

**THE ROLE OF PARENTS IN THE EDUCATION OF CHILDREN WITH VISUAL  
IMPAIRMENT IN REGULAR PRIMARY SCHOOLS IN  
NYANSIONGO ZONE, BORABU DISTRICT**

**BY**

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF BACHELOR OF EDUCATION IN SNE OF  
KAMPALA INTERNATIONAL UNIVERSITY**

**NOVEMBER 2009**

## DECLARATION

I, Teresa Nyamisa Onger, Registration No. BED/18478/71/DF hereby declare that this research is my own original work and not a duplication of similarly published work of any scholar for academic purposes as a partial fulfillment of any college or otherwise. It has, therefore, never been submitted to any other institution of higher learning for the award of certificate, diploma or degree in special needs education.

I further declare that all materials cited in this research which are not my own have been duly acknowledged.

Name

TERESA NYAMISA ONGERI

Signature

*Teresa*  
.....

Date

*13-08-2009*  
.....

## APPROVAL

This report is resulting from the researcher's effort in the area of role of parents in the education of learners with visual impairment in Nyasiongo zone, Boruba district Kenya was conducted under my supervision with my approval, it is now ready for submission to the academic board for the ward of a bachelor degree in special needs education of Kampala International University.

Signed

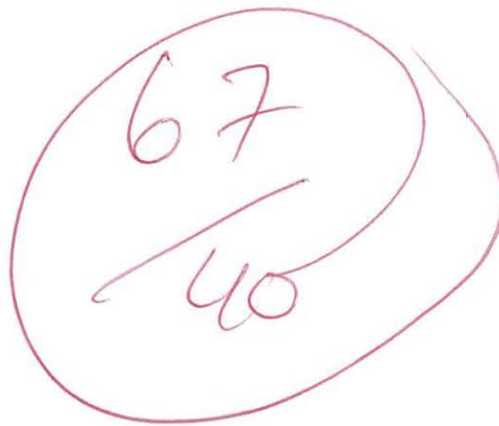
  
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Supervisor

TALIGOOOLA DEBORAH MABUSETU

Date

13/08/2009  
.....



## **DEDICATION**

This work is specially and ardently dedicated to my beloved husband Job Nyarang'o and our children Elkanah, Juliet and Ezra, who gave me moral, material and spiritual support during the course of the work.

## **ACKNOWLEDGEMENT**

I sincerely thank the following for the support they accorded me during the course of this research. Thanks go to the zonal education office and quality assurance and standards officer for his helping hand in the zonal statistics.

Special thanks also go to the head teachers who allowed and gave the researcher permission to gather data from their schools. Equally, this goes to the head teacher of my school Mr. Nyaosi for the humble time and support over the period of the study.

Further acknowledgement goes to the government of Kenya and Ministry of Education for initiating the parallel program out of which many teachers have found their way through to other upper ends of academic ladder.

The institute of open and distance learning together with the Kampala international lecturers are also highly acknowledged in this work.

Finally, thanks go to Mr. Bruce for his patience and keen work of typesetting, formatting, printing and binding this work.

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## ACRONYMS AND ABBREVIATIONS

<b>VI</b>	Visually Impaired
<b>SNE</b>	Special Needs Education
<b>LR</b>	Learning Resources
<b>MK</b>	Mark
<b>%</b>	Percentage
<b>LV</b>	Low Vision
<b>MoEST</b>	Ministry of Education Science and Technology
<b>TB</b>	Total Blindness

## **ABSTRACT**

*The researcher was founded on the role of the parents to visually impaired children in regular primary schools.*

*The population of learners with visual impairment in regular primary schools is high an on an increase but not much has been done to cater for their needs. There is therefore need to support them morally and in terms of learning resources.*

*Quantitative approach was adopted, hence, the survey design applied. The questionnaire was developed and used for the collection of data for this study.*

*The sample size was seventeen regular primary schools and the head teachers were the target that is the respondents from whom the data was collected.*

*Simple descriptive statistics was used to analyze the data for interpretation, hence drawing up the conclusion and recommendations.*

*The study revealed that there existed visually impaired children in schools who lack support in terms of learning resources.*

*Therefore, there was the need to provide sufficient and relevant learning resources and involve parents and the communities in supporting thee learners in the regular primary schools.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Parents are the primary educators to children in families. They should provide them with necessary and suitable regardless of their diversities.

People with disabilities all over the world were considered socially and physically less capable (Randiki, 2002).

In the neglect period, that is 17<sup>th</sup> c, families and other people within the community had negative attitudes towards visually impaired children that some threw them into bushes because they were not valued but seen as burdens.

According to (Randiki, 2002) there should be basic education or all regardless of impairment. The visually impaired children were not taught in schools because they were regarded as unable. So they were not supported yet Randiki recommended visually impaired children ought to be taught using Braille's, special teachers to support them and that, parents or guardians should support them too (Randiki, 2002).

By the 21st century the ministry of education science and technology (MoEST) in conjunction with Kenya Institute of Special Education (KISE,Module1)started training teachers for inclusion with an that by the year 2015, every regular



primary school should have at least one trained teacher , either through distance learning or residential course.

With the inception of free primary education in the year 2003, there has been an influx of children joining the regular primary schools. This even includes those with visual impairments. Given the fact the teachers handling the subjects in regular schools are not specially trained, the conditions of learning for the visually impaired students in such schools are quite begging.

Because of this, the researcher will focus her study in regular primary schools in Nyansiongo zone, Borabu division, Nyanza, in order to see/ know if parents are involved in the learning with visual impairments.

## **1.2 STATEMENT OF THE PROBLEM**

With their presence in the regular primary schools, special attention toward their learning is necessarily called for. The regular teachers being not specialists may not know or understand and offer such special services. Their learning is, therefore, at stake and may lead to their poor performance and even massive dropout from such schools. Specialists support, devices, and /or resources like Braille need to be made available for their learning. Of course, some support needs to come from the general community especially the parents.

No study has been conducted to ascertain in this area of study if the parents offer such support services and materials to facilitate the learning of the visually impaired in such schools. This study was therefore designed to see whether

parents support the learning of these children who are visually in Nyansiongo zone.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study was to find out the role of parents in the education of visually impaired children in Nyansiongo zone.

