DEBRE BERHAN UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENTS OF PSYCHOLOGY

ACADEMIC AND SOCIO-EMOTIONAL CHALLENGES FACED BY STUDENTS WITH VISUAL IMPAIRMENT IN INCLUSIVE EDUCATION THE CASE OF HAILE MARIAM MAMO SECONDARY SCHOOL AT DEBRE BIRHAN REGIO POLITIAN CITY ADMINISTRATION

BY

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JUNE, 2024

DEBRE BERHAN, ETHIOPIA

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A THESIS SUBMITTED TO COLLEGE OF SOCIAL SCIENCE AND HUMANITY POSTGRADUATE PROGRAM IN SPECIAL NEEDS AND INCLUSIVE EDUCATION DEBERE BERHAN UNIVERSITY FOR PARTIAL FULFILLMENT OF THE REQUIREMENTS OF MASTER OF SPECIAL NEEDS.

BY

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CERTIFICATE

I hereby certify that I have read and evaluated this thesis entitled, academic and socio-emotional challenges faced by students with visual impairment in inclusive education. The case of Haile Mariam Mamo secondary school at Debre Birhan regio Politian city administration, prepared under my guidance by Banchialem Minichil. I recommend that it be submitted as it fulfill the thesis requirements.

_____ (PhD) _____ _____

Major Advisor Signature Date ___

APPROVAL OF THE THESIS

As members of the Board of Examiners of the MA Thesis Open Defense Examination, we certify that we have read, and evaluated the Thesis prepared by Banchialem Minichil, and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the *degree of Master of Art in Special Needs and Inclusive Education.*

Chairperson	Signature	Date
Internal Examiner	Signature	Date
External Examiner	Signature	Date

Final approval and acceptance of the Thesis are contingent upon the submission of its final copy to the Council of Graduate Studies (CGS) through the candidate‘s departments or schoolgraduate committee (DGC or SGC).

DECLARATION

I declare that this thesis is entirely my work and that all sources of materials used for this thesis have been fully acknowledged. This thesis has been submitted in partial fulfillment of the requirements of the MA Degree at Debre Birhan University and deposited in the library to make available to borrowers under the rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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ABSTRACT

Visual impairment hurts a student's academic achievement, and also socio-emotional difficulties can include experiences of bullying, stigma, and restricted access to role models, in addition to feelings of loneliness, low self-esteem, anxiety, and dependence on others. To conduct this study, a mixed concurrent research design was employed. Participants of the study were 3 school principals, 31 teachers, 30 students without visual impairments, and 10 students with visual impairments. To collect primary data, a questionnaire with closed and open-ended items for school teachers, students without visual impairments, and students with visual impairments as well as interviews for principals, and students with visual impairments and observation were employed. Interviews and observations were conducted to triangulate the information obtained through a questionnaire. The finding of the study reveals that lack of trained teachers, and limited choices in the field of study, unavailability and inaccessibility of educational resources in the library and classrooms for students with visual impairments were the major challenges. In addition, major socio-emotional challenges faced by students with visual impairment problems include forming friends most of the time, feel unhappy without any reason, usually feeling anxious, feeling like a stranger in school and being afraid to express their opinions, Furthermore, support provided for SWVI extremely less in Haile Mariam Mamo secondary school. Recommendations were; that those school leaders and concerned bodies should design and implement different mechanisms for participating students with visual impairments in inclusive classrooms and ensure material provisions to enhance the participation of students with visual impairments.

Keyword: Academic and socio-emotional challenges faced by students with visual impairments

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LIST OF ACRONYM

CRPD_____ United Nations Convention on the Rights of Persons with Disabilities

EFA---------- Education for All

IE----------Inclusive Education

MoE_____Ministry of Education

SNE_____ Special Need Education

SWVI_____ Students with Visual Impairment

SWOV_____students without visual impairments

LWVI ---------- learners with visual impairments

VI---------- visual impairments

UN ----------United Nation

UNESCO_____United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

This section presents the background of the study, statement of the problem, research question, and objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key term, and organization of the thesis.

1.1 Background of the study

Inclusive education became a popular educational approach in 1994, since the adoption of the Salamanca Statement and framework for action on special needs education (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994). Inclusive education means that everyone should be included in society on an equal basis: academically, socially, and culturally. This suggests that, in accordance with their special educational needs, students who face learning obstacles receive instruction in age-appropriate normal courses in nearby schools (New Brunswick Association for Community Living, 2021).

Southern African countries, for example, Namibia and South Africa, have introduced inclusive education in their education systems. Lebona (2013) explains how the South African Act 84 of 1996 (Republic of South Africa, 1996) emphasizes all learners' right to quality education. This is also supported by White Paper 6 (Department of Education, 2001), which outlines the South African policy of compulsory education for all South African children, regardless of their disabilities, cultural and economic background.

Ethiopia created the Special Needs Education Program Strategy in 2006, amended in 2012 as the Special Needs/Inclusive Education Strategy, and began implementing inclusive education quite early compared to other developing nations. The term "inclusive education" (IE) describes a system of learning that welcomes students from all backgrounds and socioeconomic situations, as well as those with disabilities or impairments. To put it another way, IE takes into account many causes of marginalization and disadvantage in addition to SNE resulting from disability (MoE, 2012).

Loss of vision, even with corrective lenses, is referred to as a visual impairment. Reduced vision brought on by eye illnesses, traumas, or an inherited problem is known as a visual impairment. Visual impairments present a variety of challenges and problems for students at educational institutions, which negatively impact their academic performance. Blindness and low vision are two categories of visual impairment. Students who lose their vision are subject to limits.

It is believed that children in sub-Saharan nations include Ethiopia, are disproportionately affected by visual impairment. According to Nebiyat et al. (2015), the prevalence of vision impairment among school-age children in Ethiopia is estimated to be between 4% and 9%. Refractive error, cataracts, and trachoma have been found to be the primary causes of blindness and visual impairment. Nonetheless, several contributing elements minefields, social, economic, and regional dynamics, for example are seen to be man-made (Merrie et al., 2019). According to other research, 1.2 million Ethiopians lost their vision, 2.8 million have low vision, and 9 million children between the ages of one and nine had active trachoma. It is estimated that 40.1% of children have active trachoma. The most common cause of blindness arising from recurrent trachoma infections is trachoma ((Reda et al., 2020; Wale et al., 2019).

Additionally, the World Health Organization (WHO) reported that 4.1 million Ethiopians, or 3.7% of the population, have low vision and that over 1.8 million people, or 1.6% of the population, are blind. WHO found these statistics fall significantly above the world average of 1.2% and 3.4%, respectively. The incidence of visual impairment, particularly in children attending school, suggests that several Ethiopian organizations should provide structured help. In particular, the United Nations Convention on the Rights of Persons with Disabilities (UN: General Assembly, 2008) pertaining to the right to education was approved by Ethiopia in 2010. However, Ethiopia may face challenges in providing the resources required for school-age children with vision impairment, similar to other low-income African nations. When describing these difficulties, the publications that examine the educational options available to students with visual impairments in sub-Saharan Africa (UNESCO, 2020) have drawn a bleak picture.

According to Naude & Meier, 2019, students with visual impairments face educational disadvantages because assistive technology is still lacking and the infrastructure is still inaccessible. According to some legal frameworks, these students need special education support, yet they attend mainstream schools with fewer resources, making it harder to meet their

needs. Additionally, according to MoE (2012), and Asrat (2013), some learning obstacles impact Ethiopian students who have visual impairments. These include insufficient equipment, a shortage of qualified staff, inappropriate and insufficient resources, insufficient school monitoring, and a lack of cooperation within the special needs education support system. The practice of inclusion and the inclusion of students with visual impairments are being adversely affected by these learning challenges. Students with visual impairments face some difficulties at educational institutions that have a negative influence on their academic performance. To succeed academically, learners with visual impairments are a diverse group with a range of issues and challenges that demand special consideration when developing curricula and instructional strategies. Students who are visually challenged perform poorly academically; they struggle not only to comprehend academic material but also to complete homework and test-taking procedures. More special needs educators who are competent and talented in carrying out their job responsibilities are needed in light of the problems and challenges these students face (Agesa, 2014).

The teaching of Braille and other tool subjects in which the remaining senses take the place of sight is only the apparent and elementary attempt to meet the needs of visually impaired students. Special provisions for this group of students must take into consideration all implications of perceptual restrictions, which go far beyond the adaptation of tool subjects. Visually impaired students, who are born without sight or those who have lost their sight early in life need to build up their conception of the world by the use of their remaining senses. In doing this, they depend almost completely on tactual and auditory perception and kinaesthetic experiences. Although the auditory sense provides certain evidence concerning distance and direction, it does not transfer any existing ideas of objects.

The significance of the hearing senses to a student with blindness is to assist verbal communication and aid in the undertaking. Hearing, therefore, is of limited value in the achievement of concrete clues of an object for a blind student (Agesa, 2014). In addition to being crucial for daily tasks, vision offers a multitude of contexts for learning and understanding information. According to Gothwal, et al (2003), vision impairment frequently results in a lack of context and delays the development of cognitive skills. Children who have low vision also have less opportunity to learn about their surroundings. People who are visually impaired

typically deal with major obstacles in their everyday lives, such as difficulty identifying people and objects, mobility issues, reading difficulties, difficulty interacting with others, and maintaining daily living skills. Students with visual impairments can have different functioning and learning potential depending on the mix of all these elements.

The child's educational outcome will be in jeopardy if these issues are not resolved through education-based treatments. According to Vaughn, et al (2011), visual impairment hurts a student's academic achievement, and also socio-emotional difficulties can include experiences of bullying, stigma, and restricted access to role models, in addition to feelings of loneliness, low self-esteem, anxiety, and dependence on others. In inclusive education settings, these problems may affect the general well-being and academic achievement of students with visual impairments Cited by (Manitsa & Doikou, 2022). Inclusive learning settings must address these issues by offering the proper assistance and accommodations, as well as by creating a welcoming and encouraging environment that supports students with visual impairments academic performance and general well-being. The purpose of this study was to examine the academic and socio-emotional challenges that students with visually impaired in inclusive classroom environments within this particular setting.

1.2 Statement of the Problem

Students with vision impairments have particular opportunities and challenges in an inclusive classroom. These challenges include problems with balance, mental stress, learning in a conventional classroom, and organizational challenges, (Dearlove, 2011). Students with visual impairments were not receiving adequate attention in Ethiopian classrooms. It was found that some of the issues influencing the education of students with visual impairments were caused by a lack of appropriate information, inadequate human resources, a lack of suitable professional skills at all levels, and a deficient curriculum design (Tirussew, 2005).

Teferi (2016) studied the challenges and prospective of including visually impaired students at Addis Ababa University in Ethiopia. The results of his research showed that inclusive education is still in its infancy, particularly in higher education institutions, given that it was just made mandatory in Ethiopia in 2006. Because there are currently no well-organized support systems in place, students with VI are learning and living at these institutions with little to no assistance from practitioners and decision-makers.

