ROLES OF STAKEHOLDERS IN ENHANCING EDUCATION OF CHILDREN WITH VISUAL IMPAIRMENT IN MAIN STREAM CLASSES: A CASE STUDY OF NAMUGONGO SUB COUNTY, KALIRO DISTRICT

BY

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DECLARATION

I, Nanzala Janet, do hereby declare that this dissertation is my original compilation and has never been submitted to this or any other institution of higher learning for any award. Where works of others have been cited throughout the entire study, due acknowledgement has been made of in the list of references.

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Student

Date: _1/03/2018_

APPROVAL

We certify that this dissertation was compiled by Nanzala Janet under my supervision. It is now ready for consideration of an award of a Degree of Education (SNE) of Kampala International University.

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MR. MUTAKUBWA MAGIDU

(Supervisor)

Date:...10/04/2018.......

DEDICATION

This dissertation is dedicated to my Family. You did everything to me to ensure that I accomplish this research project and I have become a winner courtesy of your cordial participation and well wishes.

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ABSTARCT

This study was about an investigation into the roles of stakeholders in enhancing education of children with visual impairment in mainstream classes in Namugongo Sub County, Kaliro District. The specific stakeholders were the schools and private sector, which bracketed parents, institutions/organizations and community. The three objectives which guided this study were; to identify the role of the private sector in enhancing education of children with visual impairment, to identify the role of schools in the same, and then challenges faced by children with visual impairment in mainstream classes. A sample population of 125 respondents was conveniently selected and investigated using structured questions. Data was analyzed descriptively from results run using Statistical Package for Social Sciences (SPSS).

Results revealed that the role of private sector in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro District was; extending services to enhance legal procedures, advocacy programs for the education of these children and support for transport to school on regular bases.

On the other hand, schools had a role also in enhancing education of children with visual impairment by encouraging cooperation between teachers and learners, increasing on staff size, and provision of writing materials.

The study also found out that there were significant challenges reported faced by learners with visual impairment in mainstream classes which mainly included; fear of punishments in school, discrimination by community and parents, inadequate learning facilities, and lack of adequate instructional materials

LIST OF ACRONYMNS/ABBREVIATIONS

AER   Association for Education and rehabilitation

AFB   American Foundation for the Blind

NAPVI   National Association of Children with Visual Impairments

SPSS   Statistical Package for Social Sciences

UNESCO   United Nations Education Scientific and Cultural organization

WBU   World Blind Union

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Various stakeholders play a role in enhancing education of children in privately owned/ran primary schools and in government owned/public primary schools. These stakeholders can be understood as the private sector, school environment, parents, community and the political wing. As research expands, scholars are not becoming more interested in looking at education of children with visual impairment in mainstream classes.

This chapter consists of the background, problem statement, purpose of the study, objectives of the study, research questions, significance, scope and conceptual framework.

1.1 Background of the study

The background is subdivided into historical, conceptual, theoretical and contextual perspectives.

1.1.1 Historical Perspective

Globally it was estimated that 19 million children are blind, out of these, 12 million children are visually impaired due to uncorrected refractive errors and 1.4 million are irreversibly blind for the rest of their lives and need visual rehabilitation interventions for a full psychological and personal development in communities where they exist (Manmohan, 2014).

The global financial cost of blindness with an onset during childhood, in terms of loss of earning capacity (per capita GNP) is greater than cost of adult

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blindness and has recently been estimated to be between US$ 6000 and $ 27000 million. According to the World Health Organization (WHO 2011), the special schools failed to fulfill the needs of all learners with various forms of disabilities (Connection, 2016). Inclusive education is a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion from community (Bowe & Frank, 2005).

The stakeholders are the persons or group that has interest or concern in an issue. In a country like Pakistan, Inclusive education is an emerging concept; a few schools are struggling to create an inclusive environment using various approaches (Connection, 2016).

These approaches include establishing new inclusive schools; creating an inclusive environment within existing schools; convincing physically normal children to join special education institutions; keeping children with special needs within regular school although in separate classrooms; and supporting schools with multi-grade inclusive classrooms (Martinez, 2015).

Efforts throughout the history of education for students with visual impairments have been focused on the right of these persons to full participation in an inclusive society. Quality education was acknowledged as the first step toward that goal. In the early 1800s, schools for the blind were founded in the United States, in recognition of the fact that children who were blind had the capability of learning and becoming independent (Inclusive Education Framework, 2003).

In 1900, the first class for blind students in a regular day school was established in Chicago, to meet the individual needs of these students (Martinez, 2015). By 1950,

about 15 urban areas were serving students with visual impairments in their local schools. The decades of the 1950s and 1960s marked a period of time when parents and educators first became aware of the need for an array of service options for students with visual impairments, and efforts to provide services based on the assessed needs of individual students began (Martinez, 2015).

This study is to the effect that, much as donors and other private institutions have tried to extend necessary help to children with visual impairment, parents, community members and government do not seem to be interested in bettering lives of visually impaired. For instance, there are few schools where the visually impaired children get education, resources are also not available. Even research has not been conducted to explore and publish knowledge about this.

1.1.2 Conceptual Perspective

Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses.

Stakeholders are such authorities as private sector, government and parents. They help in the education of children with visual impairment by designing policies, generating and providing resources required, plus the daily care needed by those children with impairments.

1.1.3 Theoretical Perspective

The study borrows from the framework of Theories X and Y. These theories concern human motivation and can be used anywhere in studies which deal with human personnel to improve attention and performance. Theory X stresses the importance

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of strict supervision, external rewards, and penalties: in contrast, Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision (Avolio & Bruce, 2007). In relation to this study, these theories explore about school factors, as internal, and private sector factors as external factors in a bid to explain the role of stakeholders. This is because this role must be categorically either form within or from out.

1.1.4 Contextual background

Kaliro is approximately 40 Kilometers (25 mi) north of Iganga, the nearest large town, on an all-weather tarmac road. This is approximately 153 Kilometres (95 mi), by road, northeast of Kampala, Uganda's capital and largest city.[3] The coordinates of the town are 0°53'42.0"N, 33°30'18.0"E (Latitude: 0.8950; Longitude: 33.5050). The population structure is such that the largest population is of the young children supported by small middle age group with a very narrow % of the old aged.

Administratively the District has one County, 5 Sub-counties (Namugongo, Namwiwa, Bumanya, Nawaikoke and Gadumire), and one self accounting Kaliro Town Council (KDLG, 2008). This study is focused on Namugongo because it is where the increase in number of children with visual impairment in primary schools has been noticed with little or no attention.

By providing this information, each stakeholder can do their work and ensure success of education for learners with visual impairment.