### **1.4 OBJECTIVES OF THE STUDY**

#### **General objective**

This study determined the role of parents in the education of learners with visual impairment in Nyansiongo, Borabu district Kenya

#### **Specific objectives**

- To establish if there are learners with visual impairment in the zone.
- To find out how parents supported learners with visual impairment
- To investigate if there are teaching resources for learners with visual impairment.
- To find out the sources of these teaching/learning materials in these schools in the zone
- To find out the parent's attitudes towards learners with visual impairment

### **1.5 RESEARCH QUESTIONS**

- Are there learners with visual impairment in the zone?
- How do parents support learners with visual impairment?

- Are there teaching learning resources for learners with visual impairment in schools?
- What are the sources of these resources in the zone?
- What is the attitude of parents towards learners with visual impairment in the zone?

## **1.6 SIGNIFICANCE OF THE STUDY**

The study will find out the role of parents in the education of learners with visual impairment. It will also inform MoEST (SNE Department) to train and post SNE teachers to regular primary schools in Nyansiongo zone for in-training, the teachers change attitudes towards learners with visual impairment.

The recommendations to be made to the government will help to improve and develop the learners with visual impairment.

## **1.7 LIMITATIONS**

- Inadequate finance in carrying out the research to the end
- The time was short to finish the study
- The area was large, thus going round was a problem.
- Limited literature review since the researcher stays in rural area with no libraries
- There was negative attitude from some respondents

## **DELIMITATIONS**

- The languages of communication were the most common and convenient for both the researcher and respondents.



- Being a teacher in the zone, it favored her because she was familiar with the target population.
- Permission was granted easily
- Availability of relevant information from the Area Education Office
- The weather during the research was favorable.

## **1.8 OPERATIONAL DEFINITIONS OF TERMS**

<b>ROLE</b>	Any support given to children who are visually impaired.
<b>PARENTS</b>	Caretakers, guardians, teachers and biological parents the visually impaired children in the zone.
<b>CHILDREN</b>	Learners /pupils from standard 1-8 in the schools in the zone.
<b>RESOURCES</b>	Any materials used to make learners with visual impairment comfortable during the learning process.
<b>VISUAL IMPAIRMENT</b>	Those who experience problems with vision.
<b>RESPONDENTS</b>	People giving the researcher information

**DISABILITY**

An impairment like visual, physical, autism, speech and mental retardation.

**SPECIAL NEEDS  
EDUCATION**

Education that caters for learners diversities

**LEARNERS**

Children in regular primary schools

**LIMITATIONS**

Hindrances /problems

**DELIMITATION**

Favorable conditions that contribute to the success of an event.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This being a social research study on the role played by parents, it prompts the researcher to use both primary and secondary sources including sources the dictionary. According to KISE Module 8, teaching learners with visual impairment should be taught using an appropriate language and techniques. According to Ysedyke et al (1995) teaching of SNE learners should be approached by teachers using appropriate learning resources.

#### **2.1 ROLES OF PARENTS**

According to beach W.R.(1967), children in the family California said that the role of parents in a home to children in the realm of education should be good , making good honor, understanding , good learning environment , material comforts and confidence to create for these little beings an atmosphere in which they can develop happily regardless of diversities . hence, there was need to find out what role do roles do parents play in the learning of children with visual impairment in the zone.

#### **2.2 PARENTS ATTITUDES**

Their attitudes towards children with VI was negative and therefore didn't support these children in nay way. But according to Randiki (2002), he recommends that parents should support there children with VI right from home

should provide learning resources. In Nyansiongo zone, it seemed that learners didn't get the support from parents thus prompting the researcher to investigate what role then did they play in the education of these learners.

### **2.3 LEARNING RESOURCES**

Learning resources VI have been lacking learning resources in many schools. This forced (Kimani, 2002) to suggest various devices that would be used to teach these learners both at school and home like sighted guide, large print materials, glasses, Braille, slates and stylus.

### **2.4 SOURCES OF LEARNING RESOURCES**

Parents should provide some of the devices locally made and can also buy some for their children. According to the bible (Mark 8:22-23), Jesus took the blind man by the hand and led him outside the village. This shows that Jesus who is God supported people with visual impairment. We too should follow the example as sighted guides right from the family to the learning institutions all the time (before, during and after school) to enable them lead a comfortable life.

Kimani did not provide the materials and other resources to homes and schools. It remains the responsibility of schools and parents to provide them by buying some and make some locally involving the community. It was through this reason the researcher wanted to find out how the parents support these learners in Nyansiongo zone.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This part was concerned with the way the study was conducted. The study focused on the role parent's play in the education of children with VI in regular primary schools in Nyansiongo zone. It was approached in a quantitative manner (Kenneth 1982) and questionnaires were used for data collection.

#### **3.1 RESEARCH APPROACH**

According to (Kenneth 1982) quantitative research approach was the most appropriate because it explores traits and situations from which numerical data are obtained to make analysis (Crandall 1987) and (Mugenda 2003) qualifies also quantitative approach to enable the information gathered to be reliable than other approaches .

#### **3.2 RESEARCH DESIGN**

The researcher used survey design which helped her to collect information in standardized form from many people thus covering a large area (Orodho 2004).

#### **3.3 RESEARCH POPULATION**

This refers to the target population of the research. It was 17 head teachers for all the 17 regular primary schools in the zone.



### **3.4 SAMPLE SIZE AND SAMPLING PROCEDURE**

It is very necessary to reduce the entire population to a manageable size thus the researcher used simple random sampling technique because it gave everyone an independent chance of being selected for the target population. After this the researcher visited the schools after being granted permission to brief the head teachers about the research and issued the questionnaires.

### **3.5 INSTRUMENTS FOR DATA COLLECTION**

The instruments for data collection in this research was the use of questionnaires which sought from the head teachers of all the schools the availability of visually impaired learners, parental support, resources and how the resources were made available in schools.

### **3.6 PROCEDURE OF THE STUDY**

The researcher, before embarking on the study asked for permission from the relevant authorities. She then wrote a letter of request to do research from the ministry of education through the DEO, Borabu.

After this, she then asked for permission in written from the schools which she used for the study. After permission was granted, she then visited the sites with the research tools to administer to the respondents in person

### **3.7 DATA ANALYSIS**

The researcher used descriptive technique for data analysis to analyze the responses from the various respondents. They included.

- (i) Tables on frequencies and each table had a corresponding bar chart
- (ii) Percentage



## **CHAPTER FOUR**

### **DATA PRESENTATION ANALYSIS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

The researcher wanted to establish the enrolment of VI learners in the zone, the parent's role in the education of these learners, the availability of teaching learning resources and the parent's attitudes towards the learners with VI.

The chapter deals with data presentation, analysis and interpretation. The researcher analyzed data descriptively using tables and charts. The purpose was to analyze data and present the results of the headteachers in the study.