For students with VI to succeed in their higher education studies, this consequently creates a range of difficult situations. Furthermore, In June 2004, Anto conducted a study on the educational challenges faced by "integrated" blind students at Soddo Comprehensive High School. The study aimed to gather perspectives from sighted peers, teachers, and participating students with visual impairment about the integration of these students into regular classrooms, despite the existence of previous research on related topics. For a variety of reasons, the teachers advocate the integration of visually impaired pupils into regular classes to enhance their educational and psychosocial development. Additionally, Anto showed that the curriculum was inflexible and that there was a shortage of trained teachers, but he did not see that there was an extra curriculum activity for learners with visually impaired, curriculum adaption by teachers, the teaching and assessment methods used by teachers, and the support provided for students with visual impairments in an inclusive school. So, to fill the gap in this study, I studied academic and socio-emotional challenges faced by students with visual impairments at Haile Mariam Mamo secondary School. Therefore, the goal of this study was to close the gap of the previous study and provide evidence to support the need for inclusive school instruction for students with visual impairment.

1.3 Research Question

This study was guided by the following research questions:

1. What are the academic and socio-emotional challenges faced by students with visual impairment?
2. What are socio -emotional challenges faced students with visual impairments?
3. What kind of support for provided to students with visual impairment?

1.4 Objective of the study

1.4.1 The general objective of the study

The general objective of this study was to investigate the academic and socio-emotional challenges of students with visual impairment at Haile Mariam Mamo Secondary School.

1.4.2 The specific objective of the study

- To identify academic challenges faced by students with visual impairment in Haile Mariam Mamo Secondary School.
- To explore socio-emotional challenges faced by students with visual impairments
- To assess the kind of support provided to students with visual impairment at Haile Mariam Mamo secondary school.

1.5 The significance of the study

This study was designed to assess academic and socio-emotional challenges faced by students with visual impairments impairment at Haile Mariam Mamo secondary school. Primarily, it may help teachers, principals, and supervisors to be conscious of their weaknesses regarding the inclusion of students with visual impairments in inclusive schools and the major problems they face so that they may find ways and means to alleviate them. In addition, it may show the overall situation and challenges faced by students with visual impairments in inclusive schools at Haile Mariam Mamo secondary school. Secondly, it may benefit schools, families of students with visual impairments, curriculum designers, and other stakeholders by identifying the main challenges and providing new awareness for further progress. Finally, this study could be very important for researchers conducting studies in this area as it serves as a base for conducting further investigation.

1.6 The delimitation of the study

To make the study more controllable, it is delimitating geographically and conceptually. Geographically, the study was delimited to a government secondary school in Debre Birhan region Politian city administration. Conceptually, the study was delimited to issues exploring academic challenges related to (resources, facilities/ infrastructure, curriculum, teaching and assessment method), socio-emotional challenges, and support provision (social and materials support) at Haile Mariam Mamo secondary school.

1.7 Limitations of the Study

The limitations of this study are the unwillingness of a few respondents to fill in the questionnaires and return on time and the shortage of time to collect and analyse the data constraints that were encountered by the researcher. However, an effort was made to manage and ensure the reliability of the study despite these limitations.

1.8 Definition of Terms

Visual Impairment: in this study refers to both an individual who partially sighted and totally blind

Partially sighted: is a term used to describe individuals who have some degree of visual impairment or loss of vision, but who still have some remaining vision.

Blindness, total or partial inability to see because of disease or disorder of the eye, optic nerve, or brain.

Socio-emotional challenges: refer to the difficulties and obstacles they face in developing social relationships, emotional well-being, and a sense of belonging within the school community. **Academic challenges:** In this study Academic challenges refer to the problems or obstacles that hinder the academic achievements of students with visual impairment which include challenges related to resources, facilities/ infrastructure, curriculum, teaching, and assessment methods.

Support Provision: this research refers to the available support for students with visual impairment after identifying their problems to improve their academic and socio-emotional challenges.

1.9 Organization of the thesis

This thesis is divided into six chapters, each of which focuses on a different aspect of the study: its background, problem statements, research question, and objective; it also discusses the significance, limitations, and delimitations of the study; it defines important terms; and it is organized. The review of related literature is presented in chapter two. Research design and methodology are covered in the third chapter. Data presentation, analysis, and interpretation are covered in chapter four. Chapter five concentrates on discussion, whereas chapter six offers a summary, conclusion, and recommendations.

CHAPTER TWO

2 Review of related literature

In this section concept of visual impairments academic and socio-emotional challenges of students with visual impairments, and support provision for students with visual impairments are reviewed as follows:

2.1 Theoretical framework

The basis of this research was Vygotsky's sociocultural theory. Vygotsky's theory's central claim is that social interaction is essential to a child's cognitive development (Vygotsky, 1978) feels that there are two levels of learning for everything. First, social interactions with other people are how people learn. Second, learning occurs when fresh experiences are assimilated into a person's conceptual framework (individual level).

Vygotsky combined the social and cultural dimensions as a crucial component of development. This implies that the social and cultural environment is integral to human growth. Aware of this, the researcher studied the social and cultural impact of schools on SWVI learning, guided by Vygotsky's theory. According to Vygotsky, social connection is what drives cognitive growth; hence bad social interaction is likely to have a detrimental impact on cognitive development (Ramos, 2017).

For instance, SWVI cannot function at a high level if there is no active academic engagement between teachers and students or if they are not provided with enough classroom activities. Similar to this, SWVI cannot learn effectively if the school or learning environment is unsuitable for them. Thus, one may argue that inadequate social connection in their schools may be the cause of the academic and socio-emotional difficulties that SWVI students encounter. Interactions with teachers, students, parents, and specialists in the school environment—both with and without visual impairments can have an impact on a child's academic progress. Whether or not the physical environment of the school is conducive to their learning can also have an impact (Mokoena, 2016).

The sociocultural theory is used by the researcher because it was useful in determining how the school communities accommodated SWVI in terms of social interactions, infrastructure, school

cultures, and the availability of learning resources. This idea served as a guide for the researcher as she assessed how supportive the inclusive schools' surroundings are of SWVI, since a hostile learning environment may result in poor performance from these students (Pathan, et, al, 2018).

The Zone of Proximal Development (ZPD) is the second component of Vygotsky's theory. According to Vygotsky (1978), learning in a ZPD improves a child's cognitive development. The difference between what children can accomplish on their own or without help and what they can accomplish with the help of more experienced individuals is known as the ZPD (McLeod, 2018). Using textbooks and other learning resources, more competent individuals can be teachers or more competent peers (McLeod, 2018). Within the framework of this research, SWVI requires educators who have expertise in instructing students with varying learning requirements in the same classroom. This is the inclusive education stance. Teachers in inclusive schools frequently neglect the requirements of students who require extra support to understand the material being taught in favor of concentrating solely on teaching the subject matter. Poor performance among SWVI is frequently caused by a lack of support from people who are more talented rather than their limitations (Nhemachena et al., 2012).

Due to a shortage of qualified individuals in the learning process, SWVI may only be able to accomplish what they can on their own rather than what they should be able to accomplish with the assistance of experts, in this case, their teachers. Textbooks can assist SWVI in overcoming obstacles in addition to teachers acting as more competent individuals due to their roles and qualifications (McLeod, 2018). Textbooks include material that students must understand to pass.

This implies that their potential for success may exceed their potential in the absence of textbooks. Thus, to enhance their academic success, SWVI should be given textbooks in braille and large print (Dakwa 2014). Thus, evaluating the availability of SWVI textbooks in the studied schools was essential for this study. Consistent with Vygotsky's sociocultural theory and the ZPD, the study also examined how an inclusive education system facilitates SWVI and the potential academic obstacles that these students may encounter. The next sections evaluate the literature on the various forms of visual impairment and how they affect learning.

2.2 Definition of visual impairment

One can define visual impairment in a legal or educational context. According to Bornmen and Rose (2015), a person's visual acuity is taken into account when defining visual impairment legally, but in the context of education, it's defined as a visual impairment that will still have an impact on a learner's performance in the classroom even after treatment. The educational definition is pertinent to this study since it illustrates how a learner's learning process is affected by vision impairment. The term “blindness” is used for complete or nearly complete vision loss. Visual impairment may cause people difficulties with normal daily activities such as reading, socializing, and walking (WHO, 2023).

According to Born Man and Rose (2015), vision impairment may be congenital, and develop before or at birth. They contend that disorders like retinopathy, glaucoma, cortical visual impairment, coloboma, and optical nerve hypoplasia are among the congenital causes of visual impairment. In agreement, Landsberg et al. (2013) contend that conditions like cancer, cataracts, trauma, accidents, and nutritional inadequacies can also cause vision impairment that develops later in life. Landsberg et al. (2013) state that vision impairment can also result from genetic eye diseases such as albinism.

According to Bornman and Rose (2015), there are different levels of visual impairment: legally blind people cannot see at all, whereas others who can see but not well are. In light of this, to comprehend the nature of the visual impairment, it may be necessary to first understand the words "visual acuity" and "visual field." According to Uusiku (2020), visual acuity refers to the size and distance of an object that a person can see, whereas the visual field is the region that is visible when looking directly ahead, which is 120 degrees vertically and normally 120–180 degrees horizontally. As a result, the term "partially sighted" helps to describe the type and severity of visual impairment. According to (Nseibo, 2023) uses the following classification of visual impairment, which maps visual acuity to a proportionate score as a means of identifying levels of visual acuity:

Mild visual impairment as a person’s visual acuity being between 20/30 and 20/60 in their better eye with the best possible correction. Usually, people who are mildly visually impaired have difficulty reading small print, recognizing faces (especially at a distance), or doing things in low-light conditions.

Moderate visual impairment refers to a person's visual acuity being between 20/70 and 20/160 in their better eye with the best possible correction. People with moderate visual impairment may have difficulty recognizing faces, reading large print, and performing activities that require fine visual detail.

Severe visual impairment refers to a person's visual acuity being between 20/200 and 20/400 in their better eye with the best possible correction. Those diagnosed with severe visual impairment struggle with distinguishing light from darkness. Difficulty reading or recognizing faces is another challenge common among the severely visually impaired.

Profound as a person's visual acuity being worse than 20/400 and 20/1000 in their better eye with the best possible correction or having a visual field of fewer than 10 degrees. People who are blind may have no useful vision or only have light perception.

2.3 The rights of students with visual impairment in inclusive school

Numerous international and national inclusive frameworks throughout UN member states articulate the need for students with visual impairments to have equitable access to high-quality education. The United Nations Standard Rules of 1993 include people with sensory impairments in their definition of disability. Students with VI are subject to all of the guidelines specified in this protocol (United Nations, 1994).