1.2 Problem Statement

Children with visual impairment are a heterogeneous group with varied nature of difficulties that require adequate attention in curriculum implementation in order to achieve good academic performance when placed in regular or main

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stream institutions. However, not much has been documented about this in relation to semi urban and rural areas of Uganda such as Namutumba District. This study seeks to examine the role of stakeholders in enhancing education of children with visual impairment in main stream classes, and also establish challenges attached in the context of Namugongo Sub County, Kaliro District. Particular attention was paid to role of the private sector and then role of schools. This is because most of the stakeholder items lie in these two. The private sector can accommodate parents and community, while the school factors can explain the political atmosphere.

1.3 Purpose

The study examined the role of stakeholders in enhancing inclusive education among children with visual impairment in mainstream classes in Namugongo Sub County, Kaliro District.

1.4 Objectives

1. To establish the role of private sector in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro district

2. To establish the role of school in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro district

3. To find out challenges faced by children with visual impairment in mainstream classes in Namugongo Sub County, Kaliro district

1.5 Research Questions

The study was guided by the following questions

1. What is the role of private sector in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro district?

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2. What is the role of schools in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro district?

3. What challenges are faced by children with visual impairment in mainstream classes in Namugongo Sub County, Kaliro district?

1.6 Significance

The study sought to find out more about role of stakeholders in enhancing education of children with visual impairment. It is therefore a way of expanding knowledge about inclusive education especially in the area of visual impairment, which has been lack serious attention.

In addition, by exploring and creating awareness about the role of stakeholders, it will ease participation of individuals whose role has not been clear to them. Private sector will rise up and increase its participation now that its role will be clearly acknowledge, and schools too, will improve on their systems on knowing that they are being monitored.

The study can further be of help the researcher, as an inclusive education student, to expand her knowledge more about roles in enhancing education of visually impaired people so as to improve the general lifestyles of these people in school and community.

To the visually impaired learners, this study lays a ground upon which they can access all necessary needs to have a descent education system.

1.7 Scope of the study

The scope is subdivided into geographical, content and time scope.

1.7.1 Geographical content

The study was conducted specifically in Namugongo Sub County, Kaliro district. This sub county has more than six primary schools where evidence of visually impaired children can be noted. However, for this particular study, three primary schools were investigated.

1.7.2 Content scope

The study examined the role of stakeholders in enhancing education of children with hearing impairments in Namugongo Sub County, Kaliro district. To obtain this, three specific objectives were used: (1) to identify the role of private sector in enhancing education of children with visual impairment, (2) to establish the role of schools in enhancing education of children with visual impairment and (3) to identify challenges faced by children with visual impairment in mainstream classes.

1.7.3 Time scope

The aspect of visual impairment has been in place for quite a long time. However, this study considered the years 2013 to 2015. This is the timeline in which issues related to visual impairment in primary schools in Namugongo Sub County could be clearly explored or it is a period when stakeholders started realizing that children with visual impairment need serious attention. However, this study took a period of one month-September.

1.8 Conceptual framework

This study consists of two main variables. The independent variable is stakeholders, while the dependent variable is inclusive education of learners with visual impairment.

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Independent Variable

Dependent Variable

Stakeholders
 • Political sector • Private sector • Schools • Parents • Community

Inclusive education
 • Free interaction with other learners in class • Good performance • Active involvement in school programs • Feeling part of the school

Intervening Variables

• Location of the school
• Attitude of stakeholders
• Resource availability
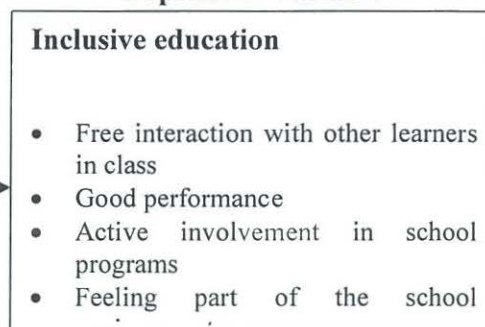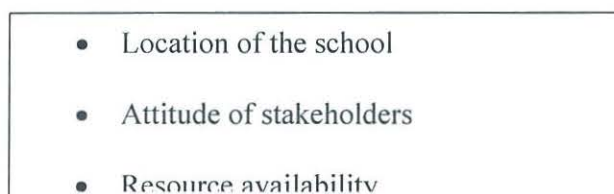
Source: (Bruce & Payne, 2005; Brains, Willnat, Manheim, & Rich, 2011).

The conceptual framework shows the independent variable as stakeholders who are specified as private sector, schools and parents. These are key to inclusive education in terms of enabling free interaction with other learners, good performance, active involvement of learners in school programs and the feeling that they are part of the school environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of literature about; role of private sector in enhancing education of children with visual impairment, role of government institutions and of community in enhancing education of children with visual impairment.

2.1 Role of private sector in enhancing education of children with visual impairment

American Foundation for the Blind (AFB): The AFB the organization to which Helen Keller devoted her life is a national nonprofit association that strives to ensure blind or visually impaired Americans enjoy the same rights and opportunities as other citizens. AFB promotes wide-ranging change by addressing the most critical issues facing the growing blind and visually impaired population—employment, independent living, literacy and technology. In addition to its New York City headquarters, the group maintains four national centers in cities across the United States and a governmental relations office in Washington DC (Kevin, 2008).

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER): The AER is an international membership organization dedicated to rendering all possible support and assistance to the professionals who work in all phases of education and rehabilitation of blind and visually impaired children and adults. Membership is comprised of more than 4,200 professionals who provide services to people with visual impairments (Breeden & Owen, 2017).

Family Connect: It is an online, multimedia community created by AFB and the National Association for Parents of Children with Visual Impairments (NAPVI). This site gives parents of visually impaired children a place to support each other, share stories and concerns, and link to local resources (Patt & Melissa, 2000).

The site also features a mom-authored blog, inspiring video testimonials from families, and articles authored by parents and experts in the field of blindness on multiple disabilities, technology, education, and more. From the personal to the professional, families will find all the resources they need to raise their children from birth to adulthood (Bruce & Payne, 2005).

World Blind Union: The World Blind Union (WBU) was formed in 1984 and is a registered Canadian charity (#85547 1587 RR000); it is the sole international body representing the interests of people who are blind and partially sighted across the globe. Our vision is to build a community where people who are blind and/or partially sighted are empowered to participate on an equal basis in any aspect of life they choose (Bowe & Frank, 2005).

Today, the WBU is divided into six regions: Europe, Africa, N. American/Caribbean, Latin America, Asia, and Asia Pacific. Each region has particular programs and projects that reflect the unique needs of that region. WBU has member organizations in 191 countries in all the six regions; and, it has consultative status with the United Nations, actively representing persons who are blind and partially sighted at international levels (Laurence, 2016).

2.2 Role of schools in enhancing education of children with visual impairment

Special education in ordinary class rooms Children are allocated in ordinary class rooms. There is no legal provision for this system. However, team teaching and an

extra class teacher system provide educational support for disabled children. It is usually organized depending on head teachers' efforts and decisions (Rosenblum & Spark, 2002).