This section gives details of data that was intended to find out how parents supported learners who are visually impaired in all primary schools in Nyansiongo zone.

The data was to be collected from 17 headteachers but it was realized that 10 of them did not return their questionnaires; therefore the data analyzed in the study is based on 7 headteachers.

In the analysis of data, percentages, tables, charts, and graphs have been used. The presentation has been done on the basis of the objectives.

#### **4.1 BACKGROUND CHARACTERISTICS**

This includes the degree of impairment, the status of the VI learners, learning teaching resources, the sources of the materials and the adequacy of the resources.

#### 4.1.1 Degree and nature of impairment of learners with VI

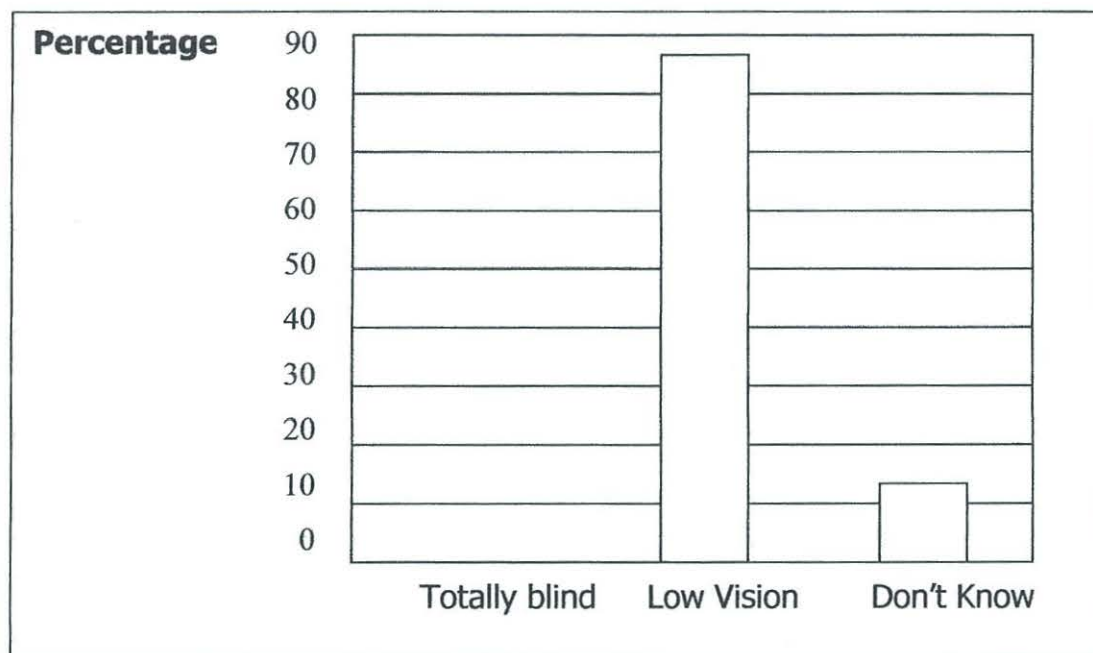
This will assess to answer to what extent are the learners impaired. Are they totally blind that they can't read or they can at least read something?

**Table 1: Shows the degree or nature of impairment of learners with VI**

Response	Tally	Frequency	Percentage
Totally Blind	-	-	0%
Low vision	/	6	85.3%
Don't now	/	1	14.7%
<b>Total</b>		<b>7</b>	<b>100%</b>

Source: Field Data 2009

**Fig 1: Degree or nature of impairment of learners with VI**



SOURCE: FIELD DATA 2009

It was observed that most schools represented by the head teachers had low vision children with 85.3% who could read print in short distances. There were no total blind learners while 14.7% of the head teachers did not know or could not understand the degree of nature of impairment.

This shows that there are quite a number of low vision learners in the schools which prompts for sensitization to teachers and on how they should be handled both at home and at school.

#### 4.1.2 Whether VI learners orphans or not.

Parents have a role in the growth and health of children (Beach WR (1967)). This impairment might have occurred due to malnutrition or lack of vaccines which is ofcourse a duty of parents who might have not been there.

**Table 2: Shows the state of VI learners**

<b>Response</b>	<b>Tally</b>	<b>Frequency</b>	<b>Percentage</b>
Orphans	///	3	42
Non-orphans	//	2	29
No response	//	2	29
<b>Total</b>		<b>7</b>	<b>100%</b>

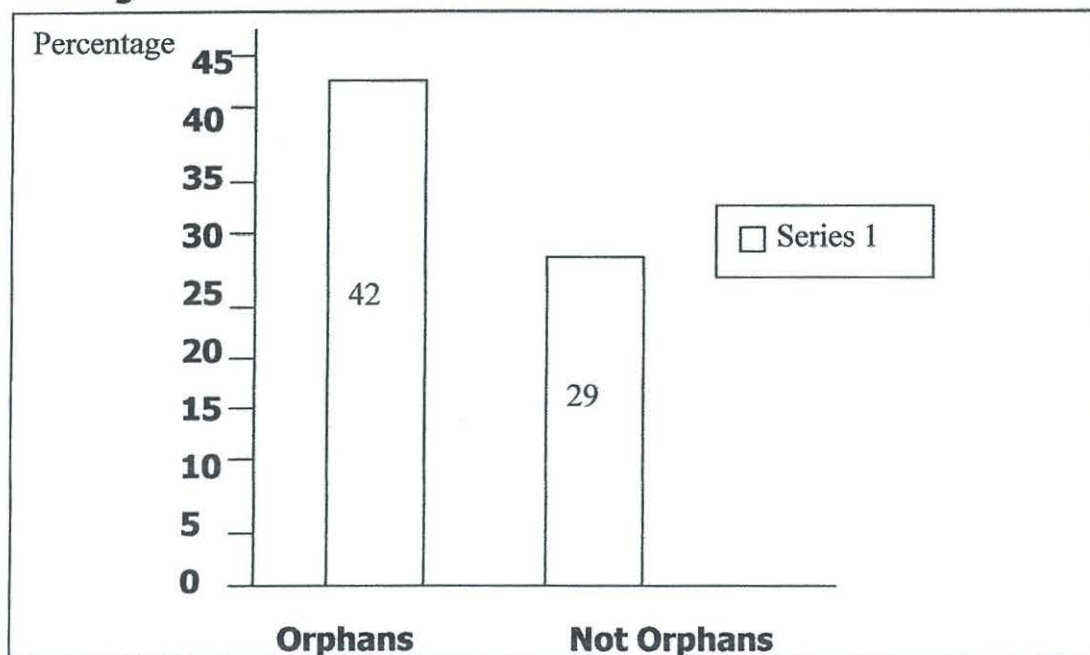
**Source: Filed Data 2009**

From the data on question three, it showed that 42% of the head teachers said yes, meaning that most of the VI learners were orphans and 29% of the head teachers said no, meaning that some VI learners were not orphans. Another 29% of the head teachers did not respond to the question.



