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Interview was one of the supportive data collecting instrument used in this study. This interview was held with both vice and head directors of the school. It was used to collect data about challenges related to care givers, teaching materials, teachers and students. In addition the interview was held with care givers to collect data about whether they follow and help students to do their home work, assignment, and arrange study plan for them or not, whether they help the students to use library or not.

Based on the answer of the interviewees the researcher can create or form other interview questions which were not prepared before. (Ranjit, 1999). This means if the interviewees answer is not clear it gives a chance for the researcher to make the interviewees to elaborate the questions more by making the interview questions clear for the respondents. The researcher prepared the interview first in English and translated to the participants' vernacular language (Afan Oromo). The researcher gave the interview questions to two experts to help in correcting and translating process of the interview.

#### **3.5. Data Collection Procedures**

After the preparation of instruments for the data collection was finished, it was administered to the respondents accordingly. All the respondents was informed well about the purpose of the study i.e. to identify challenges facing students with visual impairment in Sabata School for the Blind. The questionnaire was administered to the selected teachers at their break time in the school by the researcher. The interview was held with vice and head directors at their break time. However for the caregivers appoint was arranged and the interview was held with them accordingly.

#### **3.6. Method of Data Analysis**

All the data obtained through the means of the selected instruments was organized and presented by using table and number. The data collected from home room teachers through questionnaire was analysed by using descriptive statistics data analysis (SPSS version 20). And all the data collected through interview, FGD and observation were analysed in narrating form.

#### **3.7. Ethical Consideration**

This research was conducted by taking all ethical issues of research in to consideration. Participants of the study was briefed about the purpose of the study and asked for their consent to participate in the study. The participants was told that over all the data gathered

from the questionnaire and interview do not expose the identity of the them. The interview was conducted separately and in private. The issue of confidentiality was also assured to the participants of the study and implemented accordingly.

## CHAPTER FOUR

### 4. RESULT AND DISCUSSION

This chapter deals with analyses and interpretation of data obtained from sample participants through questionnaire, observation, focus group discussion and interview.

#### 4.1. DEMOGRAPHIC INFORMATION OF PARTICIPANTS

**Table 1 Homeroom Teachers Demographic Information**

No	Item	Male	Female	Total
		No	No	
1	Sex			
2	Age			
	30-35	1	1	2
	36-40	1	1	2
	41-45	1	2	3
	46-50	0	1	1
	<b>Total</b>	<b>3</b>	<b>5</b>	<b>8</b>
3	Teaching experience in the school (in years).			
	1-5		1	1
	6-10	1	1	2
	11-15	1	2	3
	16-20	0	1	1
	>21	0	0	
	<b>Total</b>	<b>2</b>	<b>6</b>	<b>8</b>

As shown in table 1, the respondents teaching experience in Sebeta School for the Blind ranges between 5 to 20 years. So it is possible to say they have relevant information about academic challenge that students faced and facing is valid.

**Table 2 . Demographic Information of Caregivers**

No	Item	Male	Female	Total
		No	No	
<b>1</b>	<b>Sex</b>			
<b>2</b>	<b>Age</b>			
	<b>30-35</b>		<b>2</b>	<b>2</b>
	<b>36-40</b>	<b>1</b>	<b>2</b>	<b>3</b>
	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>
<b>3</b>	<b>Working experience as caregiver</b>			
	<b>1-5</b>			
	<b>6-10</b>		<b>1</b>	
	<b>11-15</b>		<b>2</b>	
	<b>16-20</b>	<b>1</b>	<b>1</b>	
	<b>&gt;21</b>			

As shown in table 2, the care givers working experience in the school is ranged 6 to 20 years. So, they might have lots of experience about challenges students with visual impairments are facing.