Special education in special classes: Special classes in elementary and lower secondary schools cater for disabled children whose disabilities are not so severe. There are seven types of special classes; special classes for the partially sighted, the hearing impaired, the mentally retarded, physically disabled, health impaired, the speech disordered and the emotionally disturbed. Basically, education is provided in accordance with the National Curriculum Standards of elementary and lower secondary schools, but a special curriculum can be formed according to the conditions of the children (Treasou & Madembeu, 2010)

Special education in special schools: There are schools for children with relatively severe disabilities. For children with severe disabilities who are unable to attend schools, the visiting teacher program is available where teachers will visit homes, institutions, and hospitals to provide education. In the Japanese special school system, there are five types of schools depending on the category of disability: for blind, deaf, mentally retarded, physically disabled and health impaired. The number of children with severe and multiple disabilities has been increasing in most inclusive schools (Breeden & Owen, 2017).

Ordinarily, children who are totally blind are educated in schools for the blind which may be residential, the partially sighted received education in various forms because of diversity of their educational needs which vary with degree of visual impairments (Bruce & Payne, 2005). Accordingly, the partially sighted requiring overall specific educational treatment is educated in schools for the blind. There are three main

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features in the Japanese education of visual impaired students. The aims and content of each subject in elementary and lower secondary departments are basically the same as those of ordinary schools, and we have lessons to overcome the various difficulties arising from visual impairment. These lessons were called "educational therapeutic activities" up until now, but the name of these lessons changed as recently as a few months ago. From now on, they are called "activities for independence" (Breeden & Owen, 2017).

Good communication: Pupils and parents recognized that it is the awareness and knowledge of teaching staff that promotes feelings of being socially included in school (Inclusive Education Framework, 2003).

Some schools had formal structures (such as information booklets and formalized meetings) of providing staff with information about the needs of some pupils. But, sometimes basic information about a pupil's visual impairment was not passed on to class teachers, or had been forgotten. As recognized by some teachers the formal requirements of accessing the curriculum took precedence in meetings and rarely were time allocated to how pupils might be socially included in school. Peripatetic teachers of the visually impaired often had difficulty communicating with class or subject teachers due to lack of time (Brindley, 2015).

Importance of School Ethos: The overall ethos of the school was a valuable support for many teachers in their attempts to fully include pupils in all aspects of school life. School development plans, staff development and the role of the head teacher are important in nurturing and promoting an atmosphere where social inclusion is seen as important enough to be discussed in formal as well as informal arenas. The teacher-pupil relationship is an important one and thought should be given to how

that might be nurtured and developed when most of the contact with the pupil in class may be mediated through a support teacher (Kaoffa, 2010).

Policies and Strategies: The importance of early intervention for children with visual impairment cannot be overemphasized and was evident in the support provided by all the councils to mainstream primary and secondary schools (Breeden & Owen, 2017). It is notable and disappointing however, that promoting anti-racism in schools was only seen as important for social inclusion by a minority of councils. Racism does exist in Scotland, and can often be hidden or institutionalized, so schools should be proactive in promoting their anti-racist policies to ensure the inclusiveness of their school community (Bruce & Payne, 2005).

Given the recognition by the Scottish Executive of the importance of educating the whole child, and encouraging positive relationships in school, it was surprising that, for example, a number of councils did not promote initiatives such circle time or buddy schemes. Many pupils interviewed talked about being bullied, and there was evidence of successful buddy schemes involving blind or visually impaired pupils, so it is important that councils actively promote and sustain such initiatives (Laurence, 2016).

The availability of mobility training was mentioned by only a third of respondents. Part of inclusion - physically, emotionally and socially - depends upon the ability to move around the school as independently as possible. By denying pupils with a visual impairment the necessary training/instruction for this, their ability to independently get from one class to another, meet friends and participate in break-time activities is greatly reduced.

Pupil involvement in decisions that may affect them is an important policy issue. Although many pupils may be involved in meetings at school to discuss their progress and/or concerns, it would appear that their presence at such meetings was not always part of routine procedure. Councils and schools have a responsibility to actively involve pupils in these decision-making procedures, and strategies should be put in place to facilitate this (Bowe & Frank, 2005).

2.3 Challenges faced by children with visual impairment in mainstream classes

Ndururno (1993) asserts that children with loss of sight in mainstream schools experience a number of difficulties. One, this learners find themselves in a strange world where they seem to be strangers among their sighted peers who in most cases are the majority and lack awareness on visual impairment. In most cases, the blind learners are largely obliged to learn by listening and occasionally by touch. Sometimes, they are ignored by their overburdened teachers who under teach them making imaginations take some trick.

According to Barraga (1993), Learners with visual loss are also faced with a problem of reading suitable textbooks and writing in Braille which their media of reading and writing. These makes the curriculum look overcrowded. Subjects that involve a lot of movement for example games and physical education present special problems to individual learners, who have difficulty in free movement. A shy learner who is blind easily misses a great deal of incidental benefits that come from ordinary school life. Most special teachers available are few in regular school and already overburdened with the regular curriculum hence concentrating on learners with visual loss becomes a problem. In the classroom situation these makes learners with visual loss lag behind in academics (Scholl, 1986).

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Visual loss imposes three basic limitations on children. These limitations include the range and variety of experiences, the ability to get about and the limitations in the ability to control the environment and oneself. The stated restrictions adversely affect the learning of children with visual impairments. Only a thorough understanding of these limitations can lead to special methods in education of learners with visual loss. The teaching of Braille and other tool subjects in which the remaining senses take the place of sight are only the obvious and elementary attempts to meet the needs of the blind child.

the blind child who hears the twitter of a bird may know with more or less accuracy from where the bird sound comes from, but all his listening will not give him any idea of the shape of the bird's body, or of his size or its physical characteristics, It becomes very challenging for a learner who is blind to perceive spatial qualities of objects without being provided with materials in form of models or embossed diagrams for touch and manipulation in which kinesthetic sensation participates. Even though, tactual experiences among learners with visual impairment have distinct limitations due to the fact that tactual perception requires direct contact with the object to be observed (Horton, 1998).

This is due to inaccessibility of some objects for observation for instance, the sun, the moon and the clouds, where as some objects can be so dangerous to touch, other objects are so large that they cannot be observed tactually; these include objects such as mountain, rivers, or large buildings.

Unlike the sighted children who are privileged to access most of classroom activities, for the blind learners, tactual perceptions only give partial meaning of objects. Knowledge is not only acquired through observation, but also

communicated through language. According to Best (1993), blindness does not seriously interfere with vocal language but may induce a tendency to "verbalism" in blind children and more often in their educators. Such verbalism confines the child to description, or even worse, to meaningless word symbols, when experience should give him knowledge of actual objects and situation.