From the data it can be seen that children with parents are at a lower risk of being impaired.

**Fig 2: The state of VI learners**



Source: Field Data 2009

#### 4.2 Enrolment of visually impaired learners

As the government of Kenya incepted free and compulsory primary education in 2003 to achieve the EFA goal, (1990) all children are meant to be at school including the visually impaired.

The government also ruled a special needs fund for each school for the purpose of environmental adaptations meaning that they must be at school.

**Table 3: Enrolment of VI learners**

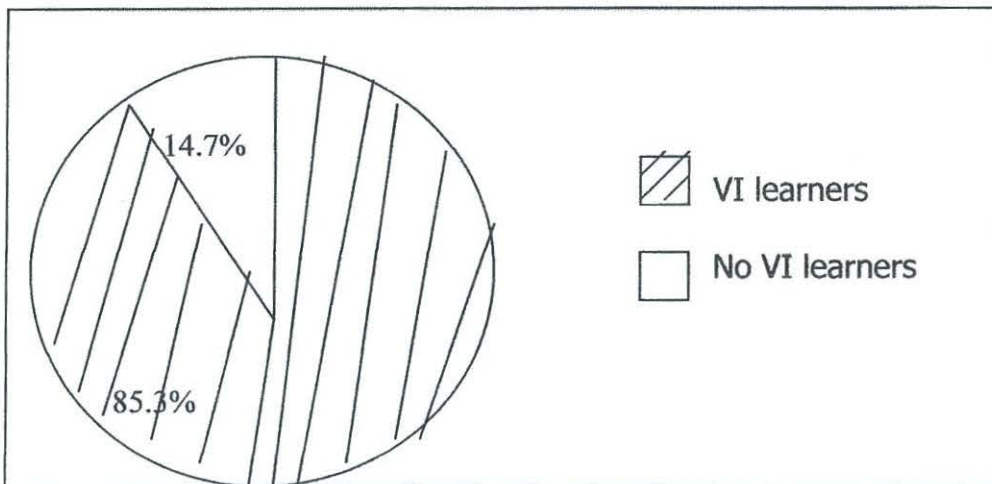
Response	Tally	frequency	Percentage
Yes	//// /	6	85.3%
No	/	1	14.7%
<b>Total</b>		<b>7</b>	<b>100%</b>

Source: Field Data 2009

It was observed that 85.3% of the head teachers said “yes” meaning that they had these learners while 14.7% of them didn’t have them. It also reflected that there is higher enrolment of VI learners in the schools represented.

This means that people in Nyansiongo zone are visionary because they have taken all children in school since education is for all Randiki (2002).

**Fig.3: Enrollment of VI learners**



**Source: Field Data 2009**

**4.3 The role of parents in supporting learners with visual impairment.**

Parents should show a concern about these learners. They should behave positively to them, be ready to enroll them in school prepare them early enough for school and make a follow up on their progress at school.

**Table 4: Shows parents’ support of VI learners**

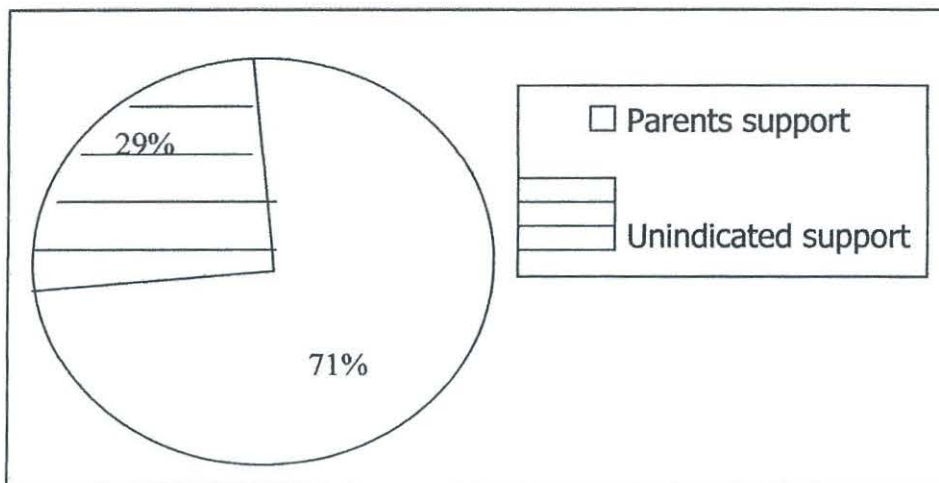
Response	Tally	Frequency	Percentage
Parents	###	5	71%
Teachers	//	2	29%
<b>Total</b>		<b>7</b>	<b>100%</b>

**Source: Field Data 2009**



It was observed that 71% of the headteachers said that parents supported the learners with visual impairment to school while 29% of them did not indicate whether the learners are supported by parents or any stakeholders like teachers. This means that most parents of learners with visual impairment support them in their learning.

**Fig: 4 Parents Support**



**Source: Field Data 2009.**

#### **4.4 Parent's attitudes towards learners with visual impairment.**

Anyone who has a child with an impairment should accept him/her and also accept the impairment. Conditions can not be reversed but people and the environment must be adjusted to accommodate those with impairment. This calls for sensitization through seminars and workshops on causes of impairment and how to adjust and live leading a normal health life.