To provide useful techniques for addressing the special conditions of students with VI in education, it is legitimate to propose that students with VI should have equal access to the learning process as their sighted peers if inclusion issues need to be discussed. It is feasible to implement rational modifications in the areas of assessment standards, teaching and learning plans, curriculum materials, admission and placement procedures, and guaranteeing that all students have equitable access to classroom supplies (Shepherd, I. 2001). The obstacles that children with VI confront can be lessened with adjustments to teaching and learning techniques (Kirk, S et al 2010).

2.4 Challenges faced by students with visual impairments in an inclusive Setting

The system of inclusive education is intricate and multifaceted. Its implementation will not be simple to achieve because many obstacles will need to be overcome. However, cooperation and dedication from a variety of stakeholders are necessary for its successful implementation.

Despite the undeniable significance of inclusive education for students with diverse impairments, its implementation continues to be ineffectual due to several issues. For visually impaired students around the world, one of the greatest challenges is a lack of learning resources, including textbooks and learning materials that cater to certain learner groups' needs, like Braille and simple reading materials (UNESCO, 2009).

Some nations around the world have inadequate implementations of inclusive education in addition to limited resources and poor access. UNESCO (2009) also pointed out that a major obstacle to the implementation of inclusive education in schools is a lack of policies and the problem of insufficient finance. Rigid regulations make it impossible to allocate resources where they are most needed. The techniques employed are rigid and only accommodate one type of instruction (UNESCO, 2009). In support of this, Mitiku, et al (2014) proposed that one of the greatest challenges to the implementation of successful inclusive education is the dearth of instructional resources written in Braille and other helpful materials in the library. In an inclusive environment, students with visual impairments confront particular problems that might affect their learning and overall experience.

2.4.1 Academic challenges of students with visual impairment in inclusive school

For inclusive education to be realized, teachers are essential role models and primary resources (Mariga et al., 2014). Nonetheless, educators must possess the necessary expertise, abilities, and diversity-friendly mindset to instruct students from a variety of backgrounds (Demetros, 2007).

Furthermore, Mariga et al. (2014) and Negash (2017) address how a teacher's attitudes and abilities play a major role in the effectiveness of inclusive education practice, but that teachers may lack the prior knowledge and expertise to execute inclusive education. Some might not have had much experience instructing students with impairments in the past. According to a 2013 study by Mwakyeja on the instruction of students with visual impairment in inclusive classrooms, teachers do not understand the value of inclusive education, nor do they know how to translate and read braille, adapt and modify teaching strategies, modify teaching resources, or put Individualized Education Plans (IEPs) into practice. This suggests that educators ought to receive training on how to work with students who have disabilities in general and visual impairments specifically. In inclusive classrooms, visually impaired students confront particular

academic problems that call for tailored support and accommodations. In inclusive classrooms, students with visual impairments frequently face the following academic obstacles:

2.4.2 Lack of Resources as academic challenges

A study by Simon et al. (2010) was carried out in Spain with the intention of assessing the inclusion process for pupils who have visual impairments. According to the survey, educational institutions lack the necessary teaching and learning tools to support the needs of visually impaired students in inclusive classrooms. Furthermore, the research revealed that parents do not work together or participate as much in their children's education. Furthermore, the results showed that teachers lack sufficient understanding of inclusion and how to instruct visually impaired pupils in inclusive classrooms.

2.4.3 Inaccessible Facilities as an Academic Challenge

A school's buildings, grounds, classrooms, furniture, lighting, ventilation, and sitting arrangements make up its infrastructure. If the needs of children with visual impairment are not taken into consideration, there may be obstacles to learning in these areas (Kiomoka, 2014). Schools that accept students with visual impairments ought to take these students' needs into account, as inclusion entails more than just putting these students in a mainstream classroom, it also entails providing for their special needs while they are in the same classroom as students who can see (Mantey, 2017).

Thus, architectural impediments and other barriers in the school grounds that could affect the productivity of students with visual impairments should be removed in an inclusive learning environment (Landsberg et al., 2013). Students with visual impairments may experience safety concerns and mobility impairments due to obstructions, uneven surfaces, and inadequate illumination in hallways and common areas. One type of environmental problem that can arise is when students with visual impairments cannot find a classroom that meets their needs. Their capacities to concentrate, listen, and engage in class discussions and activities can be impacted by unsatisfactory acoustics, distracting background noise, and congested rooms.

Furthermore, the lack of dedicated quiet rooms or sensory-friendly settings may have an adverse effect on students' comfort and overall wellbeing in the educational environment. One of the possible problems with technological infrastructure is that visually impaired pupils may not have access to all digital tools and information. This can include learning management systems and

online platforms that are inaccessible, outdate or incompatible software, and the scarcity of screen readers and software for magnification. Students who are visually impaired may find it difficult to access digital content, finish online projects, and participate completely in technology-based learning activities if they do not receive the necessary accommodations and support. Accessible classrooms are necessary for children with disabilities in educational settings. Presence is one of the tenets of inclusive education. There is no presence in the room if a youngster is unable to enter it. According to Belay, et al (2015) research, a large number of Ethiopian schools are inaccessible to children with impairments.

2.4.4 Lack of Ability/Knowledge as an Academic Challenge

One of the biggest obstacles to inclusive education in Ethiopia is the skill/knowledge gap. Belay, et al 2015; Jaffer & Aminu, 2020 endorsed this viewpoint, stating that in Ethiopia, special education programs lacking qualified and experienced teachers prevent children with disabilities from accessing ordinary schools. Nonetheless, inclusive education asserts that educators and school administrators should possess expertise regarding the unique requirements of every child and that their knowledge should extend beyond basic beginning courses (UNICEF, 2014). It's also widely acknowledged that schools need to figure out how to teach every kid. However, according to academics (Mitiku et al, 2014; Tirussew, 2005; and Zelalem, 2018), one of the biggest obstacles to adopting inclusive education in Ethiopia is a lack of information on how to create pedagogies that are responsive to all students.

Thus, this calls for teachers and school administrators who are highly qualified and experienced (Tirussew, 2006). Yoshiko (2019) noted that while the chosen educators have the chance to participate in inclusive education training, Ethiopia's teacher preparation program mostly concentrates on theoretical content rather than real-world application. To illustrate this, Ludego (2020) stated that although students with disabilities are already enrolled in the schools in his research site, one of the on-going issues is the lack of skills within the school community to support them.

According to Ludego (2020), one of the main skill gaps in education is the inability to evaluate students and determine which ones require tailored education plans. He added that because of an uncomfortable learning environment, students with disabilities are the most frequent repeaters.

The problems that visually impaired students may encounter in gaining and exhibiting the skills and knowledge required to succeed in their academic endeavor are referred to as skill/knowledge as an academic difficulty in inclusive school environments.

A student's capacity to access and process information, engage with learning resources, and participate fully in class activities can all be impacted by visual impairment, which can create special difficulties for the acquisition of academic knowledge and skills. For instance, learning basic literacy and numeracy skills, accessing and comprehending visual content like charts and diagrams, and taking part in experiential learning activities that largely rely on visual cues can be difficult for visually impaired pupils. Furthermore, learning new information and finishing assignments and tests can be hampered by not having access to educational resources in accessible formats like braille, large print, or digital text.

Furthermore, it might be necessary to provide visually impaired students with extra assistance and accommodations in order for them to develop critical academic skills like note-taking, independent research, and organization. These difficulties may affect their capacity to think more critically, solve problems at a higher level, and show that they comprehend the material covered in class.

2.4.5 Inflexibility of Curriculum as an Academic Challenge

Making certain that every student has access to a high-quality education and understands the inherent worth of diversity and human dignity (UNESCO, 2015). In this sense, differences are viewed positively as the catalyst for promoting learning in all kids. In addition to guaranteeing that everyone has access to education, UNESCO (2009) pointed out that the principles of inclusion and equity also call for having excellent learning environments and pedagogies that support students in thriving, understanding their circumstances, and contributing to the creation of a more fair society. Therefore, the curriculum was emphasized by the same source as the primary tool for implementing inclusion and equity within an educational system. For instance, UNICEF (2011) provides evidence.

Recommended that an inclusive curriculum be built around the idea that learning happens best when students actively participate and take the initiative to make sense of the things they

encounter. Thus, Dessalegn et al, (2016) proposed that curriculum creators take special needs students into account when designing and developing curricula.

According to Dessalegn et al, (2016), curricula may be able to fulfill students' multifaceted demands. The rigidity and lack of adaptation in the instructional strategies and instructional materials are referred to as the inflexibility of the curriculum as an academic obstacle for students with visual impairment in inclusive school environments. For visually impaired children, this rigidity can pose serious obstacles to accessing and comprehending the curriculum. For instance, printed information might not be offered in braille, large print, or digital text; also, visual aids and diagrams might not be well explained or substituted with tactile or aural alternatives. Additionally, visually challenged pupils may not be properly engaged or accommodated by traditional teaching approaches that primarily rely on visual clues and demonstrations.

2.4.6 Socio-emotional challenges students with visual impairment

The emotional and social obstacles that visually impaired students may face while navigating their educational environment are referred to as the socio-emotional issues of visual impairment in inclusive school environments. These difficulties can include experiences of bullying, stigma, and restricted access to role models, in addition to feelings of loneliness, low self-esteem, anxiety, and dependence on others. In inclusive education settings, these problems may affect the general well-being and academic achievement of visually impaired pupils. Cited by (Manitsa & Doikou, 2022).

According to (Rosenblum, 1998), visual impairment can hinder social contact and negatively affect a person's socio-emotional development. Compared to their sighted counterparts, visually impaired children may exhibit more emotional and behavioural challenges (Harris & Lord, 2016). Additionally, they don't typically play imaginatively or connect socially with their sighted classmates; instead, they seem to prefer to spend the majority of their time playing alone and in parallel (Celeste, 2006; et al, 2001). This might be a result of their impairments in interpreting nonverbal cues from others as well as visual ones (Celeste, 2006). Furthermore, studies reveal that they could exhibit problematic behaviors and have worse social skills than their classmates who are blind (Ozkubat & Ozdemir, 2015), which could lead to social isolation (Huurre et al. additionally, there is evidence that they are more likely to experience emotional problems.

According to results from a systematic literature review, children and adolescents with visual impairments are more likely to experience emotional issues such as anxiety, fear, and/or depression (Augestad, 2017). Numerous factors, including neurological impairments related to their vision, limited participation in leisure activities, increased dependency on others, and increased parental control, may be the cause of these issues, according to research evidence (Augestad, 2017, Pinquart et al 2014).

Teens that are blind or visually impaired appear to be bullied by their sighted classmates more frequently in the classroom (Rosemblum, 2000) and have worse self-esteem than their sighted peers (Halder & Datta, 2012). Adolescents with visual impairments may experience loneliness frequently, just like younger children do (Jessup et al., 2017). If special education needs students in normal schools do not receive the necessary help, their high levels of loneliness could be a sign that they will have lasting socio-emotional issues.