A serious handicapped is caused by blindness in area of reading. Braille is a slow medium by which a good reader can cover only a small fraction of the material that can be read by a seeing reader in the same amount of time. This slowness reduces the information and experience which blind children can derive from reading. They present the material at the speed of oral reading but even this is comparatively slow. Thus the blind child is not only limited in his experience but also in his acquisition of knowledge by reading (Breeden & Owen, 2017).

Children with visual impairments are also restricted in the ability to get about. This restriction in the ability to get about is regarded by many as the most severe single effect of blindness. The total blind person is greatly handicapped in his mobility and at best must reconcile himself to a considerable declaration of his movements. Even a small amount of sight, skillfully used, makes a marked difference in the individual's ability to guide himself through familiar and unfamiliar territory (Brindley, 2015).

While sighted children have the opportunity to move about and discover their surrounding with ease, the blind child who cannot do this with any comparable ease needs to be supplied with experiences and opportunities for activities which most other children meet in the ordinary course of their development and in

their learning environment. The blind child has less chances to explore surrounding, and even if he does now and then, his experience does not give him any comparable amount of knowledge. Besides the factual experience that he may be able to secure, he perceives many cues as just indicators but not reality (Olmstead, 2005).

2.4 Research Gap

Much as the above literature explores more on inclusive education and some significant correlates, no where does it manifest information about Uganda, and in particular rural areas such as Kaliro District. Instead, a lot is just done in Europe, America, Middle East and other countries. Even the information in Uganda as a whole is very limited specifically on children with visual impairment. However, even when this is so, the literature was used to formulate very good study tools to be used in the collection of data.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

A cross sectional design was adopted for this study. This is because this type of design enables the research to use a representative sample and obtain information using various approaches, once and in a short period of time. It was used to obtain responses from teachers and school administrators as representatives from schools, and then the leaders of people with disabilities in the district.

3.2 Study Population

For this study, the study population was limited to only five primary schools consisting of 72 teachers. In addition, community leaders in Namugongo Sub County and the leader of people with disabilities plus politicians and other respondents who extend help to children with visual impairment were included in the study and they summed up to 53 people.

3.3 Sample size

Because the study is focused on specific categories, i.e. teachers, and stakeholders in the private sector, all the above respondents were included in the study. This means that a sample size of 72+53 = 125 was included in the study.

3.4 Sampling techniques

Purposive sampling technique was predominantly used to identify the respondents needed in this study. This is a technique that is used to select a study population, whose responses can only be obtained from that category of people. To category for

the gender question, stratified sampling technique was used such that some respondents were males and others were females.

3.5 Instruments.

Self-administered structured questionnaires were used to obtain data form respondents. Questionnaires were the best tool to use in obtaining findings for this study because respondents are all literate thus can read and write. Besides, there is some detailed information such as experience, age, and other personal information that was required and could only be investigated using a questionnaire.

3.6 Validity and reliability of instruments of data collection.

3.6.1 Validity.

Validity is the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the real world (Brains, et al., 2011). Content Validity was adopted by using standard scales of measuring items for study variables, as carefully selected from literature review.

3.6.2 Reliability.

In order to ensure consistence of results, the research instruments need to be tested for reliability. Normally, academicians use the approach of Crombach Alpha. This is what was used in SPSS to run coefficients for each of the findings obtained in the study. Table 3.3 indicates reliability scales obtained using SPSS.

Table 3. 1: Reliability Results according to Crombach Alpha in SPSS

Variable	No. of Items	Coefficient	Interpretation
Private sector factors	10	.882	Highly reliable
School factor	10	.862	Reliable
Education of children	10	.646	Reliable

Source: Primary data from Namugongo Sub County, Kaliro District

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Table 3.1 shows that responses generated for each of the variables were reliable. The gauging of appropriate scale was at .60 and above thus all coefficients meet appropriate reliability threshold.

3.7 Procedure to Data Collection

The first step was approval of the proposal by assigned supervisor and submitting it for consideration of accomplishment.

A letter of introduction from the research department was obtained to introduce the researcher to the authorities.

On getting the letter, the researcher directly went and introduced the purpose of carrying out research to authorities and respondents respectively.

The researcher distributed questionnaires and collected data from the various respondents.

The researcher made frequent follow-ups with the respondents to remind them of the questionnaires in order to meet the period allowed to receive back the questionnaires.

After data collection, the researcher screened the data for accuracy and computes it for analysis. This was done immediately after collecting data.

After computing data, the researcher interpreted the findings with close follow-ups by the assigned supervisors to complete the book for submitting to the department of research for supervision and assessment.

3.8 Data analysis

The data were analyzed quantitatively. Data was entered into Statistical package for Social Science (SPSS) software, Version 22. Rankings of various factors were made using mean scores and standard deviation. Where necessary, mode and sample used appeared in tabular illustrations.

3.8 Ethical consideration

The researcher made an assurance to the respondents from whom data were collected. This was an indication that the research was purely for academic purposes and therefore had no other intentions whatsoever. Therefore, an authority letter from Kampala International University, school of SNE was shown to headteachers to indicate that the researcher is a student.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter consists of data presentation, analysis and interpretation. The key themes are background information of respondents, role of private sector in enhancing education of children with visual impairment, role of schools in enhancing education of children with visual impairment, and challenges faced by children with visual impairment in mainstream classes.

4.2 Background information of respondents

This section presents findings about respondents' age-group, experience, and gender.

Table 4.1: Socio-demographic Characteristics of Respondents

	Item	Frequency	Percentage (%)
1.	Sex		
	Female	32	26
	Male	93	74
2.	Age		
	20-30	44	35
	31-40	27	22
	41-50	19	15
	51+ years	35	28
3.	Experience		
	1-5 years	30	24
	Above10 years	95	76

Source: Primary data from Namugongo Sub County, Kaliro District

Table 4.1 shows that the study population was of different socio-demographic characteristics, namely sex, age, and working experience.

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The sex of respondents was determined through distribution of respondents as females or males. According to Table 4.1 74% of the respondents were males while only 26% were females. Therefore, it was established that male sex shows more interest in handling issues of inclusive education than the female counterparts.

Results about age-grouping of respondents showed that most of the respondents (35%) were in the age-category of 20-30 years old, followed by 28% in the age category of 51 years and above, most of who were elders and concerned people from the community who responded as group from the private sector. Investigation about age-group were intended to ascertain that authorities who extend necessary help to keep inclusive education going, are of various age-categories.

In terms of working experience, most of the respondents (76%) had been serving in respective positions for above ten years, while the least percentage (24%) had been in service for a period ranging from one to five years. The purpose of exploring about working experience is because the researcher worthily saw it that the longer someone stays in service, the more experienced they become and thus could give appropriate responses to questions asked.