**Table 3. Demographic Information of Students**

<b>No</b>	<b>Item</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
		<b>No</b>	<b>No</b>	
<b>1</b>	<b>Sex</b>	30	20	50
<b>2</b>	<b>Age</b>			
	<b>5-10</b>	<b>6</b>	<b>10</b>	<b>16</b>
	<b>11-15</b>	<b>9</b>	<b>6</b>	<b>15</b>
	<b>16-20</b>	<b>15</b>	<b>4</b>	<b>19</b>
	<b>Total</b>	<b>30</b>	<b>20</b>	<b>50</b>
<b>3</b>	<b>Grade</b>			
	<b>1</b>	<b>4</b>	<b>4</b>	<b>8</b>
	<b>2</b>	<b>2</b>	<b>4</b>	<b>6</b>
	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>
	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>
	<b>5</b>	<b>5</b>	<b>2</b>	<b>7</b>
	<b>6</b>	<b>5</b>	<b>2</b>	<b>7</b>
	<b>7</b>	<b>5</b>	<b>2</b>	<b>7</b>
	<b>8</b>	<b>5</b>	<b>2</b>	<b>7</b>
	<b>Total</b>	<b>30</b>	<b>20</b>	<b>50</b>

As shown in table 3, the students participants are selected from all grades. So the information about academic challenges students are facing was obtained from all grade levels.

## 4.2. RESULTS

### 4.2.1. Teaching Materials Related Challenges

**Table 4. Frequency distribution of teachers responses on teaching materials related challenges**

No	Items	Responses							
		Agree	St/ agree	Disagree	St/ disagree				
		F	%	F	%	F	%	F	%
1	There is no scarcity of Braille materials			2	25%	6	75%		
2	There are enough reference materials in library	2	25%			6	75%		
3	Text book is given for students individually							8	100%
4	Tape recorder is being given for students who cannot read and write because of nerve problem							8	100%
5	Tables and chairs are suitable for students	3	37.5	5	62.5				

As shown in table 4, all the respondents revealed that there are scarcity of Braille materials. The interview held with directors also show that there are scarcity of Braille materials. Moreover the vice director said:

*Sometimes some NGOs donate Braille materials such as slate, stylus and Braille paper and we share it for our students. But most of the time since we cannot afford the coast of these Braille materials the students are forced to buy t by themselves.*

The FGD held with students also shows that there are scarcity of Braille materials. The students who participated in the FGD said that we have to buy the slate and stylus because the



school do not give for us. Again the information revealed from the vice director and FGD shows there is no embosser, Perkins and abacus which are essential Braille materials.

Regarding the existence of enough reference materials in the school's library, 25% of the respondents revealed there are enough reference materials and 75% of the respondents revealed that there is no enough reference materials in library. The information obtained from FGD held with students also indicated there are scarcity of reference materials in library.

Moreover the students who participated in FGD said:

*The reference materials in the our school is very few. When we want to read the reference materials we should use it turn by turn or we should use it in groups of four to five members. Specially it is very difficult when we want to read the reference materials to do assignment and for further knowledge.*

Regarding the question whether text book is given for students individually or not, all the respondents revealed that it is not being given individually. In addition the students those participated in the FGD said the text book is given for them in a group of four or five members. In addition one of the students who participated in the FGD revealed the following:

*In this school we have never given text book individually. The school give the text book for us in a group which has three to four member. We were asking them redundantly to distribute the text book in a group which has not more than two members but they never do it. The distribution of book like this is too difficult for us to use.*

Regarding the question whether tape recorder is being given or no for students who cannot read and write in Braille because of having nerve problem all the respondents revealed that there is no tape recorder, then it is not being given.

Regarding the suitability of table and chair in the class, all of the respondents revealed the tables and desks are not suitable for students. The students who participated in the FGD also said the desks and tables are not suitable for them. In addition they revealed that the tables are not suitable, specially for lower grade students because most of the tables are spoiled so that not suitable to write on.