**Table 5: Shows the attitude of parents in giving information concerning the learning with visual impairment.**

Response	Tally	Frequency	Percentage
Free	//	2	29%
Not free	////	5	71%
<b>Total</b>		<b>7</b>	<b>100%</b>

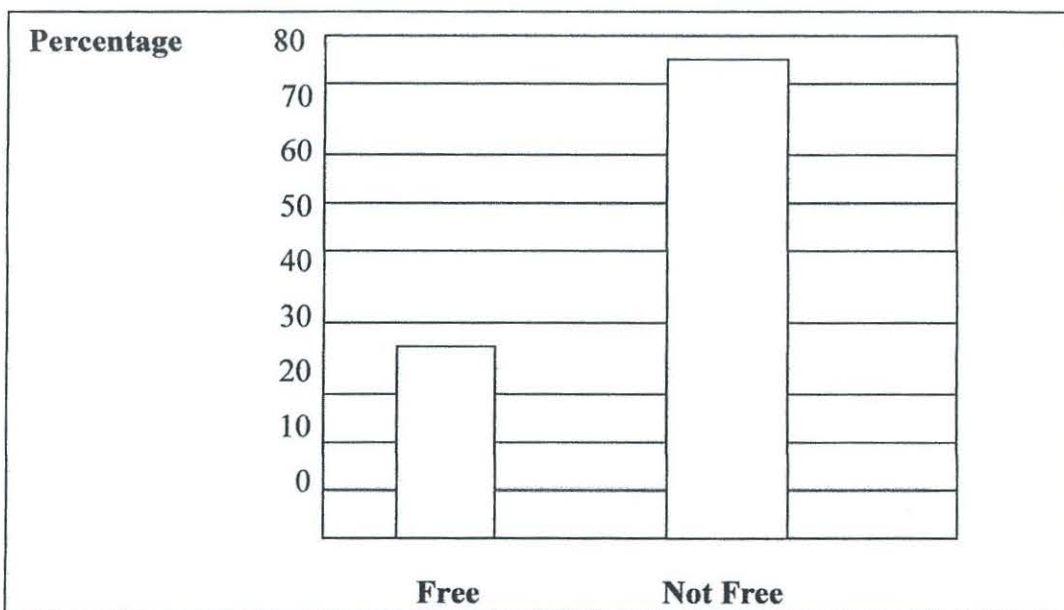
**Source: Field Data 2009**

From the data collected it was observed that 71% of the respondents said that the parents were not free to give any related information on the background of the problem facing these learners while 29% of them said there was freedom in giving out the relevant information as required.

It can be noted that most parents were not free in giving relevant information.

This shows that such people though in this century live as in the neglect period (Randiki (2002) where impairment was seen as a curse.

**Fig5: Giving relevant information.**



**Source: Field Data 2009**

#### **4.4.1 Ability of schools to organize seminars for parents and learners with VI**

This was meant to find out if headteachers and teachers trained in SNE held seminars on visual impaired. Through seminars parents get knowledge on visual impairment which helps them change their attitudes towards these learners.

The learners also are encouraged to accept themselves the way they are and hence learn that disability is not inability.

The teachers also can give examples of prominent people who are visually impaired like Mary Atieno (the great gospel musician from Kenya) and Wanyoike (the international athlete also from Kenya) hence learners should learn that there is success in diversity.

**Table 6: Shows awareness seminars on visual impairment**

<b>Responses</b>	<b>Tally</b>	<b>Frequency</b>	<b>Percentage</b>
Not always	###	5	71%
Always	//	2	29%
<b>Total</b>		<b>7</b>	<b>100%</b>

**Source: Field Data 2009.**

It was observed that five head teachers responded that they had awareness seminars though not always which is 71% while two of them indicated that they did not have it all that is 29%. This meant that most schools offer seminars on visual impairment awareness, training on various scheduled programs by headteachers in conjunction with the ministry of education.



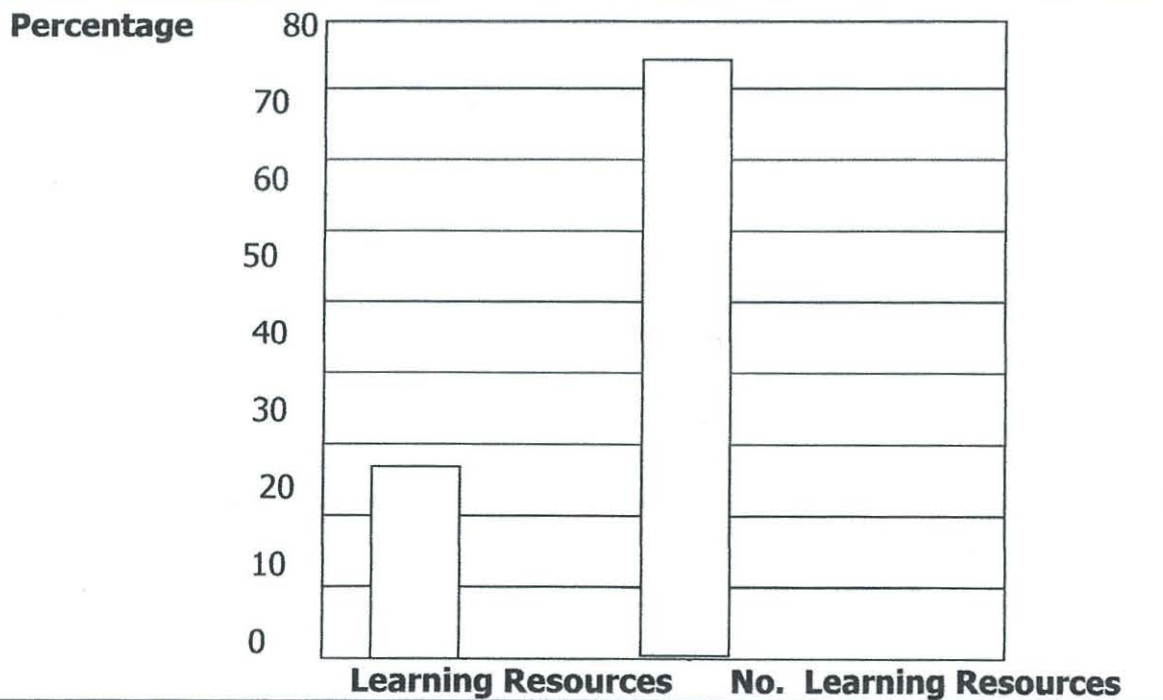
**Table 7: Shows assistive devices and learning resources available in school for VI learners**

Responses	Tally	Frequency	Percentage
yes	//	2	33%
No	////	4	67%
<b>Total</b>		<b>6</b>	<b>100%</b>

**Source: Filed Data 2009.**

From the table it was observed that two head teachers responded yes, meaning that there were learning resources which is 33% while four headteachers responded no, meaning that there were no learning or assistive devices which is 67%. One headteacher did not indicate or respond on whether there were these resources in the school. This shows that the majority of schools in the zone did not have the required materials while the majority had.