4.3 Role of the Private Sector in enhancing Education of Children with Visual Impairment

The first objective investigated into the role of private sector in enhancing education of children with visual impairment. This was after finding out that the key players in this kind of education system included the private sector, and government especially through school facilitation and other things. The main question asked was "What is the role of the private sector in enhancing education of children with visual

impairment?" Table 4.2 shows frequency and percentage distributions of results

obtained.

Table 4. 2: Role of private sector towards education of children with visual impairment

No.	Role of private sector	Disagree	Neutral	Agree
1.	Charity organizations give writing and reading materials like Braille	68(54%)	00(00%)	57(46%)
2.	Various organizations make advocacy for taking children with impairment to school	68(54%)	00(00%)	57(46%)
3.	Financial support given to children with impairment in and out of school	45(36%)	43(34%)	37(30%)
4.	Community welcomes the idea of facilitating children with impairment in school	80(64%)	00(00%)	45(36%)
5.	Parents take those children to school on a regular basis	09(08%)	13(10%)	103(82%)
6.	Aid givers provide wheel chairs to children with impairment to use while going to school	56(45%)	18(14%)	51(41%)
7.	Children are given spectacles to use while going and while at school or home	64(51%)	22(18%)	39(31%)
8.	The law enforcement is strong on education of children with impairment	40(32%)	22(18%)	63(50%)
9.	Community thinks positively & supports programs to educate children with impairment	41(33%)	23(18%)	61(49%)
10.	Community appoints or elects leaders of children with impairment in community	90(72%)	7(06%)	28(22%)

Source: Primary data from Namugongo Sub County, Kaliro District

According to Table 4.2, the private sector helps to enhance education of children

with visual impairments in various ways. However, it has been observed that in most

of the endeavors, little is done. The most commonly reported role is that parents in

Namugongo Sub County, Kaliro District normally endeavor to take children with

visual impairment to school on regular bases *(Disagree = 08%, Neutral = 10%,*

Agree = 82%).

However, there are other ways which also show how the private sector has helped to

enhance education of children with visual impairment. Notable among these are two

issues namely; charity organizations give writing and reading materials to children

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with visual impairment *(Disagree = 54%, Agree = 46%)* and various organizations make advocacy for taking children with impairment to school *(Disagree = 54%, Agree = 46%)*. This means that the private sector cares for the classroom environment equipment as well as advocacy programs towards education of children with visual impairment.

The private sector, through law enforcement, reportedly emphasizes the issue of education of all children with special needs *(Disagree = 32%, neutral = 18%, Agree = 50%)*. This means that in some parts of Kaliro District basically Namugongo Sub County, law is applicable to caretakers or relatives who do not value education of children with visual impairment, thus promoting their education.

Further, this study found out that to a remarkable extent, community has positive thinking and also supports programs to educate children with hearing impairment *(Disagree = 33%, neutral = 18%, Agree = 49%)*. In other words, community attitude is considered to be a key factor in enhancing education of children with visual impairment. This is because stigmatization is always an attribute of the community, thus if the community has negative attitude towards education of such individuals, it is probable that the surrounding environment can not favor those children's education.

It is also important to note that the private sector still lacks a lot of improvement in some areas which are believed to be instrumental in education of children with visual impairment as attributed to them. The attributes, which the private sector requires much attention include; provision of financial support both within and outside school due to divergent needs involved, providing physical materials such as wheel chairs and other support required to enhance education of children with visual

impairment, and above all, the private sector should liaise with government institutions and community at large to appoint leaders who act as representatives of children with visual impairment at village, parish, sub county and other higher levels of political, religious or economic levels where they need representation.

4.4 Role of the school in enhancing education of children with visual impairment

The second objective was designed to seek answers to the role of schools in enhancing education of children with visual impairment. This owed to the fact that since the school environment is central to all factors which influence education, it was necessary to understand how it enhances the learning of children with visual impairment. Table 4.3 illustrates results obtained in response to the question "what is the role of schools in enhancing education of children with visual impairment?"

Table 4.3: Role of schools in enhancing education of children with visual impairment

No.	Role of Schools	Disagree	Neutral	Agree
1.	Writing machines are provided to individual learners in classrooms	26(21%)	46(37%)	53(42%)
2.	The school makes sure only SNE teachers handle children with impairment	66(53%)	16(13%)	43(34%)
3.	There is an adequate number of SNE teachers in schools	67(54%)	18(14%)	40(32%)
4.	There is cooperation between able-bodied children and children with impairment	46(37%)	75(60%)	4(03%)
5.	Issues of concern by children with impairment are easily responded to	71(57%)	36(29%)	18(14%)
6.	There is no stigmatization of children with impairment by their able bodied counterparts	83(66%)	19(15%)	23(18%)
7.	The sitting arrangement in class is designed in an inclusive manner	87(70%)	13(10%)	25(20%)
8.	Teaching guides are available for SNE teachers	82(66%)	14(11%)	29(23%)
9.	SNE teachers are well, an promptly paid	41(33%)	53(42%)	31(25%)
10.	There is in-discriminatory positive relationship between teachers and pupils	84(67%)	13(10%)	28(22%)

Source: Primary data from Namugongo Sub County, Kaliro District

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According to Table 4.3, schools in Namugongo Sub County, Kaliro District have played almost no role in enhancing education of children with visual impairment. The few areas which are attended to, do not have adequate manifestation in results obtained. Providing writing machines, for instance to individual learners in main stream classes, which would be the work of schools either through lobbying or affordable charges has low percentage representation of respondents who okayed that it existed in respective schools *(Disagree = 21%, neutral = 37%, Agree = 42%)*. The fact that visually impaired children need this writing equipment means that if they are not provided with such a possibility occurs that in many schools, there are few or even no such a child, as the case is, indeed.

There is also inadequate staffing of teachers who are specialist in teaching children with visual impairment thus it was not common to find children being taught by specialists as indicated by percentages in Table 4.3 *(Disagree = 53%, neutral = 13%, Agree = 34%)*. Worse of it all, this study found out that most primary schools in Namugongo Sub County do not ensure that cooperation exists between able-bodied children and children with visual impairment *(Disagree = 37%, neutral = 60%, Agree = 03%)*. This is indeed unacceptable because the more these two categories fail to be in harmony, the more it is likely that academically weak learners in either group cannot benefit from their counterparts, the brave.

In some schools, the study found out that teachers seriously care to make sure that since these are inclusive classes, the sitting arrangement of children is organized in such a way that able-bodied sit together with their counterparts, children with visual impairment. This is partly intended to avoid discrimination. Though the teaching

guides are required in these schools which have inclusive classes, they were reported in few of the schools, meaning there is much needed to create an environment that enable children with visual impairment fully participate in their line curriculum.