### 4.2.2. Teachers Related Challenges

**Table 5. Frequency distribution of teachers response on teachers related challenges**

No	Item	Responses							
		Agree		st/agree		disagree		st/disagree	
		F	%	F	%	F	%	F	%
1	There are few teachers who can read Braille	2	25	6	75				
2	There are few teachers who can write in Braille	2	25	6	75				
3	There are few teacher who are SNE graduate			8	100				
4	Awareness on how to teach SWVI is being given							8	100

As shown in table 6, regarding the teachers skill in reading Braille 25% of the respondents revealed teachers can read Braille and 75% of the respondents revealed that there are teachers cannot read Braille. Regarding the teachers' skill in writing in Braille 25% of the respondents revealed that there are teachers who cannot write in Braille. The interview held with the directors about teachers' Braille skill revealed that only three teachers have Braille skill.

Regarding the existence of SNE graduate teachers in the school all the respondents revealed that there are few teachers of SNE graduate. The directors were also asked whether there are teachers' of Special Needs Education in the school, they said, "There are only three SNE graduate teachers."

Regarding the question whether awareness on how teach students with visual impairment is being given or not all the respondents revealed that awareness on how to teach students with visual impairment is not being given. The result of the interview held with directors also shows awareness on teaching students with visual impairment is not being given. They said:

*Based on the interest of our teachers, we were asking the Sebeta Special Needs Teachers Education College to give for us training on how to teach students with visual impairment and on Braille skill but they have not given for us ye*

### 4.2.3. Service Provision Related Challenges

**Table 6. Frequency Distribution of Teachers Response on Service Provision Related Challenges**

No	Item	Responses							
		Agree		st/agree		disagree		st/disagree	
		F	%	F	%	F	%	F	%
1	Sex education is being given for students					2	25	6	75
2	Mobility and orientation is being given for students	3	37.5			5	62.5		
3	Care givers follow students on academic activities	2	25					6	75
4	The school has guidance and counselling services							8	100
5	Parents often visit their children	2	25					6	75

As all the respondents revealed sex education is not being given for students. In addition the information revealed from FGD held with students show that sex education is not being given for them. The interview held with the vice director shows that sex education is not being given for students, because of this above twenty females give birth to unlawful baby. The directors were asked why they give birth to unlawful baby and they said:

*Because of the money they earn from the school. By the four hundred birr they earn monthly from the school they cannot rent house alone or individually so to solve the problem most of the time they rent a dorm by groups.*

Regarding mobility and orientation 37.5% of the respondents revealed that orientation and mobility is being given and 62.5% of the respondents revealed that mobility and orientation lesson or awareness is not being given for students. The students who participated in FGD also said mobility and orientation awareness is not being given for us. In addition the interview held with the directors also shown that orientation and mobility lesson is not being given for students. Moreover they said:

*Mobility and orientation is not being given for our students. But there is an old lady in our school who is trying to give the service due to helping the students but she has no enough know how of the mobility and orientation.*

Regarding the question whether caregivers check help students on academic activities, all the respondents revealed that care givers do not follow the students. The students who participate in the FGD also whether caregivers ask them whether they have homework, assignment, project and help and guide to do it. They said:

*Their care givers do not follow them whether they have home work, assignment or not. Always they do not even speak about academic issues. Mostly they focus on services like feeding us and cleaning our room.*

Regarding the existence of guidance and counselling service all the respondents revealed that there is no guidance and counselling service in the school. The focus group discussion held with students also shows there is no counselling and guidance service in the school.

Regarding parents visit all the respondents revealed that the parents do not visit their children. The directors said:

*Even there are some students whose parents do not visit them for long years or since they entered the school. Many parents do not visit their children except few. Once they bring their children to the school most parents do not like to take their children back even at their break. Due to this many children stay in the school even during summer time.*

#### 4.2.4. Students Related Challenges

**Table 7. Frequency Distribution of Teachers Response on Students Related Challenges**

No	Item	Response							
		Agree		st/agree		Disagree		st/disagree	
		F	%	F	%	F	%	F	%
1	There are students who cannot read Braille	8	100						
2	There are students who cannot write in Braille	8	100						
3	Students do not use cane in the school's compound	6	75			2	25		
4	Students spent most of their after school time on studying	3	37.5			5	62.5		

As shown in table 7, regarding the existence of students who cannot read Braille all the respondents revealed that there are students who cannot read Braille. For the question

whether there are students who cannot write in Braille or not, all the respondents revealed that students who cannot write in Braille.