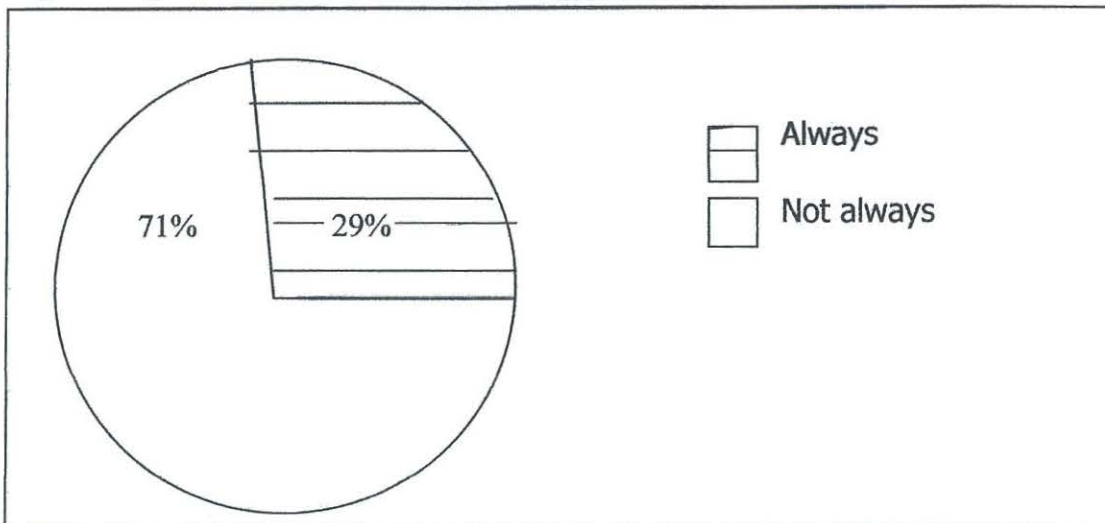
**Fig 7: Shows the information on availability of learning resources.**



**Source: Field Data 2009**

The same information can be represented in the following figure.

**Fig 6: Organization of seminars on visual impairment.**



**Source: Filed Data 2009**

#### **4.5 Availability of relevant teaching learning resources.**

For teaching and learning to be effective, there should be relevant learning resources in class Kimani (2002). This includes large print materials for the low vision and brailles for the totally blind.

##### **4.5.1 Availability of assistive devices and learning resources for the VI learners.**

These are the materials which help learners with visual impairment to learn like the other average children in school. They include slates and stylus, sighted guides and glasses.



#### 4.5.2 Sources of teaching learning resource for VI learners.

For the resources to be available in schools they must be provided either by parents or through any other source.

**Table 8: Provisions of learning resources for learners with VI**

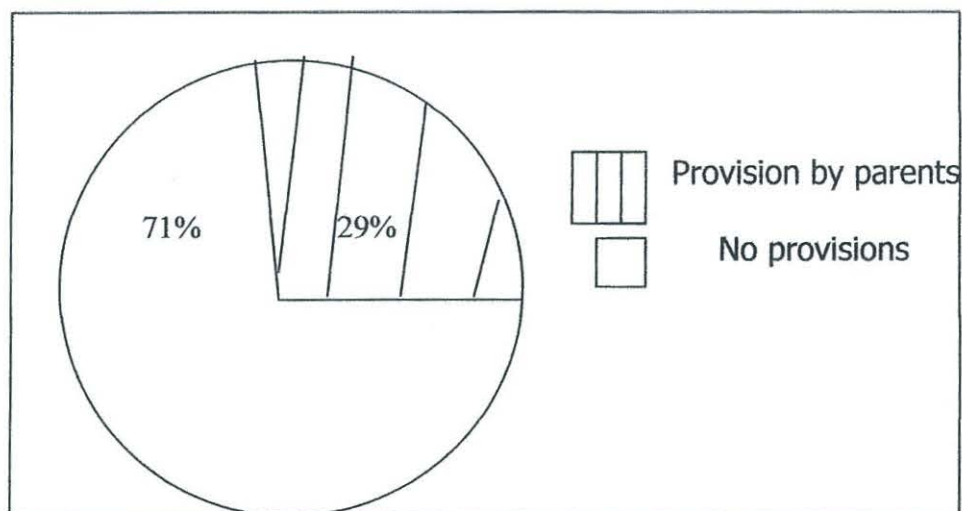
Responses	Tally	Frequency	Percentage
Funds drive	-	-	71%
Parents	//	2	29%
<b>Total</b>		<b>2</b>	<b>100%</b>

**Source: Field Data 2009.**

From table 8 and as responded in table 7 that two headteachers answered, there were resources in their schools. The same indicated in table 8 that parents provided these resources which was 29 % and not funds drive while the rest of the teachers did not indicate who gave the provisions because they did not have the resources at all .

The following figure reflects the information.

**Fig 8: Provision of learning resources**



**Source: Field Data 2009**

### 4.5.3 Adequacy of teaching resources for learners with visual impairment.

The teaching learning resources after being availed to schools, they should also be enough for each learner to use and learn conformably. For example if learners use brailles each must have his /her own.

**Table 9: Shows the quantity of resources for learners with visual impairment.**

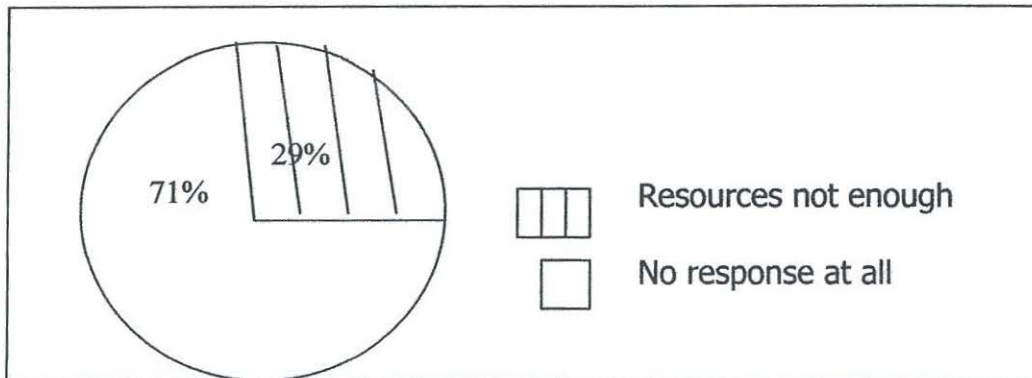
<b>Responses</b>	<b>Tally</b>	<b>Frequency</b>	<b>Percentage</b>
No response	-	-	71%
Not enough	//	2	29%
<b>Total</b>		<b>2</b>	<b>100%</b>

**Source: Field data 2009**

It was observed from the table that for those who had devices or learning resources was indicated by the two headteachers in table 7. It also indicated that the devices or resources were not enough which is 29% because only two teachers responded positively while the other five did not indicate any of this as is represented by 71%

From the response it is clearly indicated that the resources which are available are not enough. This then calls for joint support from parents, teachers and the government.