2.5 Emotional and Social Development for students with visual impairment

The most important element in establishing contact between individuals is making eye contact. Since they are unable to make eye contact, children's interactions with the outside world rely on their other senses (Roe and Webster 1998). A child with malfunctioning eyes may become withdrawn and uninterested in their environment. These children have communication issues and find it difficult to adjust to their social environment due to the attitudes of their parents and the immediate environment, such as overprotection, pity, exclusion, and neglect (Wolffe 2000).

Compared to certain other youngsters, visually impaired children can adjust to their surroundings more successfully and readily. The child's immediate environment, as well as the beginning and stages of their vision impairment, are crucial in this. Furthermore, family acceptance of the child's visual impairment is essential for the child to adjust within the family (Corn 1989). Along with the child's visual impairment, there are also important effects on the child's emotional and social development. When parents do not encourage their visually impaired children to play with their sighted children, the visually impaired children become isolated and shun people. (Willings, 2015).

When a youngster doesn't identify their environment as needed or are informed that there are dangers around them, it can lead to a lack of confidence and anxiety. In the years that follow, these kids could experience other worries, like feeling watched, undesired, hated, falling, running late, bumping, and powerless to do anything. If the required systematic treatments are not implemented, these visually impaired children will have trouble learning game skills. In general, residential schools teach visually impaired children. Children who were seldom apart from their families could experience severe issues as a result of this circumstance.

2.6 Social Development of Persons with Visual Impairment

Everyone believes that having a clear vision is essential to goal development and achievement. A larger proportion of academic work, social interactions, and professional and financial success are dependent on vision, necessitating the understanding and support of individuals who lack adequate vision in order to help them cope with the effects of visual impairment. One of the classifications of disability is visual impairment, which is a general phrase for total or partial blindness. In essence, visual impairment means that a child's eyesight is not working to an acceptable degree, which makes it difficult for them to use their sight for everyday tasks like learning (Eke, 2013).

Additionally, it may result in a significant reduction in the child's central vision and visual activity, impairing their ability to view a broad range of objects. According to Agomoh and Kanu (2015), the following metrics can be used to measure different elements of vision: contrast sensitivity, field of vision, color blindness, night blindness, clarity of vision, dioptre, or the degree of corrective lens. Mechanisms for embracing variety and enabling people to actively participate in their social, political, and economic lives are built into social inclusion. It is the procedure by which attempts are made to guarantee equal opportunity so that every individual, irrespective of background, can realize their potential in life, regardless of their skills or limitations.

According to Ekeledirichukwu (2016), vision impairment carries cultural connotations in every society, just like other disability categories. Visual impairment has a stigma that affects the affected person as well as their family members. Because of this, a visually impaired child is seen to be a terrible omen and is frequently left behind by family, ending up in a hospital, orphanage, special education program, or, in the worst situations, slaughtered in secret.

According to Ozorji, et al (2016), in the pursuit of inclusive education, the government and educational institutions need to acknowledge that inclusion encompasses not only curriculum access but also the culture and social life of schools, colleges, and universities. It is becoming more and more common to discuss the need to closely tie socio-emotional development to understanding child development in terms of viewing the child as a member of a system of relationships, including those within the family, extended family, society, and school (Lewis & Collis in Schwartz, 2010).

2.7 Social Competency Skills for Those with Visual Impairment

The capacity to manage social situations well, including getting along with people, establishing and sustaining intimate relationships, and reacting appropriately in social situations, is known as social competence. People with disabilities who engage in social and physical activities have better functional outcomes and a higher quality of life, which suggests that they have better physical health and wellbeing (Ajobiewe, 2014). For certain individuals suffering from anxiety and depression, this involvement also enhance their overall mood and level of physical fitness. Furthermore, it raises self-esteem, social awareness, and self-confidence, all of which support the empowerment of individuals with disabilities. The Scottish Education Office listed the following as the foundational competencies of social competence in 1998:

- The capacity to comprehend viewpoints that diverge from your own.
- The ability to decipher the emotions and behaviours of others.
- The ability to control one's immediate emotional reactions in social circumstances in favor of more deliberate ones.
- The capacity to modify behaviours such that it is rewarded or accepted by others (SOEID, 1998). Youngsters who are visually impaired offer a unique focus for research. Due to their potentially complicated demands, these kids may require accommodations from the class teacher in order to receive the whole curriculum.

2.8 Support provision students with visual impairment in an inclusive setting

To make sure that students with visual impairments have equal access to education and learning opportunities, it is imperative to provide support in an inclusive setting. The following are some methods for offering useful assistance:

2.8.1 Social support of students with visual impairments

Teachers' and classmates' social support of visually impaired pupils at school may help them become more independent in the future (Celeste & Grum, 2010). Their sense of self-esteem and confidence may also benefit from the formation of social bonds and friendships with their peers (Lindsay & McPherson, 2012). Furthermore, social skills are positively correlated with social support because they enable an individual to look for and sustain social support (Elliott et al., 2001).

Furthermore, the establishment of a feeling of acceptance and belonging in the classroom, as well as the provision of both practical and emotional support from peers and teachers—important components of social support have a positive effect on students' wellbeing and are regarded as essential elements of inclusive education (Pavri et al 2001). Global educational policies have embraced inclusive education, with special attention paid to the necessity of recognizing each student's uniqueness and meeting their needs in regular classrooms (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2006). According to research, kids with special education needs who get social support in inclusive environments may be just as socially included as their classmates who are typically developing (Tuersley-Dixon & Frederickson, 2016).

2.8.2 Support Provision of Teaching/ Learning Material

"Students with visual impairment can best be educated in the occasion that there are full instructive materials that fit their disability," claims Gearheart (1998, as cited in Paulos 2015). According to Moodley (2002), for students to actively engage in the process of learning and teaching, educational institutions must ensure that teaching and learning resources are utilized in a way that best suits the needs of learners with special needs.

According to UNESCO (2004), educational materials must be given to students in ways that best suit their unique requirements. These resources are essential because they help blind pupils rearrange their learning activities. Braille books, audio books, and learning materials with Braille

labels are given to blind students and are always kept up to date to satisfy the demands of students with visual impairment (Xiaofang, 2014).

2.9 Methods of participating students with visual impairments in instructional activities of inclusive classroom

The accommodation provided in the classroom will differ greatly and should be tailored to each student's unique needs. Nonetheless, the development of the best adaptations can be guided by a few fundamental best practices. Always keep in mind that these pupils frequently find it challenging to reach their full potential in terms of independence. To prevent falling into the trap of "learned helplessness," teachers should promote independence as much as possible in the classroom (Simon, et al, 2010).

As you help the student navigate the classroom on their own, make necessary arrangements in your space. The classroom's supplies, desks, and other items should all be kept in their original places. It will be safer to navigate the classroom if cabinets are completely closed, chairs are pushed in, and doors aren't left partially open. For students with vision impairments, understanding when to ask for help is a necessary part of being independent. (Baraka (2013). even with adjustments, not every educational endeavor will be instantly achievable for a visually impaired student. Creating lessons in a way that maximizes the student's chances of acting autonomously is crucial. The teacher of students with visual impairments and the student orientation and mobility specialist can help with room setup and familiarisation. It's not too difficult to modify a classroom to fit a student who has vision impairments; all that's needed is an understanding of the kid's visual functional level and learning style. In order to view the chalkboard, for instance, the student with low vision should be positioned close to the front of the room.

Controlling lighting conditions when delivering educational materials to pupils who have light and glare sensitivity. When working with pupils who are blind or visually impaired, use physical cues. A trained instructor who works with students who have visual impairments can assist a regular classroom teacher in making a few little adjustments to the classroom layout that could have a major impact on the student's education (Mapsea, 2006). Access to textbooks and instructional materials in appropriate media and at the same time as their sighted classmates is one important accommodation that is definitely necessary. This could include braille and/or

recorded material for blind students. Large print text or the use of optical equipment to access text and/or recorded media during class may be necessary for the student with low vision. Ensuring the prompt and timely provision of accessible materials is facilitated by early collaboration with visually impaired students.

Furthermore, according to Carmen (2014), students with visual impairments can access information in a variety of ways, such as Braille, audio, or enlarged print, in addition to being able to read printed material or diagrams. It can take a braille reader up to three times longer than other students to read a text since they are unable to skim. Students who have some vision may be able to read large print, they may not be able to read at all without the use of low-vision aids or specialized computer software. Many blind pupils utilize screen readers like Jaws and prefer reading texts in electronic format.

2.10 Adaptive Teaching Methods for Students with Visual Impairments

The following are the adaptive teaching strategies that educators must apply in order to support visually impaired pupils' learning: (Mwakyeja (2013). Promoting Collaborative Learning: Research has shown that fostering collaborative learning among students with varying learning needs and abilities in an inclusive classroom is beneficial for enhancing social interaction among students as well as academic achievement and a positive attitude towards the subjects being studied.

When people collaborate with one another, they can solve challenges and enhance their learning. Students who collaborate and operate as a team are also better able to raise awareness of the usage of innovative instruments and methods. People who collaborate with others learn about each other's ideas and points of view.

Using Questions and Answers –Verbal communication among the teachers and the students is regarded as an imperative means of facilitating learning. After providing verbal explanations of the concepts, the teachers should encourage the students to clarify the doubts that they may have. Verbal communication of giving instructions and obtaining answers from the students is also a helpful technique. The teachers should record the answers given by visually impaired students so that they are able to assess their needs and requirements in a better way.

Sound Projection and Calling Students Names –The teachers need to be clear in their speaking and in addressing the students. The voice of the teacher should be pleasant, he or she should be interesting to listen to, should read out loud and be coherent in providing explanations, and one should avoid the use of vague phrases, such as this, that, or over here. The teachers should make use of simple presentation and communication. The best teaching method is following up on the tasks of the individuals to ensure that they are able to understand the lesson plan in a better way.

Adapting Written Texts - Teaching materials need to be adapted. For example, the printed text can be adapted by increasing the font size, bolding the text, increasing contrast, adding color, adjusting spaces between characters, and large writing text should be used on the blackboard or visual aids.

However, the extent of these adaptations is determined solely by the rigorousness of visual defects and the needs of the students. Therefore, it is important to consult a specialist teacher on preparation of materials prior to the lesson, the reason being, that different students use different materials depending on the degree of their visual impairment.

The Use of Audio, Optical, and Non-Optical Devices – Verbal learning proves to be beneficial to students with visual impairments. The incorporation of audio devices primarily assists the teaching processes; these include audio cassettes and compact discs. Optical devices such as eyeglasses, magnifiers, and telescopes use lenses to increase a person's residual vision and are normally prescribed by a medical specialist. Examples of non-optical devices include large prints, Braille and Braille writers, tape recorders, book stands, recorded and talking books and calculators, and computers.

The role of both optical and non-optical devices is to improve vision and increase the functionality of the students through the use of other senses. It is the role of a teacher to encourage these students to use visual devices and assistive technologies to help them with vision.