Regarding the students use of cane in the school's compound 75% of the respondents revealed that students do not use and 25% of the respondents revealed that students use cane in the compound. Regarding the question whether students spend their time on studying after school, 37.5% of the respondents revealed students spend their time of after school on time and 62.5% of the respondents revealed that students do not spend their time of after school on time. The caregiver who were participated in the interview said:

*Most of the time students do not spend their time of after school on studying or doing other academic activities. They like mostly walking here and there in the compound. And others like sitting alone and in groups.*

### **4.3. Discussion**

This section encompasses the discussion of the different challenges facing students in Sebata school for the Blind. Teaching materials, caregivers, students and teachers related challenges facing students in Sebata School for the Blind were discussed under this section.

#### **4.3.1. Teaching Materials Related Challenges**

There are scarcity of Braille materials in the school. There is no embosser and Perkins at all and there are scarcity of slate and stylus. Teachers of students with visual impairment should use embosser and Perkins to prepare notes for students and students themselves have to use it to increase their academic performance. In line with this (Huebner, K. M., Merk-Adams, B., Stryker, D., & Wolffe, K. 2004) stated that in order to access print information, students with visual impairments must be trained in the use of a number of adaptive devices, methods, and equipment that are collectively referred to as assistive technology. Some of this technology allows access to information presented on a computer while others are devices to be used independently. Therefore since these are essential elements of Braille materials the scarcity of these materials can be academic challenge facing students in sebata school for the blind.

The scarcity of text book was another challenge facing students in sebata school for the blind. Text book is one of the major teaching material that student should get individually. It is difficult for students to do home work, read or study since a text book is given for them in group. So it is possible to say the scarcity of text book a challenge facing students in sebata school for the blind.

Desks and tables in the school's classes are not suitable to write and read on it. The desks and tables should be suitable for students unless it can disturb them when they write and read on it. In contrary with this, (Huebner, K. M., Merk-Adams, B., Stryker, D., & Wolffe, K. 2004) assert that materials, desks, and other objects in the classroom should be maintained in consistent locations and should be suitable for students with visual impairment. Therefore one can say that the unsuitableness of desks and tables in the classes can be challenge to students.

Another teaching materials related challenge was absence of tape recorder for students who cannot read and write because of nerve problem. Students who have nerve problem and cannot read and write in Braille should get tape recorder. So it is possible to say the absence

of giving tape recorder for students who cannot write and read in Braille because of nerve problem is one of the challenges facing students in sebeta school for the blind.

The scarcity of reference book in library was another teaching material related challenge facing students in sebeta school for the blind. Students should get enough reference material from library to increase their academic capacity. In line with this, (Caton, Hilda, Ed.,1991) stated that, supplementary literacy tools, such as books and materials are helpful as students approach tasks requiring increased reading and writing skills in education. So, it is possible to say the scarcity of reference materials in the library can be challenge facing students in sebeta school for the blind.

#### **4.3.2. Teachers Related Challenges**

Majority of the teachers have no Braille skill. But since they are teachers of students with visual impairment they have to have Braille skill. To prepare short note for students, to check the students home work, assignment etc Braille skill is very important for teachers. Therefore teachers lack of Braille skill can be a challenge students are facing.