**Fig 9: Shows quantity of resources for learners with VI.**



**Source: Field Data 2009**

#### 4.5.4. How should the resources be availed to schools.

There must be away through which these resources are availed to school in other wards a way should be designed by which these resources be brought to school.

**Table 10: Shows sources of the resources for the VI learners in schools.**

Responses	Tally	Frequency	Percentage
Government /committee	////	5	71%
Parents & Teachers	//	2	29%
<b>Total</b>		<b>7</b>	<b>100%</b>

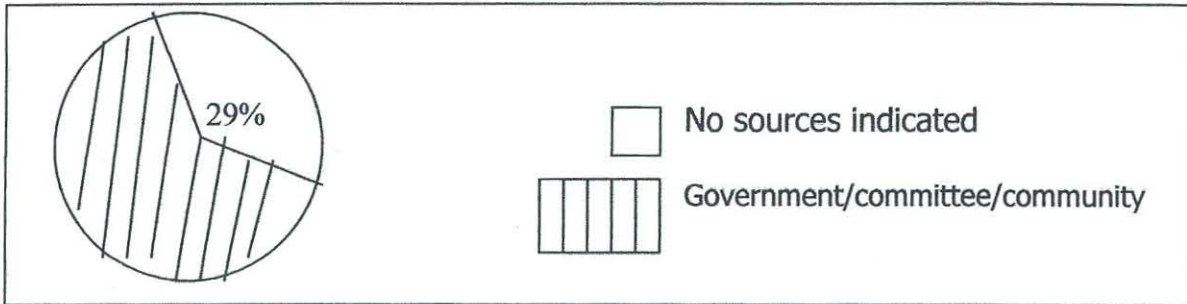
**Source: Field Data 2009.**

From the table it was observed that of the seven head teachers who responded, five of them said that the resources should be made available by the government and the school committees and involving the community while two head teachers did not indicate either of the options given. The five headteachers are represented by 71% while the other two are represented by 29%.

This means that parents and teachers are not involved in the provision of the teaching learning resources. They should be encouraged for they never know a

pharaoh who does not know Joseph might come to the throne and abolish free and compulsory primary education.

**Fig 10: Sources of learning resources**



**Source: Field Data 2009**



## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

This chapter deals with summary, discussion and recommendations all generated from the objectives, analysis of collected data and interpretation of the analyzed data. The purpose of the study was to find out how parents support the education of learners with visual impairment in regular primary schools in Nyansiongo zone, Nyansiongo division, and Borabu district. This report is a pure representative picture of what is happening in regular schools elsewhere in our country Kenya.

#### **5.1 SUMMARY OF FINDINGS AND DISCUSSION**

The researcher went through the background of the study and found out that the education of the children with visual impairment has undergone many steps right from the neglect period in the 17<sup>th</sup> century to the present inclusion (Radiki, 2002). Her concern was to investigate the role of parents in the education of children with visual impairment where teachers, guardians, siblings and peers are also involved.

From the review of the related literature, the researcher established that parents had a role in the education of their children (beach, 1967) even in developed states like California. It was also realized that parents had a negative attitude



towards those children, and thus did not support them contrary to Randiki's 2002 recommendations.

A few earlier scholars had positive attitudes towards people with disabilities like Pablo Bonnet and Kenya is not left behind for it is training teachers in SNE through which they change their attitudes towards learners with disabilities.

In achieving the objectives of the study, the researcher developed a questionnaire to be responded to by 17 headteachers of schools in the zone of which only 7 returned the questionnaires from which data was collected and analyzed.

The researcher has cited various writers as to effect relations of relevant literature that offers criteria for the study and support. This also enabled the researcher to collect present and analyze data.

From the research findings, it was realized that there were VI learners in the zone. Most of the authors like Randiki stated that they were almost in all schools in the public but the attention given them is minimal. This may be one of the reasons why they are not learning comfortably in regular schools.

Objective two was investigating how parents supported the VI learners in their education. It was observed that a greater percentage of the learners are supported by parents, agreeing with Randiki, 2002, recommendations that parents should support learners with diversities as shown in table 4 and figure 4.

The third objective was meant to investigate if there were learning resources for the visually impaired learners. From the data collected and analyzed (table 7 and figure 7), it was realized that only 33% represents that availability of assistive and learning resources. This is evidenced that the majority of schools with VI learners do not have learning resources for these learners.

The fourth objective was finding out the sources of resources available in schools in the zone. From table 8 and figure 8, it was seen that a bigger percentage is represented by no provision through funds drive that parents give the provisions. This showed also that the government has little concern in distributing the monies to special education needs in Nyansiongo zone.

## **5.2 CONCLUSION**

From the research findings the researcher observed that most parents played a role in the education of learners with visual impairment though they lack quality knowledge on impairment. So this calls for sensitization from specialist of special needs education through seminars, workshops and mass media.

## **5.5 RECOMMENDATIONS**

In order to arrest the situation, the researcher recommends that:

- All- round integration with a positive look of VI children as on be entity at home. School and society at large. Therefore love and accept one to the point of supporting one in every way possible to build one up. This calls

for the attention and support of parents, teachers, guardians, peers, siblings and caretakers.

- Every regular primary school should have a special unit where learners with special disabilities are given enough attention in and a teacher trained in SNE or who had interest in learners with disabilities. This calls for the government's intervention in training guidelines.
- Frequent in –servicing of regular teachers be done to update and encourage them as well as enlighten them on matters related to special needs education where VI falls. This can be well enhanced by the inspectorate team of the ministry of education.
- The inspectorate should insist that free primary education funds disbursed are well- spent as to afford schools with relevant and sufficient teaching /learning resources. Saitoti 2004 June 22<sup>nd</sup> daily nation, it is evident that funds are not a problem. Instead the school managers should be keen on the allocations to meet the resources. However, it calls for proper supervision from the authorities concerned.
- The ministry of education in conjunction with the curriculum developers should adjust the curriculum so as allow more time that will suit all learners. It should also be flexible to cater for special needs education (SNE).
- School administrations should involve learners with disabilities in formulating school rules. In a cordial way these learners feel comfortable that they are contributors to the to the school community. Parents too should involve them in family matters.