T**he Use of Tactile Materials** – Teachers must be aware, that students with visual impairments experience deficiency in conceptual experiences and understanding due to nonappearance of visual ability. Therefore, adaptations of teaching materials become principal, if they have to learn

all the things other students without visual impairments learn in class. To help this, these students should be taught physically using concrete experiences. Tactile diagrams are important to understand the images and concepts, which are difficult to explain and describe in words. Therefore, they should apparently be used, when figures and designs are important to understand the concept but also, when the real objects are not available to help teaching. Tactile images or diagrams can be drawn on Braille papers, using a special mat and stylus.

Extra Time Allowance –Students with visual impairments are slow in completing their work. Therefore, extra time allowance is important for them in completing their work, processing visual information, and completing their written assignments. Students with low vision take a longer time to read a text as compared to students with normal vision. Also reading and writing in Braille as well as getting information from tactile sources for students with blindness is time-consuming. At the same time, students with blindness need much time to integrate information coming through hearing. Normally, it is adequate to add half of the time for students with low vision, and twice as much for students with blindness.

2.11 Perspective of Teachers on Their Competencies for Inclusive Education

Teachers are the most crucial element for the success of inclusive education (Forlin, Chamber, 2011) and the most significant change agents for inclusion and social justice challenges in schools (Pantić & Florian, 2015). They play a major role in the implementation of inclusive education (Van Mieghem, et al 2020). Pre-service teaching can help teachers acquire the information, skills, and competencies necessary to succeed in an inclusive setting (Nimante & Repina, 2018). According to research, there are more opportunities to acquire the skills required to become inclusive teachers the more inclusive education training and opportunities there are (Dita Nimante & Kokare, 2022). Educators serve as the primary force behind the practical application of inclusive policies, as stated by the European Agency for Development in Special Needs Education, 2010). The ability of a teacher to operate in an inclusive setting can accelerate or impede the inclusion processes in regular schools. For educators who are well-established in their industry and have long since completed their initial training, incorporating the inclusive pedagogy principles (Florian, Beaton, 2018) into their everyday work might present a significant difficult.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

Under this section, the description of research sites, research design, source of data, population and sampling techniques an instrument for data collection, procedures of data collection, data analysis method, validity and reliability of the instruments, and ethical consecration treated sequentially

3.1 The study area or the study site

This study was conducted in Haile Mariam Mamo Secondary School. Haile Mariam Mamo Secondary School is one of the governmental schools that found Debre Birhan regio plantain city administration. Haile Mariam Mamo Secondary School was established in 1933.

3.2 Research approach

The research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation. It is, therefore, based on the nature of the research problem being addressed (Priya, 2016). The study used quantitative and qualitative approach. The mixed design quantitative approach helps a researcher to collect the information from a large quantity of, thus, increasing the opportunity to generalize the findings to a much wider population of participants, and also qualitative approach helps a researcher again, provide a deeper understanding of the problem to investigated, and respects the voice of individual.

3.3 Research Design

Research design is the blueprint for a scientific study. It includes research methodologies, tools, and techniques to conduct the research. It helps to identify and address the problems that may arise during the process of research and analysis (Claybaugh, & Zach, 2022). The main purpose of this study was to assess academic and socio-emotional challenges faced by students with visual impairment in inclusive education. The case of Haile Mariam Mamo secondary school at Debre Birhan regio Politian city administration. Specifically, the mixed concurrent research design was used for this study.

The purpose of mixed-method research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than possible using ether quantitative or qualitative methods alone (Airasian et al, 2012).

moreover, the mixed concurrent research design was selected as the design when research uses both quantitative and qualitative in an attempt to confirm cross-validate findings within a single study, concurrent triangulation approach can be identified by its use of one data collection phase, during which both quantitative and qualitative data are collected simultaneously in a shorter data collection period (Creswell and Plan, 2007).

3.4 Population of the study

According to Shukla (2020), population is the set or group of all the units to which the findings of the research are to be applied. A study population is a group considered for a study or statistical reasoning. The study population is not limited to the human population alone. It is an asset of aspects that have something in common. They can be objects, animals, measurements, etc., with many characteristics within a group. Cress well (2014) defines a research population as the total of individuals, units, objects, or events that were considered in a research project. The total number of regular students is 1520 enrolled from Grade 9 up to Grade 12 in Haile Mariam Mamo Secondary of these students 672 are male 873 of them are female and 25 students with special needs, the total number of teachers in the school are 88 from this teacher 72 male and 16 of them are female and 3 principles. The target population of the study was 31(26 males and 5 females) teachers, 3 principals, 10(7 males and 3 females) students with visual impairment, and 264, (105 males and 159 females) students without visual impairments.

3.5 Sample and sampling techniques

According to Creswell, (2014), a sample is a sub-group of a target population, which a researcher studies intending to generalize the findings to the target population. This study used purposive sampling to the inclusive secondary schools and research participants under study. Purposive sampling attempts to select secondary schools and respondents based on certain characteristics (Tan, 2014).

Therefore, schools and participants were selected based on the following criteria: Inclusive secondary school was selected because they are the only schools that include a majority of students with visual impairments. The researcher also selected these schools on the basis of

convenience because they could easily be accessed by the researcher (Johnson & Christensine, 2012).

Select Students without visual impairment who had a close relation to students with visual impairment were select purposively; participants of teachers, principals, and students with visual impairments took all because the participants are under the sample. The participants of the study were 31 school teachers and 3 principles in Haile Mariam Mamo Secondary School, 30 students without visual impairment, and 10 students with visual impairment, all of the 10 have participated. The total sample representatives of the population are seventy-four (74).

3.6 Sources of Data

The sources of data for this research were both primary and secondary sources.

3.6.1 Primary source

Primary data sources are consults to obtain information about the subject under study. The primary teachers, students with visual impairment, students without visual impairment, and school directors are taken as a source of primary data for this study. The selection of these as primary sources of data is based on the reason that they have adequate information and experience in teaching children with visual impairment.

3.6.2 Secondary source

Secondary data from formal sources such as record offices, and related literature were used as a source of information for issues under study.

3.7 Data gathering tools/instrument

McMillan and Schumacher (2014) define instruments as techniques used to gather information for research purposes, while Gay, et al (2011) describe them as tools for collecting information and data needed to find solutions to the problem under investigation. The researcher used three types of data-gathering tools these are questionnaire, an interview, and an observation data-gathering instrument was employed for this study purpose.

3.7.1 Questionnaire

The Questionnaire addressed the main factors that have a direct implication on academic and socio-emotional challenges faced by students with visual impairment. Major themes that were included are resources, facilitates/infrastructure, curriculum, and assessment aspect, teaching and learning methodology, and material they are using, socio-emotional aspect, and support

provision. Hence, in this research, a questionnaire was distributed amongst the 71 respondents which included (31teachers, 30 students with visual impairment, and 10 students with visual impairment). The questionnaire was attempted to obtain data from teachers, students with visual impairment, and students without visual impairments at Haile Mariam Mamo secondary school. It was organized in three parts. The first part incorporates the personal information of the respondents which could include sex, age, educational level, year of experience, training received, grade level, and severity of disability.

The second part of the questionnaire included a fixed response rating by using a Likert scale that required the respondents to indicate their degree of agreement or disagreement with a set of statements dealing with the aforementioned issues. The items in the questionnaire were designed to be rated on a five-point Likert scale type (5- strongly agree, 4-agree, 3- neutral, 2-disagree, and 1- strongly disagree). Respondents were asked to place a tick (√) mark on the space to show their level of agreement with each statement. The third part of the questionnaire was formulated as an open-ended form so as to capture respondents' views and opinions on the challenges faced in academics and socio-emotional and their suggestions.

3.7.2 Interview

A semi-structured interview guide was used as the second important data-gathering instrument in this study. It was used to collect information from school principals and Students with visual impairments. This data-gathering instrument was selected with the belief that deeper information is obtained on issues critical to the study. It permits greater depth of response with face-to-face communication which is not possible through any other means. For the interview, questions that would examine challenges faced by students with visual impairments and support provision for students with visual impairments were prepared by a researcher. The interview was conducted at two various times in locally appropriate languages including English and Amharic languages based on the interest of interviewees.

3.7.3 Observation

Observation of the real condition is very important in the study in order to validate information obtained from other data collection instruments and for the aim of cross-checking the responses with the existing source. Therefore, an appropriate observation checklist was prepared in the classroom and class environment in order to see issues like the method of teaching, available

materials students with VI are using, and accessibility of the class environment including road and toilet. The purpose of this observation is to identify the academic challenges of students with visual impairment in the teaching/learning styles; materials support provision, and environmental accessibility. The observation sessions have been held in two various times and more covert observations were conducted.

3.8 Procedures of Data Collection

Contact was made with the department head and request letters were sent to 2 schools to get permission for data collection. In order to check the reliability of the items in the questionnaire, pilot testing of the questionnaires was carried out at Debre Birhan general secondary school. The draft questionnaire was distributed and filled with 18 teachers and 22 students without visual impairments in the school.

After the questionnaire was filled and returned the reliability of items was measured by using Cronbach's alpha method with the help of SPSS version 26. In this regard, the items were checked for reliability in academic and socio-emotional challenges faced by students with visual impairments and support provision for students with visual impairments in inclusive classrooms. The next step was giving the information and instructions to respondents about the questionnaire by the researcher. Then, the questionnaire was distributed to the respondents and the completed questionnaire was collected after one week. In addition to this, the interview was conducted based on the characteristics of the respondents; a convenient time was arranged for each of the respondents in order to maximize the quality of the data. To help the interviewee prepare him/herself, the interview guides were distributed to the interviewee before conducting the interview.

3.9 Method of Data Analysis

After the collection of data from the respondents, the next step both quantitative and qualitative methods of data analysis were used to interpret the collected data. The data gathered through the closed-ended were tabulated and analysed by using descriptive statistics to describe the characteristics of respondents and to describe the academic and socio-emotional challenges faced by students with visual impairments and support provision of students with visual impairments at Haile Mariam Mamo secondary school. On the other hand, the items were analysed and interpreted by using descriptive statistics like mean and standard division was calculated. For

more advanced statistical operations and decision- making, data were inserted into modern statistical software SPSS 26 and the range of the mean score and its interpretation is as follows: 1.00 to 1.80 represents strongly disagree 1.81 to 2.60 represents disagree, 2.61 to 3.40 represents neutral, 3.41 and 4.20 represents agree, and 4.21 to 5.00 represents strongly agree. Furthermore, qualitative data which was obtained through the interviews, observation, and open- ended questionnaire was narrated and analyzed in words qualitatively. Finally, the result of the interpretation was discussed and summarized to give a recommendation.

3.10 Validity and Reliability of the Instruments

Before administering the instruments of data collection, it was very essential to validate the tools as it gives the first chance to comment and check their clarity. The issues of validity and reliability were critical in conducting social science research. Therefore, to ensure the validity of the study, the content and the representativeness of the items were checked by professionals and advisors. Likewise, the reliability of the study was ensured by internal consistency. The standardized Cronbach's Alpha Reliability Coefficient Score Test (0.7) was used. The qualitative data was triangulated with one another.