Majority of the teachers in the school are not Special Needs Education (SNE) graduate teachers. Teachers who are graduated in SNE have more awareness and knowledge about children with visual impairment than teachers who are not graduated in SNE do. In addition training on teaching method of students with visual impairment is not being given for teachers. The roles and responsibilities of the teachers of students with visual impairment are unique and varied and require a broad base of professional knowledge and the ability to respond with flexibility to changing conditions and student needs (Correa-Torres & Howell, 2004). Therefore it is possible to say the existence of few teachers who are graduated from SNE and lack of training on teaching methods of students with visual impairment can be challenges students with visual impairment are facing.

#### **4.3.3. Challenges Related to Service Provision**

Lack of awareness on mobility and orientation was found one of the challenges students are facing. Students have to get awareness on mobility and orientation to use different services like library, sport field, toilet and to avoid physical harm. Some students in the school sometimes because of absence of mobility and awareness encounter different problems like arm and leg broken and wounded on their head and different parts of their body and absent from class for treatment for some days and weeks. The student's orientation and mobility

specialist and teacher of students with visual impairments can assist with room arrangements and to the school compound familiarization (Turnbull, A., Turnbull, R. & Wehmeyer, M. L., 2007). Therefore we can say inappropriate provision of awareness on mobility and orientation can be challenges students are facing.

Another challenge was absence provision of sex education. Some students have gave birth to babies of unlawful marriage because of lack of provision of sex education. They are raring babies and following their education which can decrease their performance. Children with visual impairments follow the same pattern of sexual development as sighted children and they need to receive the same information about sexuality like understanding of the basic physical concepts of sexual intercourse, conception, pregnancy, and the birth process. They also need to learn about contraception and abortion. They need to know how AIDS and other sexually transmitted diseases are transmitted, prevented and treated (Correa-Torres & Howell, 2004). So it is possible to say absence sex education provision can be academic challenge of students.

Care givers were not following the students whether they study, do home work and assignments. Most of the time children need follow up that can increase their academic performance. So one can say absence of follow up of care giver can be one of the challenges students are facing.

#### **4.3.4. Challenges Related to Students**

Some of the students in the sebeta school for the blind cannot read Braille. Since Braille is one of the major modes of learning for students with visual impairment in ability to read what is written in Braille can be a challenge for students with visual impairment. Again there are some students who cannot write in Braille. Inability to write in Braille skill can affect skill of writing and in the same time expressing their idea in written form. So one can say inability to write in Braille is one of the challenge students with visual impairment are facing.

Most of the sebeta school for the blind students are not using cane in the school's compound. The use of cane is to protect themselves from different obstacles and to direct them where they want to go safely. When they walk without cane in the compound they face different difficulties like falling down and harmed, go to unsafe areas, face difficulty in going where they want to go. So it is possible to say students walking in compound without cane can be challenge they are facing.





## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

In this chapter summary of the major findings of the study, conclusion drawn on the basis of findings and recommendations that were assumed to be useful in alleviating academic challenges facing students in Sebeta School for the Blind were presented.

#### **5.1. Summary**

The main purpose of the study were to identify academic challenges facing students in Sebeta School for the Blind. The study used mixed research design. Questionnaire was the major data collection instrument. And interview, FGD and observation were supportive data collection instruments used in the study.

The researcher used purposive and systematic sampling method in selecting participants from the population. The researcher used descriptive and narrating data analyzing method. From the data analyzed the following major findings were drown.

The scarcity of Braille materials, text books and reference materials and unsuitableness of desks and tables were found as academic challenges related teaching materials.

Absence of awareness and training provision on orientation and mobility, absence of care givers follow up on students academic activities and absence of parents visiting their children were investigated as academic challenges related to lack of service provision.

Absence of training on teaching method of students with visual impairment and scarcity teachers who are graduated in SNE were identified as teachers related challenges.

#### **5.2. Conclusion**

This study was designed to answer four questions. Based on the findings discussed so far, the following answers were found. Educational materials are basic requirements for students including students with visual impairments. However the result of this study shows that there are scarcity of Braille materials like slate, stylus, textbook, embosser, Perkins, taperecorder and reference materials in sebeta school for the blind.

