እንትመፁ ናይ እንኳዕ ደሓን መፃኩም አቀባብላ ትገብሩሎም ዶ
9. ቤት ትምህርትኩም ንድሕንነት ምርአ ዝተሳኣኖም ዕቡቅ ድዩ መልስኩም አይኮነን እንተኮይኑ እዚ ፀገም ንምፍታሕ እንታይ ትሰርሑ
10. ንምርአይ ዝተሳኣኖ ተምሃሮ ንምስትምሃሮ ስልጠና ወሲድኩም ዶ መልስኩም እወ ተኮይኑ እንታይ ዓይነት ስልጠና ወሲድኩም
11. ውልቀ ትልሚ ት/ቲ ማለት እንታይ ማለት እዩ መልስኩም እወ ተኮይኑ ነምርአይ ዝተሳኣኖም ከመይ ተስተምህሩዎም
12. ንምርአይ ዝተሳኣኖም አብ ክፍልካ ከተምህር ከለካ ቴፕ ሪከርደር ሂብካ ዶ ትፍልጥ መልስኩም አይኮነን እንተኮይኑ ንምንታይ

13. አብ ክፍሊ ከተስተምህር ከለካ ንምርኣ ዝተሳኣኖም ንምስትምሃር ኣብ ግምት ተእትዎ ነገር ኣለካ ዶ

14. ምርኣይ ዝተሳኣኖም ሙኻኖም ን ዝይሙኻኖምን ብከመይ ምልክታት ትፈልጦም

15. ምርኣይ ዝተሳኣኖም ሙኻኖም ዘይምኻኖምን ብከመይ ትፍትሽዎም

16. ካልእ ኣሳብ ትወስክዎ ተልዩ ግለፁ

ሐ: ቃለ መሕተት ን ምምሕዳር

1. ኣብ ቤት ትምህርትኩም ኣበሬታ ማእከል ኣለኩም ዶ

2. ኣብ ንብረት ክፍሊ ስሌት ስታለስ ብሬል ወረቀት ን ኬንን ኣለኩም ዶ

3. ናይ ቤት ትምህርትኩም ቀፅሪ ንምርኣ ዝተሳኣኖም ተምሃሮ ምቹው ድዩ

4. ኣብ ምርኣይ ዝተሳኣኖም ዘለኩም ኣመለካክታ እንታ እዩ

መ: መምርሒ ትዕዘብቲ

ኣፈሻዊ ኣበሬታ

1. ትዕዘብቲ ዝተገበረሉ ዕለት

2. ትዕዘብቲ ዝተገበረሉ ክፍሊ

3. ኣብ ጊዜ ትዕዘብቲ ዝማሃርዎ ዝነበሩ ዓይነት ት/ቲ

4. ርእሲ ት/ቲ

5. ንወሓት ክ/ጊዜ

መምርሒ 2. መልስኩም ሲዒቡ ኣብ ዘሎ ሰደቃ 1 ኣዕጋቢ ኣይኮነን 2 ቡዙሕ ትኩረት ዝግበረሉ

3. ዛዚምዎ 4. ብዝገባእ ዛዚምዎ ራይት ብምግባር መልሱ

DECLARATION

I declare that this research thesis is my own work. It is submitted in partial fulfillment of the requirements of the Degree of Masters of Art in Special Needs Education. It has not been submitted before for any degree or examination in any university.