4.5 Challenges faced by children with visual impairment in mainstream classes

The third and last objective required an establishment of challenges encountered by children with visual impairment in general terms, that is to say, when these children are either in school, in community or while at home. The main question asked was "what challenges are faced by children with hearing impairment in mainstream classes?" and results were as indicated in Table 4.4.

Table 4.4: Challenges faced by children with visual impairment in mainstream classes

No.	Challenges assessed	Disagree	Neutral	Agree
1.	Inadequate learning facilities	56(45%)	13(10%)	56(45%)
2.	Negative attitude of community	100(80%)	13(10%)	12(10%)
3.	Political environment is very undeserving	105(84%)	00(00%)	20(16%)
4.	Discrimination by able-bodied counterparts	89(71%)	33(26%)	03(03%)
5.	Fear of punishments in school	14(11%)	00(00%)	111(89%)
6.	Stigmatization in community	82(66%)	00(00%)	43(34%)
7.	Discrimination by community and parents	42(34%)	08(06%)	75(60%)
8.	Lack of adequate instructional materials	36(29%)	39(31%)	50(40%)
9.	The SNE staff is not well trained	107(86%)	39(31%)	50(40%)
10.	Poor relationship with teachers	107(86%)	08(06%)	10(08%)

Source: Primary data from Namugongo Sub County, Kaliro District

According to Table 4.4, there are a number of challenges faced by children with visual impairment. However, some of these challenges were reported more than others as indicated by variations in percentage distributions. The most commonly reported challenge was fear of punishment in school *(Disagree = 11%, neutral = 00%, Agree = 11%)*, followed by poor relationship between children with visual impairment and teachers *(Disagree = 10%, neutral = 17%, Agree = 73%)* and

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discrimination by community and parents *(Disagree = 34%, neutral = 06%, Agree = 60%).*

This means that primary schools in Namugongo Sub County, Kaliro District are fond of issuing punishments to children regardless of their disability status, which scares these children and many of them end up dodging school or even totally developing mind against education. Further, these results also mean that many people in communities around Namugongo Sub County show discrimination to children with visual impairment. In this case, even if the government takes initiatives to facilitate education of children with visual impairment, the parents and community, who are also the chief stakeholders in education of children with visual impairment can remain negative and hence hinder the success of government programs.

I can imagine initiating programs to assist a child whose parents are not so positive. Results of this kind of arrangement will always be negative because the child chooses to abide by the laws of a parent more than those of the aid extenders. This is exactly an appropriate explanation to why many respondents reported inadequate learning facilities given to children with visual impairment *(Disagree = 45%, neutral = 10%, Agree = 45%).* The main lesson to digest here is that without adequate facilitation, there is learning for children with visual impairment especially considering the fact that they do not use local writing and reading materials.

On the other hand, some of the challenges were found to be less significant. For instance, discrimination was not reported by many respondents *(Disagree = 71%, neutral = 26%, Agree = 03%)* which means that whereas some respondents especially those in community were not sure whether discrimination occurred in

schools, majority of stakeholders who knew what was happening in school disagreed.

In addition, the last subsection unveiled that there was negative attitude of community towards education of children with visual impairment. However considering percentage distribution *(Disagree = 80%, Neutral = 10%, Agree = 10%)*, this was not a significant or common challenge. Even the political environment was reported not to be a very common challenge among the selected schools and stakeholders while addressing the issue of challenges faced by children with visual impairment in mainstream classes *(Disagree = 84%, Neutral = 00%, Agree = 16%)*. The same applies to discrimination by able-bodied children, which, though was reported to be ignored by teachers in some schools, it was not considered a common problem faced by learners with visual impairment *(Disagree = 71%, Neutral = 26%, Agree = 03%)*.

It is also important to ascertain that not many trained; in fact no specialists in handling visual impairment were identified among respondents in selected primary schools in Namugongo Sub County, Kaliro District. However, this was not reported as a common problem and presumably it's because in inclusive schools, all children study from same environment thus require no special attention in terms of teachers *(Disagree = 66%, Agree = 34%)*. The lack of adequate instructional materials was reported by many respondents in selected schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

By the end of this chapter, the reader will be in position to internalize the discussion of major findings by objectives, conclusions generated from the study, and recommendations to various stakeholders.

5.2 Discussion of Findings

The discussion of findings relate to; role of private sector in enhancing education of children with visual impairment, role of schools in enhancing education of children with visual impairment, and challenges faced by children with visual impairment.

5.2.1 Role of private sector in enhancing education of children with visual impairment in Namugongo

The study found out that the private sector played certain roles in enhancing education of children with visual impairment. However, few were commonly reported in selected primary schools in Namugongo Sub County, Kaliro District. First, the study found out that parents in Namugongo Sub County are driven by the task to take children with visual impairment to schools on a regular basis. These findings are in agreement with those of Brindley (2015) who also identified that in many countries of the United States, parents normally take children to school to ease transport since they have poor or no sight and also as a sign of care to these children to rid them of a thinking of isolation.

Second, the study identified that there is always law enforcement that is ensured by private sector to ensure that children with visual impairment attend school and

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compete various academic cycles. These results are mirrored in Kaoffa (2010)'s findings indicating that as caregivers of children with visual impairment, the law in all countries demands that these children should be given equal opportunities to education, religion, and access to basic needs just like other members of community.

Finally among the main roles of the private sector in enhancing education of children with visual impairment, the study found out that in some remarkable places, the community had positive thoughts and supported the idea of educating children with visual impairment. As already indicated, children with visual impairment are normally discriminated against in communities and even at schools. However, with this positive support from community, there is a possibility that education of children with visual impairment will finally be enhanced gradually. The results are in total contradiction with many other studies, for instance Breeden & Owen (2017) maintaining that ommunities are always stigmatizing any human being with a disability and also that many families do not regard children with disabilities as worthy supporting in any way. Consequently, the education ofsuch children is compromised.

5.2.2 Role of Schools in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro District

On the role of schools in enhancing education of children with visual impairment, this study established that though in some cases not adequate, schools tried so much to create an enabling environment for children with visual impairment to attend classes and acquire necessary knowledge and skills.

According to results, the most commonly reported factor was that schools provide writing machines to individual learners in classes. However, to my observation, this

was not true to a large extent though in some schools, there were three brail machines but still not for each learner. An exception was to learners who had some other visual disorders but were in position to read what they wrote. To those, writing materials such as pens, pencils, crayons and exercise books were distributed. These results mirror those of Kevin (2008) whose study investigated about the role of government in facilitating children with disabilities. In this study, Kevin discovered that on several occasions, schools in California were being given enough facilitation to equip learners with visual problems with necessary material and financial requirements.

The last endeavor schools in Namugongo Sub County, Kaliro District have tried to enhance education of children with visual impairment is through improving on the number of teachers on a single staff. Through observations, I realized that the minimum number of teachers per school was close to 15 members. However, in some schools, the number was even smaller than that while in many others, it was more. Most important to note however as that in spite of the availability of teachers in large numbers, there are almost no specialists in handling children with visual impairment. However, this is not a serious problem since all teachers receive universal training to handle any child regardless of disability status. The results contradict findings of other researcher and at the same time agree with results of certain individuals.