Teachers of students with visual impairments have to have skills in reading and writing in Braille, how to teach students with visual impairment. But in sebeta school for the blind except three teachers the rest twenty seven teacher have no Braille skill.

All students in a given school have to get counselling and guidance on sex education, how to study, do different activities, mobility and orientation. These services are very important and must for students with visual impairment. However in sebeta school for the blind almost these services are not being given.

Since Braille is the most mode of learning for students with visual impairment students with visual impairments have to have this skill. But in sebeta school for the blind there are many students who cannot read and write in Braille. In addition students with visual impairments have to use cane to protect themselves and to go where they want safely and properly. However, most of the students in sebeta school for the blind are not using cane when they walk in the school's compound.

Absence of training on the teaching method of students with visual impairment and scarcity of SNE graduated teachers can be challenges to students. Teachers who have no skill how to teach students with visual impairment may use inappropriate teaching method which cannot be suitable for these students. Braille materials like embosser and Perkins had better exist in the school to help students to practice in writing in Braille and change other soft copies in to Braille. Providing tape recorder for students who cannot read and write in Braille because of having nerve problem is important. Since they cannot read and write the best solution to help them is providing them tape recorder. To increase the ability and interest of students' reading skill it is better if enough reference materials exist in the library

The absence of provision of sex education can make students not to follow their education properly. So to make students to increase their academic performance it is good to provide them sex education.

### **5.3. Recommendation**

#### **Based on the findings of the research the following recommendation was forwarded**

- ❖ The school's directors in collaboration with the district, regional educational bureaus had better fulfil Braille materials like slate, stylus, Perkins and embosser for students.
- ❖ The school directors had better distribute textbook for students individual.
- ❖ The school directors in collaboration with the district and regional educational bureaus had better provide tape recorder for students who cannot write because of nerve case.
- ❖ Regional and district educational bureau in collaboration with Sebeta Special Needs Education College had better give training for teacher on Braille skill and how to teach students with visual impairment.
- ❖ Caregivers should advice and help students in studying, doing home work and assignment.
- ❖ Caregivers in collaboration with school directors had better to make parents to visit their children as much as possible.
- ❖ The school directors in collaboration with Sebeta Special Needs Education College had better give training for students on mobility and orientation.
- ❖ The school director have to help students using cane in the school compound.
- ❖ The school director in collaboration with Sebeta Special Needs Education College had better work to boost students Braille skill on reading and writing.
- ❖ The school director, the school teacher and caregivers had better work together to make students to spent some of their time after school on reading and other academic activities.

Teachers had better trained on teaching method of students with visual impairment. The school director had better arrange training program for teachers in collaboration with Sebeta Special Needs Teachers College. Teachers who will be employed in the school should include SNE graduates. The school director in collaboration with the district and regional educational

bureau employ SNE graduate teachers. Text book should distributed for students individually. It is not easy to use in group to use the book for students with visual impairment. The school director in collaboration with stakeholder had better buy embosser to alleviate the scarcity of text book and the scarcity of reference materials in the library. To make the students to do their home work, assignment and study care giver ought to follow the students regularly. It is good if the school management in collaboration with the district and regional educational bureau consider change the desks and tables in the class rooms. Moreover teachers had better trained in Braille skill. The school director incollaboration with Sebeta Special Needs Teachers College have to provide training for teachers on Braille skill.

















## **D. Observational Checklist**

### **Observational Checklist used to Identify Challenges Facing Students with Visual Impairment**

<b>No</b>	<b>What to be observed</b>	<b>Yes</b>	<b>No</b>
<b>1</b>	<b>There are lots of things being challenges to their mobility</b>		
<b>2</b>	<b>There is no enough recreational centres</b>		
<b>3</b>	<b>There are few recreational and playing materials</b>		
<b>4</b>	<b>Classroom environment</b>		
<b>5</b>	<b>Doing what they spend their after school time ?</b>		