3.11 Ethical considerations

Research ethics is helpful in explicitly considering the needs and concerns of the people under the study, and establishing mutual trust between the researchers and study participants. Hence, the researcher did not accept choices and actions that violate the rules and norms of both the studied population and institutions. Therefore, to make successful the study, the research ethics were ensured through respect for study participants, keeping participants' confidentiality obtaining the informed consent of both research participants and responsible institutions, and encouraging the equal participation of the subjects under the study. In this research, the researcher understood critical consideration of ethical issues since the study involved the interaction of the investigator and participants of the study. It included taking a letter from the Department of Psychology at the University of Debre Birhan and preparing informed consent, which was given to participants in written or oral form. Participants of the study participated in the study voluntarily. In addition to this, they were informed that their participation in the study was entirely depending on their willingness. The researcher also ensured that any of the respondents' responses were not personalized, in the process of data presentations, analysis, and interpretation. Furthermore, confidentiality of data was maintained during the process. The

researcher also told the respondents the existence of anonymity and confidentiality in processing the data analysis and presentation. Finally; all the reference materials used for this research were acknowledged with proper citation

CHAPTER FOUR

4 DATA PRESENTATION AND ANALYSIS

This chapter is organized into three sections; the first focuses demographic characteristics of the participants. The second deals with challenges that students with visual impairments face and the third is support provision for students with visual impairments.

4.1 Demographic characteristics of Respondents

This part presents demographic data collected from 31 teachers, 30 students without visual impairments, 10 students with visual impairments, and 3 principals. The demographic data were analyzed alongside variables such as age, and gender. Grade level, educational level, the severity level of students with visual impairments, working experience, and training received.

Table 4.1: Demographic characteristics of Respondents (students with and without visual impairments

Categories		SWVI		SWOVI	
		F	%	F	%
Sex	Male	7	70.0	20	66.7
	Female	3	30.0	10	33.3
	Total	10	100.0	30	100.0
Age	Below 20yrs	1	10.0	11	36.7
	20-30 yrs.	9	90.0	19	63.3
	Total	10	100.0	30	100.0
Grade level	9	1	10.0	3	10.0
	10	3	30.0	9	30.0
	11	3	30.0	9	30.0
	12	3	30.0	9	30.0
	Total	10	100.0	30	100.0
Severity of disabilities	Low vision	--	-	-	-
	Total blind	10	100.0	-	-

Table 4.1 above demonstrates the demographics of students who have visual impairments and those who have not of the participants with visual impairments, 7 (or 70%) were men, while the remaining 3 (30%) were women. Of the students without visual impairments, 10 (33.3%) were female and 20 (66.7%) were male students. Regarding the respondents' ages, above Table 4.1 showed that 11% of students with visual impairments were between the ages of under 20 (91%) of them were between the ages of 20 and 30, and 11.7% of students without visual impairments were between the ages of under 20 and 19% (63.3%) were between the ages of 20 and 30. This suggests that most of the visually impaired pupils attending Haile Mariam Mamo Secondary School are in the 20–30 age ranges, In contrast, with respect to grade level, the above Table 4.1 shows that 11% of students with visual impairments were in grade nine, 30% were in grade ten, 30% were in grade eleven, 30% were in grade twelve, and 30% of students without visual impairments were in grade nine, 30% were in grade ten, 90% were in grade eleven, and 90% were in grade twelve. Lastly, based on severity level, the following data indicates that 10 students (or 100%) had absolute blindness.

Table 4. 2: Demographic characteristics of teacher Respondents

Variable	Categorise	Teachers		Principals	
		F	%	F	%
Sex	Male	23	74.2	3	100.0
	Female	8	25.8	_	_
	Total	31	100.0	3	100.0
Age	30-40 years	8	25.8	_	_
	40-50years	11	35.5	3	100.0
	51-60 years &above	12	38.7	_	_
	Total	31	100.0	3	100.0
Educational level	Degree	8	25.8	_	_
	Master degree	23	74.2	3	100.0
	Total	31	100.0	3	100.0
Year of experience	11-15years	4	12.9	1	33.3
	16-20years	4	12.9	_	_
	21&above	23	74.2	2	66.7
	Total	31	100.0	3	100.0
Training received	Yes	11	35.5	2	66.7
	No	20	74.5	1	33.3
	Total	30	100.0	3	100.0

In terms of teacher demographics, Table 4.2, above demonstrates that, of the participants, 23 (74.2%) were male teachers, the remaining 8 (25.8%) were female teachers, and 3 (100%) principals were male.

In regards to age, Table 4.2, above demonstrates that 3(100%) of participants who were principals were between the ages of 40 and 50. Additionally, the majority of participants, 12 (38.7%), were between 51-60 & above, 11(35.5%), were between 41-50, and 8(25.8%) between 30-40.

In terms of educational attainment, Table 4.2 indicates that 23 teachers, or 74.2% of the respondents, had a master's degree; 3 principals, or 100% of the respondents, likewise held a master's degree; and the remaining 8 instructors, or 25.8%, were first-degree holder.

In reference to years of work experience, 23 (74.2%) of teachers and 3 (100%) of principals have worked for 21 years or more. Those who had teaching experiences of 11-15 years and 16-20 years each accounted for 4(12.9%)

Table 4.2 also shows that, in relation to the inclusive education training they got, 2 (66.7%) principals and 11 (35.5%) teachers had taken inclusive education training, whereas 20 (74.5%) teachers and 1 (33.3%) principals have not. The results indicate that the majority of those educators lack inclusive education training. This suggests that the results mentioned above could be a significant factor in the low academic achievement of visually impaired students at Haile Mariam Mamo Secondary School.

4.2 Challenges students with visual impairments faced

Table 4.3: Table Challenges related to resources

No	Item	Respondents					
		Teachers		SWOVI		SWVI	
		Mean	SD	Mean	SD	Mean	SD
1	There is a lack of writing and teaching material such as Braille, Slate and Style, and audio recorders in the school.	4.45	0.96	4.16	.79	4.20	.42
2	There is a lack of appropriate screen reader equipment software in the school's computer lab.	4.38	0.98	4.20	.80	4.40	.51
3	The school lacks provide hand-outs in print form for visually impaired people.	3.16	1.61	4.13	.73	4.50	.52
4	The school does not have specially trained teachers to handle students with visual impairment	4.22	0.30	3.50	1.1	4.50	.52

There were four items that assess challenges related to resources and obtained mean scores ranging from 4.50 to 3.16. This indicates that respondents of teachers, students without visual impairments, and students with visual impairments themselves agreed on the presence of challenges regarding resource availability for students with visual impairments.

Specifically, the mean scores of teachers, SWOVI and SWVI for the item there is lack of writing and teaching material such as Braille, Slate and style, and audio recorder in the school, were 4.45, 4, 16, and 4.20 respectively. These indicted that SWOVI agreed whereas teachers and SWVI strongly agreed on the lack of writing and teaching materials for students with visual impairments. For the item lack of appropriate screen reader equipment software in the school computer lab, the obtained mean scores for teachers, SWOVI, and SWVI were 4.38, 4.20, and 4.40 respectively; these indicate that teachers and SWVI strongly agreed, whereas SWOVI agreed. For the item lack of provides hand out in print form for visually impaired people, the obtained mean scores of teachers, SWOVI, and SWVI were 3.16, 4.13, and 4.50 respectively, these indicate there are differences among teachers, SWOVI and SWVI on the issues. That is teachers replied with neutral stands, SWOVI agreed and SWVI strongly agreed on the lack of providing hand-outs in print form for visually impaired people. For the last item the school does not have specially trained teachers to handle students with visual impairment, the obtained mean scores of teachers, SWOVI and SWVI were 4.22, 3.50, and 4.50 respectively, these indicate that teachers and SWOVI strongly agreed whereas SWOVI were agreed on the school does not have specially trained teachers to handle students with visual.

Interview revealed that

Overall, challenges about resources in our school are one of the main academic challenges faced by students with visual impairments because there is no resource room. There is no trained teacher. Some students lacked funding and also did not receive support and dropped out of school due to, (SP2, 2024).

Table 4.4. Challenges related to facilities/ infrastructure/

No Items	Respondents					
	Teachers		SWOVI		SWVI	
	Mean	SD	Mean	SD	Mean	SD
1. The school does not have teaching and learning facilities for learners with visual impairment.	4.25	.96	3.23	1.10	3.90	1.10
2. The school's lecture rooms/ classes/ is inaccessible to students with visual impairment.	4.03	1.04	3.20	1.09	3.80	1.10
3. The compound and corridors of the school are inaccessible to learners with visual impairment to easily travel around and go wherever they want to go.	3.90	1.24	3.76	1.00	4.00	.81
4. There is no lab access in the school for students with visual impairments.	4.35	1.27	4.03	.80	4.30	.48
5. Teachers use inappropriate classroom arrangements without considering students with visual impairments.	3.61	1.33	3.90	.71	4.10	.31
6. There is a lack of assistive technology in the school for learners with visual impairment.	4.09	1.35	4.03	.66	4.20	.42
7. There is a problem with accessing the school library for students with visual impairment	4.32	1.01	4.30	.46	4.50	.31

The above Table 4.4 indicates challenges related to facilities/ infrastructure/ for students with visual impairments. Hence, in item 1 of Table 4.4, the respondents were asked whether the school does not have teaching and learning facilities for learners with visual impairment. As a result, participants of teachers, students without visual impairments (SWOVI), and students with visual (SWVI) were 4.25, 3.23, and 3.90, respectively. These indicate that teachers strongly agreed, SWOVI were neutral, whereas SWVI agreed that the school does not have teaching and learning facilities for learners with visual impairment.

Regarding this matter, an interview with the Principals' of a school disclosed that

Our school does not properly implement inclusive education due to a lack of adaptation in the school's infrastructure or facilities for students with visual impairments who are enrolled there; as a result, these students drop out of school." (SP1, 2024).

Moreover, it has been my observation that for inclusion to succeed, there should be proper planning, especially on the availability of teaching/learning facilitate and adaption of the environments. Students I have interacted with complain of poor arrangement of the classes and sometimes they find it difficult to move around. They fall off the stairs and this affects them psychologically.

In item 2 of Table 4.4, the respondents were asked whether the school's lecture rooms/ classes/ are inaccessible for students with visual impairment, the obtained mean score for participants of teachers, SWOVI, and SWVI was found to be 4.03,3.20 and 3.80 respectively. As this response shows, teachers and SWVI agreed whereas SWOVI had neutral stands.

Regarding this matter, an interview with SWVIs disclosed that;

There was a lack of better accessibility relations in the classroom. For example, many classes were in trees it has more challenges for students with visual impairment to get and the class space was very narrow and full of holes also relation to interacting with teachers and their peers is lessin some classes (SWVI-1).