Avolio & Bruce (2007) for instance enumerated some of the factors which enable children with visual imapirment to attend school and found out that the larger the number of specialists to handle children in that category, the mor elikely it is that children with visual impairment will continue going to school. In this case, the study treats the cases contradictorily because about ¾ of all primary schools selected . On

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the other hand, however, Kaoffa (2010) identified that some schools may not have qualified or teachers wh specialised in certain discipline but can handle cases of disability using the universal knowledge and skills acquired during training. In this case, the selected schools in namugongo Sub County register succcess though to an average level.

5.2.3 Challenges faced by children with visual impairment in mainstream classes in Namugongo Sub County, Kaliro District

Just like other attributes relating to education of children with visual impairment, this study found out that there are some challenges faced by children with visual impairment in mainstream classes in the context of Namugongo Sub County, Kaliro District. The four main challenges identified were; Fear of punishments in school, discrimination by community and parents, inadequate learning facilities, and lack of adequate instructional materials

Other studies also identified that there are challenges faced by learners with visual impairment. According to Ndururno (1993), children with loss of sight in mainstream schools find themselves in a strange world where they seem to be strangers among their sighted peers who in most cases are the majority and lack awareness on visual impairment.

On the other hand, Barraga (1993) noted that Learners with visual loss are also faced with a problem of reading suitable textbooks and writing in Braille which their media of reading and writing. These makes the curriculum look overcrowded. Subjects that involve a lot of movement for example games and physical education present special problems to individual learners, who have difficulty in free movement.

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Similarly, Olmstead (2005) notes that while sighted children have the opportunity to move about and discover their surrounding with ease, the blind child who cannot do this with any comparable ease needs to be supplied with experiences and opportunities for activities which most other children meet in the ordinary course of their development and in their learning environment. The blind child has less chances to explore surrounding, and even if he does now and then, his experience does not give him any comparable amount of knowledge.

5.3 Conclusions

The private sector plays an average role in enhancing education of children with visual impairment in Namugongo Sub County, Kaliro District through; extending services to enhance legal procedures, advocacy programs for the education of these children and support for transport to school on regular bases.

Schools too, registered significant achievements in enhancing education of children with visual impairment especially through encouraging cooperation between teachers and learners, increasing on staff size, and provision of writing materials.

There were significant challenges reported faced by learners with visual impairment in mainstream classes. These were; Fear of punishments in school, discrimination by community and parents, inadequate learning facilities, and lack of adequate instructional materials

5.4 Recommendations

It is advisable for community members to always support government programs such as raising some amount of money to top up available incomes in schools and purchase writing materials for the children with visual impairment.

Parents need to always be mindful of the fact that each child is entitled to education and that denying any child education on basis of disability status is illegal and punishable in courts of law. They should thus render transport, feeding and material support to their children in that category and enable them enroll to complete education.

Schools should always be mediators between government, parents and community to iron out challenges faced by children with visual impairment and design measures to respond appropriately.

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APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

Dear teacher:

I am NANZALA JANET conducting a survey to investigate about *Roles of stakeholders in enhancing education of children with visual impairment in main stream classes: a case study of Namugongo Sub County, Kaliro District, Uganda.*

The information you provide will be helpful to compile a research thesis that will have a double sided advantage: To serve as a fulfillment of the basic requirement for my award of a Master of Education of Kampala International University and to enhance implementation of Inclusive education in Primary schools. Please help us by completing and returning the questionnaire. Just **tick out** the responses or write down your answers according to your situation. **These individual questionnaires will be kept confidential and anonymous.** Thank you for your cooperation!

Section A: Background

1. Age category
   (a) 20-29 ☐
   (b) 30-39 ☐
   (c) 40-49 ☐
   (d) 50 and above ☐

2. How long have you been handling the inclusive education for now?
   (a) 1-5 years ☐
   (b) 6-10 years ☐
   (c) >10 years ☐

3. Gender
   (a) Male ☐
   (b) Female ☐

SECTION B: THE ROLE OF PRIVATE SECTOR

Show whether or not, the private sector fulfills each of the following functions. Use the scale-Disagree-1, Not sure-2 or Agree-3

4. Some charity organizations support children with impairment with writing and reading materials like Braille

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

5. Various organizations normally go around advocating for taking children with impairment to school

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

6. There is financial support given to children with impairment in and out of school

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

7. Community welcomes the idea of facilitating children with impairment in school

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

8. Parents of children with impairment take those children to school on a regular basis

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

9. Some aid givers provide wheel chairs to children with impairment to use while going to school

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

10. Children who do not see well are given spectacles to use while going and while at school or home

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

11. The law enforcement is strong on education of children with impairment

    (a) Disagree   (b) Not sure   (c) Agree

12. Community th☐ positively, and sup☐ any programs☐ ded to support education of children with impairment

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

13. Community appoints or elects leaders of children with impairment in community

    (a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

SECTION C: THE ROLE OF SCHOOLS

What is your view on each of the following to describe conditions of children with impairment in inclusive classrooms?

14. There are writing machines provided to individual learners in classrooms

    (a) Disagree   (b) Not sure   (c) Agree

15. The school ma[ ]ure only SNE teach[ ]andle children [ ]impairment

    (a) Disagree   (b) Not sure   (c) Agree

16. There is an ade[ ]e number of SNE te[ ]rs in schools [ ]

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

17. There is cooperation between able-bodied children and children with impairment

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

18. Issues of concern by children with impairment are easily responded to

    (a) Disagree   (b) Not sure   (c) Agree

19. There is no sti[ ]tization of children[ ]h impairment b[ ]eir able bodied counterparts

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

20. The sitting arrangement in class is designed in an inclusive manner

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

21. Teaching guides are available for SNE teachers

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

22. SNE teachers are well, an promptly paid

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

23. There is an in-discriminatory positive relationship between teachers and pupils

    (a) Disagree [ ]   (b) Not sure [ ]   (c) Agree [ ]

SECTION D

CHALLENGES FACED BY CHILDREN WITH VISUAL IMPAIRMENT

Respond to each of the statements following the scale: Disagree-1; Not sure-2 or Agree-3, appropriately to acknowledge the challenges that learners with visual impairment face whether at school or at home.