- Teachers should involve parents as much as possible on matters of learning, tasks of their children and finding resources for the same. This can be effectively programmed through class conferences in schools which could mould behavior in the most cordial way. It is the duty of parents and guardians to follow up and update themselves on their own children's conduct in schools and at home.
- The ministry of education should disburse funds to schools basing on the identified needs. Then an evaluation team from the same via inspectorate should be set up to establish whether the need was met or not so that appropriate action follows before the next disbursement. This, however, calls for transparency and accountability of the highest order.

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**APPENDIX A**  
**QUESTIONNAIRE**

Dear colleagues,

Please help me to get information needed from you by ticking whichever is appropriate. You can also make comments and suggestions you may feel that they can be useful.

I will treat every information given as confidential.

1. Are there learners with visual impairment in your school?

Yes

No

2. If yes in question one, what is the degree or nature of the impairment?

Totally blind

Low vision

3. Are the learners orphans or not?

Yes

No

None

4. Who supports these learners?

Parents/guardians

Teachers



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256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)  
e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

## Office of the Director

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**TO WHOM IT MAY CONCERN:**

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MS/MRS/MR. TERESA NYAMISA DNGERI**

**REG. #. AED/18478/7, IODL**

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

THE ROLE OF PARENTS IN THE EDUCATION OF  
CHILDREN WITH VISUAL IMPAIRMENT IN REGULAR  
PRIMARY SCHOOLS

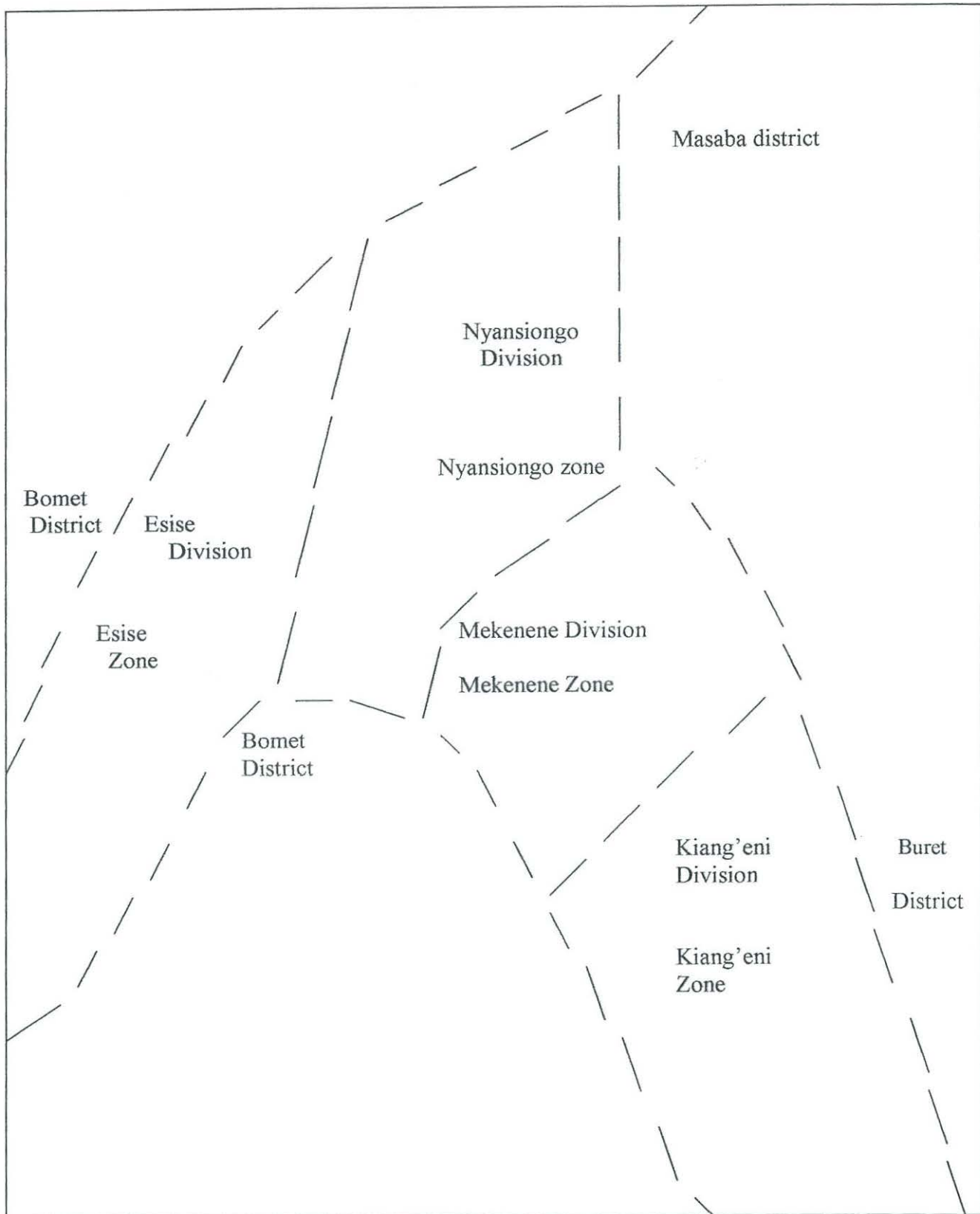
The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

**MUHWEZI JOSEPH**  
**HEAD, IN-SERVICE**

# BORABU DISTRICT



**APPENDIX C**

TERESA NYAMISA ONGERI  
BOX 556,  
SOTIK  
4<sup>TH</sup> MAY 2009

THE DISTRICT EDUCATION OFFICER,  
BORABU DISTRICT  
BOX 4,  
NYANSIONGO

THROUGH,

THE HEADTEACHER  
SAOGA NGIYA D.E.B PRIMARY SCHOOL  
P.O BOX 172,  
NYANSIONGO

Dear Sir,

**RE: PERMISSION TO BE OUT FOR RESEARCH**

I am writing to be allowed to be out of duty or research in the month of May for one week

I am carrying out a study on the role of parents in the education of children with visual impairment in Nyansiongo zone. This is in partial fulfillment for the award of a degree which I am pursuing in Kampala International University, Uganda

I hope you will be considerate

Thank you

Yours faithfully,



Teresa Nyamisa Ongeri





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e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

## Office of the Director

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**TO WHOM IT MAY CONCERN:**

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MS/MRS/MR. TERESA NYAMISA DNGERI**

**REG. #. BED/18418/17/LOF**

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

THE ROLE OF PARENTS IN THE EDUCATION OF  
CHILDREN WITH VISUAL IMPAIRMENT IN REGULAR  
PRIMARY SCHOOLS.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH  
**HEAD, IN-SERVICE**

# BORABU DISTRICT