In item 3 of Table 4.4, respondents 'teachers, SWOVI and SWVI were asked whether the compound and corridors of the school are inaccessible to learners with visual impairment to easily travel around and go wherever they want to go for students with visual impairment. Teachers and SWOVI were asked about this. Consequently, it was discovered that the obtained mean scores for teachers, SWOVIs, and SWVIs were, 3.90, 3.76, and 4.00 respectively which implies that all of the three agreed. This demonstrated that there is a lack of environmental accessibility that makes it difficult for visually impaired students to move about and go to their desired locations.

As can be observed from Table 4.4 item 4, respondents of teachers, SWOVI, and SWVI were asked whether there is better access in labs for students with visual impairment, a mean score was found to be 4.35,4.03 and 4.30 were strongly agree and agree respectively. This implies that there is a lack of lab access for students with visual impairments.

Regarding this matter, an interview with a SWVI disclosed that;

> *There was a lack of better access to labs for students with visual impairment. The school does not have lab access for students with visual impairment. It has more challenges for students with visual impairment because of there no get essential materials* (SWVI-4).

In item 5 Table 4.4, respondents were asked whether teachers use inappropriate classroom arrangements without considering students with visual impairments. Consequently, it was discovered that the mean scores for participants of teachers, SWOVI, and SWVI were, respectively, 3. 61, 3. 90 and 4. 1 agrees. The findings demonstrate that teachers arrange their classrooms inappropriately and fail to take visually impaired pupils' needs into account.

Concerning this, an interview with a SWVI revealed that;

Although it is good to sit with other sight students, teachers often put students with visual impairments together in the class room, which does not consider our needs (SWVI3).

The respondents were questioned about lack of availability of assistive technology in the school for students with visual impairments concerning item 6 of Table 4.4, it was discovered that the mean scores for teachers, SWOVI, and SWVI were 4. 09, 4. 03 and 4. 20, respectively, all of which were agree, these indicate that a large percentage of respondents agreed with this statement, which suggests that there was not any assistive technology available in the school for students who were visually impaired.

Concerning item 7 of Table 4.4, respondents were asked whether there is no lab access in the school for students with visual impairments. It was discovered that the mean scores for teachers, SWOVI, and SWVI were 4.32, 4. 30 and 4. 50, respectively all strongly agree. suggesting that there was a lack in the accessibility of libraries for students with visual impairments.

Concerning this, a SWVI interview disclosed that;

Moreover, data obtained from one SWVI revealed that "there is no library for students with visual impairment as their individuals but there is the library for students without disability which were not well equipped with Braille materials, large print materials, computer laptop even if the place was not comfortable to study" (SWVI-2).

Concerning the availability of special materials and equipment and library services, the researchers observed that there were no necessary special education materials and equipment such as audio recorders, text book and other reference materials written in braille.

Table 4.5: Challenges related to curriculum

No	Items	Respondents					
		Teachers		SWOVI		SWVI	
		Mean	SD	Mean	SD	Mean	SD
1	The school has an inflexible curriculum	3.64	1.37	4.16	.46	4.20	.42
2	There is a lack of curriculum adaption by teachers for learners with visual impairment in the school.	4.25	.99	4.00	.69	4.20	.42
3	There are limited Fields of Study and Subject Choices for students with visual impairments in the school.	3.96	1.13	4.26	.44	4.50	.52
4	There are lacks of extracurricular activities in the school for learners with visual impairment.	4.16	1.21	4.13	.57	4.10	.31

The curriculum-related challenges for students with visual impairments are shown in the above Table. For this reason, the first question in Table 4.5 asked the respondents the school has an inflexible curriculum for students who have visual impairment. It was discovered that the mean scores for teachers, SWOVI, and SWVI were 3.64, 4.16, and 4.20, respectively, which were also agreed upon. The results indicate that all respondents who replied to this statement agree, this suggests that the school's curriculum is rigid.

Regarding item 2 in Table 4.5, the participants were questioned about whether there is a lack of curriculum adaption by teachers for learners with visual impairment in the school. It was

discovered that the mean scores for teachers, SWOVI, and SWVI were 4.25, 4.00, and 4.20, respectively. With regard to this statement, SWOVI and SWVI agreed, however, teachers responded strongly agree.

Concerning this issue, an interview conducted with a SWVI revealed that;

As per the majority of SWVI, teachers have not altered the curriculum. Because our teachers do not employ any other teaching methods during the geography mapping and economics calculation sections of their lessons.

Regarding item 3 of Table 4.5, respondents were asked whether the school offers limited Fields of Study and Subject Choices for students with visual impairments was posed to respondents in item 3 Table 4.5, it was discovered that the mean scores for teachers, SWOVI, and SWVI were, respectively, 3.96, 4.26, and 4.50, agree and strongly agree. These show that one of the main academic obstacles faced by students with visual impairments is their limited field of study and subject choices.

Regarding this matter, an interview with a SWVI disclosed that;

Regarding the question on the choice of the field of study, all the learners who are blind responded that, apart from English which is a compulsory subject, they were not allowed to take subjects such as Mathematics and Physical Science, which involved calculations, graphs, and diagrams, and also were told at the beginning that Mathematics and Physical Science were not for LWVI because there are contents that cannot be brailed, so we cannot choose to do these subjects. (SWVI 2).

On the other hand, field study of students with visual impairment is limited so this is one of the major academic challenges for me. I am talented and interested learned natural science however students with visual impairments only choose social sciences so, my dream is broken (SWVI1).

The learners further added

I do not like what is happening in this school, where teachers keep us away from these subjects. I feel left out already by not doing mathematics, geography map, and physical sciences because this clear indication that my dream career has been crushed. (SWVI5)

As can be observed from Table 4.5, item 4, teachers, students without visual impairments, and students with visual impairments were asked whether there are lacks of extracurricular activities

in the school for learners with visual impairments. It was discovered that the mean scores of teachers, SWOVI, and SWVI were 4.16, 4.13, and 4.10, correspondingly, agree. The item's results indicate that all respondents agreed with this statement, which suggests that the school does not offer enough extracurricular activities for learners who are visually impaired.

Table 4.6: Challenges Related to Methods of Teaching

No	Items	Respondents					
		Teachers		SWOVI		SWVI	
		Mean	SD	Mean	SD	Mean	SD
1	There is no better cooperative teaching in order to enhance the academic performance of learners with visual impairment	3.96	1.07	3.36	1.06	3.80	.63
2	The methods of teaching in the school are not manageable for learners with visual impairment to follow teachers' teaching.	3.87	1.08	3.50	.93	4.10	.31
3	The methods of teaching are not supported with media that are appropriate for students with visual impairment.	4.16	1.24	3.56	1.04	4.00	.00
4	Teachers usually focused on writing notes on the board.	3.87	1.20	3.93	.86	4.10	.31
5	Students with visual impairments in your class lack note-taking skills.	3.96	1.30	4.10	.69	3.80	.63

Table 4.6 shows the challenges associated with teaching methods for students with visual impairments. In item 1 of Table 4.6, respondents were asked whether there is no better cooperative teaching in order to enhance the academic performance of learners with visual impairment. The mean scores of respondents of teachers, SWOVI and SWVI were 3.96.3.36 and 3.80 respectively. All respondents who responded to this statement agreed response. This demonstrates that there is less cooperative teaching in the field where students with visual impairments are learning.

In Table 4.6 Item 2, the respondents were asked whether the methods of teaching in the school are not manageable for learners with visual impairment to follow teachers' teaching. The mean scores show 3.87 for teachers, 3.50 for SWOVI, and 4.10 for SWVI respectively. These demonstrate that all participants replied agreed response.

In the same way, the observational results showed that the same content is taught to students with and without visual impairments using the same methodology. Furthermore, the researchers noted that teachers in the classroom did not provide any special materials or tasks for pupils who were visually impaired. This is one of the main difficulties in the classroom.

The teachers were inadequate to instruct students who had visual impairments. For instance, the researcher notes that during a lesson, one teacher used phrases like "the Table indicated, “you can see from the text book on page 40," and "you can see the board inside the classroom." These statements suggested that the teacher was untrained in teaching for students with visual impairments.

As can be observed from Table 4.6, item 4, teachers, SWOVI, and SWVI were asked whether Teachers usually focused on writing notes on the board. It was discovered that the mean scores were 3.87, 3.93, and 4.10, respectively, agree. The results indicate that all respondents agreed to this statement.

Similarly, support the above idea “Given that they instruct us in the same manner as they instruct sighted students, I believe my teachers have not received any training in inclusive education or how to instruct students with visual impairments." Not many of our teachers leave the classroom without providing an explanation for their writing on the whiteboard. (SWVI 6.)

Concerning item 5 of table 4.6, respondents were asked whether Students with visual impairments in your class lack note-taking skills. It was discovered that the mean scores for teachers, SWOVI, and SWVI were, 3.96, 4.10, and 3.80 respectively. These illustrated that all respondents responded agree that Students with visual impairments in your class lack note-taking skills.

Table 4.7: Challenges Related to Assessment

No	Items	Respondents					
		Teachers		SWOVI		SWVI	
		Mean	SD	Mean	SD	Mean	SD
1	There are Inappropriate educational assessment	3.48	1.26	4.03	.55	4.00	.00
2	There are Poorly organized examination session	3.38	1.30	3.93	.73	4.10	.31
3	There are Poorly organized exam weights for students with visual impairment	3.48	1.31	4.13	.50	4.40	.51
4	There is Poor classroom participation in SWVI	3.74	1.15	3.70	1.02	3.30	1.15

Table 4.7, depicts the challenges related to the assessment of students with visual impairments. In item 1 of Table 4.7, the respondents were asked whether there are inappropriate educational assessments for learners with visual impairment. For teachers, the mean score was 3.48. SWOVI scores are 4.03 and SWVI scores are 4.00, respectively. The item's results indicate that every respondent agreed with this assertion. This suggests that participants had a similar understanding of inappropriate educational evaluation for students with visual impairments.

Regarding this matter, an interview with a SWVI disclosed that

It is difficult for us regarding the exam weight because when teachers prepare the exam, they issue calculation and map reading, but instead of this teachers do not issue any other compensatory questions, so we really only do the true-false and multiple-choose and this is putting academic pressure on us (SWVI1).

Regarding item 2 of Table 4.7, the respondents were asked whether there are poorly organized examination sessions for learners with visual impairment. It was discovered that the mean scores for teachers, SWOVI, and SWVI were 3.38, 3.93, and 4.10, respectively, which were also agreed upon. The results indicate that one of the main academic obstacles faced by students with visual impairments is a poorly organized exam session.

Regarding this matter, an interview with a SWVI disclosed that;

The exam program does not consider students with visual impairments because it gives us equal time for students without disabilities so we can finish together. However, it took time for us to get finished because the exam was not prepared by Braille (SWVI10).

Similarly, to support the above idea when we were taking the test, other sighted students were read to them and they learned at a different grade level from those children. This had its own effects as well; for instance, certain learners had difficulty writing correctly since they missed several essay sections and blank spaces. This demonstrates a lack of inclusive education training for instructors (SWVI1).