24. Inadequate learning facilities

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

25. Negative attitude of community

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

26. Political environment is very undeserving

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

27. Discrimination by able-bodied counterparts

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

28. Fear of punishments in school

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

29. Stigmatization in community

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

30. Discrimination by community and parents

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

31. Lack of adequate instructional materials

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

32. The SNE staff is not well trained

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

33. Poor relationship with teachers

(a) Disagree ☐   (b) Not sure ☐   (c) Agree ☐

_____ **END** _____

APPENDIX B: RELIABILITY RESULTS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded[a]	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.882	10

Item Statistics

	Mean	Std. Deviation	N
RPS1	1.2240	.63327	125
RPS2	1.2240	.63327	125
RPS3	1.7040	.69589	125
RPS4	1.2240	.63327	125
RPS5	2.7200	.59024	125
RPS6	1.8480	.89853	125
RPS7	1.7200	.86696	125
RPS8	2.1840	.89248	125
RPS9	2.1600	.89262	125
RPS10	1.5040	.83882	125

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.5120	28.623	5.35003	10

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded^a	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.862	10

Item Statistics

	Mean	Std. Deviation	N
SR1	2.2160	.76816	125
SR2	1.8160	.91919	125
SR3	1.7840	.90326	125
SR4	1.6640	.53798	125
SR5	1.5760	.73247	125
SR6	1.5200	.78904	125
SR7	1.5040	.80946	125
SR8	1.5760	.84495	125
SR9	1.9200	.75776	125
SR10	1.5520	.83720	125

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.1280	28.242	5.31428	10

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded^a	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.646	10

Item Statistics

	Mean	Std. Deviation	N
EDN1	2.0240	.65333	125
EDN2	2.0480	.68222	125
EDN3	2.0480	.72797	125
EDN4	1.4480	.83720	125
EDN5	1.8400	.97881	125
EDN6	1.4960	.86718	125
EDN7	1.5600	.90161	125
EDN8	1.5760	.90931	125
EDN9	1.7360	.96840	125
EDN10	1.7600	.81715	125

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.5360	16.896	4.11046	10

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APPENDIX C: DATA FOR DEMOGRAPHIC CHARACTERISTICS

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	44	35.2	35.2	35.2
	31-40 years	27	21.6	21.6	56.8
	41-50 years	19	15.2	15.2	72.0
	51+ years	35	28.0	28.0	100.0
	Total	125	100.0	100.0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	30	24.0	24.0	24.0
	Above 10 years	95	76.0	76.0	100.0
	Total	125	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	93	74.4	74.4	74.4
	Female	32	25.6	25.6	100.0
	Total	125	100.0	100.0	

APPENDIX D: DATA FOR ROLE OF PRIVATE SECTOR

RPS1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	68	54.4	54.4	54.4
	Agree	57	45.6	45.6	100.0
	Total	125	100.0	100.0	

RPS2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	68	54.4	54.4	54.4
	Agree	57	45.6	45.6	100.0
	Total	125	100.0	100.0	

RPS3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	45	36.0	36.0	36.0
	Not Sure	43	34.4	34.4	70.4
	Agree	37	29.6	29.6	100.0
	Total	125	100.0	100.0	

RPS4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	80	64.0	64.0	64.0
	Agree	45	36.0	36.0	100.0
	Total	125	100.0	100.0	

RPS5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	7.2	7.2	7.2
	Not Sure	13	10.4	10.4	17.6
	Agree	103	82.4	82.4	100.0
	Total	125	100.0	100.0	

RPS6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	44.8	44.8	44.8
	Not Sure	18	14.4	14.4	59.2
	Agree	51	40.8	40.8	100.0
	Total	125	100.0	100.0	

RPS7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	64	51.2	51.2	51.2
	Not Sure	22	17.6	17.6	68.8
	Agree	39	31.2	31.2	100.0
	Total	125	100.0	100.0	

RPS8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	40	32.0	32.0	32.0
	Not Sure	22	17.6	17.6	49.6
	Agree	63	50.4	50.4	100.0
	Total	125	100.0	100.0	

RPS9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	41	32.8	32.8	32.8
	Not Sure	23	18.4	18.4	51.2
	Agree	61	48.8	48.8	100.0
	Total	125	100.0	100.0	

RPS10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	90	72.0	72.0	72.0
	Not Sure	7	5.6	5.6	77.6
	Agree	28	22.4	22.4	100.0
	Total	125	100.0	100.0	

APPENDIX E: DATA FOR SCHOOL ROLE

Frequency Table

SR1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	26	20.8	20.8	20.8
	Not Sure	46	36.8	36.8	57.6
	Agree	53	42.4	42.4	100.0
	Total	125	100.0	100.0	

SR2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	66	52.8	52.8	52.8
	Not Sure	16	12.8	12.8	65.6
	Agree	43	34.4	34.4	100.0
	Total	125	100.0	100.0	

SR3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	67	53.6	53.6	53.6
	Not Sure	18	14.4	14.4	68.0
	Agree	40	32.0	32.0	100.0
	Total	125	100.0	100.0	

SR4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	46	36.8	36.8	36.8
	Not Sure	75	60.0	60.0	96.8
	Agree	4	3.2	3.2	100.0
	Total	125	100.0	100.0	

SR5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	71	56.8	56.8	56.8
	Not Sure	36	28.8	28.8	85.6
	Agree	18	14.4	14.4	100.0
	Total	125	100.0	100.0	

SR6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	83	66.4	66.4	66.4
	Not Sure	19	15.2	15.2	81.6
	Agree	23	18.4	18.4	100.0
	Total	125	100.0	100.0	

SR7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	87	69.6	69.6	69.6
	Not Sure	13	10.4	10.4	80.0
	Agree	25	20.0	20.0	100.0
	Total	125	100.0	100.0	

SR8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	82	65.6	65.6	65.6
	Not Sure	14	11.2	11.2	76.8
	Agree	29	23.2	23.2	100.0
	Total	125	100.0	100.0	

SR9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	41	32.8	32.8	32.8
	Not Sure	53	42.4	42.4	75.2
	Agree	31	24.8	24.8	100.0
	Total	125	100.0	100.0	

SR10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	84	67.2	67.2	67.2
	Not Sure	13	10.4	10.4	77.6
	Agree	28	22.4	22.4	100.0
	Total	125	100.0	100.0	

APPENDIX F: DATA FOR CHALLENGES

CHLG1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	44.8	44.8	44.8
	Not Sure	13	10.4	10.4	55.2
	Agree	56	44.8	44.8	100.0
	Total	125	100.0	100.0	

CHLG2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	100	80.0	80.0	80.0
	Not Sure	13	10.4	10.4	90.4
	Agree	12	9.6	9.6	100.0
	Total	125	100.0	100.0	

CHLG3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	105	84.0	84.0	84.0
	Agree	20	16.0	16.0	100.0
	Total	125	100.0	100.0	

CHLG4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	89	71.2	71.2	71.2
	Not Sure	33	26.4	26.4	97.6
	Agree	3	2.4	2.4	100.0
	Total	125	100.0	100.0	

CHLG5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	14	11.2	11.2	11.2
	Agree	111	88.8	88.8	100.0
	Total	125	100.0	100.0	