As can be observed from Table 4.7 item 3, respondents of teachers, students without visual impairments and students with visual impairments were asked whether there are poorly organized exam weights for students with visual impairments. The mean score was discovered, with 3.48, 4.13, and 4.40 respectively. The display is that every respondent agreed with this statement.

In item 5 of Table 4.7, the respondents were asked whether there is poor classroom participation of SWVI. It was discovered that the mean scores for teachers, SWOVI, and SWVI were 3.74, 3.70, and 3.30, respectively. The result showed that all participants agreed.

From the open-ended questionnaires majority of respondents teachers stated assess and evaluate students with visual impairments by using giving individual and group assignment and giving exam orally.

Table 4.8: Socio-emotional challenges of Students with visual impairments

No	Item A student with visual impairment in your class.	Respondents					
		Teachers		SWOVI		SWVI	
		Mean	SD	Mean	SD	Mean	SD
1	Are generally uninterested in the subject taught in the class.	2.80	1.16	3.06	1.08	2.20	1.03
2	Feel that teachers show partiality to some students.	2.90	1.13	2.56	1.13	2.40	.96
3	Have problems with forming friends.	3.12	1.20	3.30	1.05	3.60	.84
4	Usually feel their needs are neglected by others.	3.06	1.36	3.46	1.16	3.10	.99
5	are socially isolated	2.61	1.17	3.36	1.16	3.50	1.08
6	Most of the time, feel unhappy without any reason.	2.74	.21	3.60	1.03	3.90	.31
7	Usually feel anxious.	2.80	1.13	3.50	.97	4.00	.47
8	Seek high dependency on others.	3.96	1.33	3.03	1.32	2.60	.84
9	Feel uncomfortable in social gatherings.	3.16	1.09	2.63	1.12	2.50	.70
10	Feel helpless due to visual impairment.	2.96	1.25	3.20	1.06	3.20	.91
11	Feel like a stranger in the school.	2.67	1.37	3.50	1.00	3.70	1.05
12	have poor relations with your classmate students	2.70	1.32	3.26	1.17	3.00	1.95
13	Have poor self-control.	2.64	1.33	3.13	1.07	3.20	1.03
14	Are afraid to express their opinions.	2.70	1.29	3.53	1.14	3.90	.73
15	Feel that others less recognizes them.	2.61	1.28	3.00	1.20	2.80	1.31
16	Have low self-esteem.	3.50	1.08	3.36	1.09	2.90	1.22
17	Have low confidence	2.96	1.35	3.30	1.20	3.60	1.17

Table 4.8, depicts the socio-emotional challenges faced by students with visual impairments, the results of item 1 display that, with a mean score of respondents of teachers, SWOVI and SWVI were 2.80, 3.06, and 2.20 respectively, this indicates that participants of teachers and SWOVI replied neutral whereas SWVI replied disagree that students with visual impairments are generally uninterested in the subject taught in the class.

Regarding item 2 of the aforementioned Table 4.8, the respondents were asked whether Feel that teachers show partiality to some students. The mean scores were 2.90, 2.56, and 2.40 for

teachers, SWOVI and SWVI, respectively. These display that SWOVI and SWVI were answered disagree while teachers replied neutrally.

Addressing item 3 in the above Table 4.8 indicated that learners with visual impairments have problem-making friends. The mean scores of respondents of teachers, SWOVI and SWVI were 3.12, 3.33, and 3.60 respectively. This shows that SWOVI and teachers replied neutral while SWVI were agree on problem-making friends for students with visual impairments.

Furthermore, the bulk of SWVI data showed that making friends is challenging. This impacts us emotionally because sighted students don't comprehend our concerns and are reluctant to approach them

Regarding item 4 in Table 4.8, respondents were asked whether usually feel their needs are neglected by others. The mean scores of teachers, SWOVI, and SWVI were 3.06, 3.46, and 3.10, respectively, these demonstrate that teachers and SWVI replied neutral, however, SWOVI agreed to respond to the statement that they feel their needs are neglected by others.

The mean findings for item 5 in Table 4.8 showed that respondent's teachers, SWOVI and SWVI, were 2.61 and 3.36 and 3.50 respectively. These show that teachers and SWOVI responded neutral, while SWVI replied agree.

In Table 4.8 item 6, the mean scores for respondents of teachers, SWOVI, and SWVI were 2.74, 3.60, and 3.90 respectively. These indicate that both SWOVI and SWVI agreed on responses whereas teachers replied neutral on students with visual impairments most of the time, feeling unhappy without any reason.

As can be observed from Table 4.8 item 7, participants of teachers, SWOVI and SWVI were asked whether usually feels anxious for students with visual impairments. A mean score of 2.80, 3.50, and 3.80 respectively. This indicates that SWOVI and SWVI were answered agree however teachers replied neutral.

As shown in Table 4.8 in item 8 respondents, teachers, SWOVI, and SWVI were asked to seek high dependency on others for students with visual impairments; accordingly, the mean score was found to be 3.96, 3.03, and 2.60, respectively. In these items respondents of teachers replied agree; whereas SWOVI replied neutral, but respondents of SWVI replied disagree. This indicated the different ideas of respondents on seeking high dependency on others for students with visual impairments.

As can be observed from Table 4.8 item 9, respondent teachers, SWOVI and SWVI were asked

whether feel uncomfortable in social gatherings for students with visual impairments. a mean score for teachers, SWOVI and SWVI was found to be 3.16, 2.63, and 2.50 respectively. These show that teachers and SWOVI replied with neutral responses while SWVI disagreed.

In item 10 Table 4.8 respondents' teachers, SWOVI and SWVI were asked whether feel helpless due to students with visual impairment. According, to the mean score for participant teachers, SWOVI and SWVI were found to be 2. 96, 3.20, and 3.20 were neutral respectively. For this item, the majority of respondents had the same response.

Concerning item 11 of above Table 4.8, the respondents were asked whether students with visual impairments feel like strangers in the school. it was discovered that the mean scores were 2.67, 3.50, and 3.70 by teachers, SWOVI and SWVI respectively. These indicate that SWOVI and SWVI had an agreed response whereas teachers replied neutral.

Regarding item 12 in Table 4.8, the participants were asked whether have a poor relation with their classmates students. The mean score of the participant's teachers, SWOVI and SWVI were 2.70, 3.26, and 3.00, respectively. This shows that the all respondent's replied neutral.

In item 13 of Table 4.8, the respondents were asked whether a lack of self-control for students with visual impairments, it was discovered that the mean scores for teachers, SWOVI, and SWVI were, 2.64, 3.13, and 3.20, respectively, the results show that all respondents replied neutral response.

Regarding Table 4.8, item 14, participant teachers, SWOVI and SWVI were asked students with visual impairment are afraid to express their opinions. It was discovered that the mean score for teachers, SWOVI, and SWVI were, respectively, 2.70, 3.53, and 3.90. These demonstrations that SWOVI and SWVI responded to agree while teachers replied neutral.

Regarding item 15 in Table 4.8. Participant teachers, SWOVI and SWVI were asked Students with visual impairments feel that they are less recognized by others. It was discovered that the mean score for teachers, SWOVI and SWVI were 2.61, 3.00, and 2.80, respectively. This demonstrated that both respondents with neutral replies were shown in these results.

In Table 4.10 item 16 Teachers, SWOVI, and SWVI were asked whether students with visual impairments had low self-esteem. It was discovered that the mean scores for teachers, SWOVI, and SWVI were, 3.50, 3.36, and 2.90 respectively. This implies SWOVI and SWVI both neutral

to responses whereas teachers was neutral on students with visual impairments who had low self-esteem.

As seen in the preceding Table, 4.8 items 17, and the mean scores for teachers, SWOVI and SWVI, were 2.96, 3.30, and 3.30 respectively on lack of confidence for students with visual impairments. This indicted that all respondents replied with neutral.

Table 4.9 support provision for students with visual impairments

No	Items	Respondents					
		Teachers		**SWOVI**		**SWVI**	
		Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
1	There is better economic support for students with visual impairments	2.29	.78	2.30	.79	2.60	.96
2	There is technical support when students with visual impairments are learning in the classroom that meets their needs	2.16	.63	2.16	.64	2.00	.00
3	There is better health support service for students with visual impairments	2.03	.60	2.03	.62	1.80	.42
4	There is better counselling support service for students with visual impairments	2.06	.44	2.54	.54	2.00	.00
5	There is better material support for students with visual impairments	2.00	.00	2.00	.00	2.00	.00
6	There is better social support for students with visual impairments	2.06	.44	2.06	.00	2.00	.00

Table 4.9 depicts support provision for students with visual impairments. There were six items of assess support provision for students with visual impairments and obtained mean scores ranged from 1.80 to 2.60, this indicates that respondents of teachers, SWOVI, and SWVI themselves disagree with the presence of support provision for students with visual impairments. Specifically, the mean scores of teachers, SWOVI, and SWVI for item 1 there is better economic support for students with visual impairments, were 2.29, 2.30, and 2.60 respectively. These indicted that all respondents replied disagree.

Regarding this matter, an interview with a school principal disclosed that

There were economic provided for learners with visual impairments such as money form HPDO 500 birr per month and from governments 350 birr per month. However, this support is not sufficient for students with visual impairments. Because the majority of students with visual impairment do not get economic support from family (SP3 2024).

The financial support is not eligible because we do not receive support from parents and we are selling lottery and this is putting pressure on our education (SWVI8 and SWVI1).

Majority of respondents responded assess and evaluate students with visual impairments by using giving individual and group assignment and giving exam orally.

In table 4.9 item 2, the respondents were requested that whether there is technical support when students with visual impairments are learning in a classroom that meets their needs. The mean scores of participants of teachers, SWOVI, and SWVI were 2.16, 2.16, and 2.00 respectively. This demonstrates that all respondents replied disagree.

In support of an interview with one of the visual impairments complained, there is no special support provided for us. Teachers do not support us in a special way they teach in class. (SWVI1)

As can be observed from Table 4.8 item 3, participants of teachers, SWOVI, and SWVI were asked whether there is a better health support service for students with visual impairments. The mean score was discovered with 2.03, 2.03, and 1.80 respectively. This indicated that teachers and SWOVI replied disagreed whereas SWVI were strongly disagree.

In support, an interview with the majority of students with visual impairments complained, that there is no health support service provided for us (SWVI3).

Regarding item 4 Table 4.8 respondents of teachers, SWOVI, and SWVI were asked whether there is a better counselling support service for students with visual impairments. It was discovered that the mean score for teachers, SWOVI, and SWVI were, respectively, 2.06, 2.54, and 2.00. Most SWOVI and SWVI responses to this item were disagreed.

Respondents of teachers stated that from the open-ended questionnaires lack of counselling support is one of the major challenges of students with visual impairments.

As shown in Table 4.8 in item 5 respondents' teachers, SWOVI and SWVI were asked whether there is better material support for students with visual impairments, the mean score was found to be 2.00, 2.00, and 2.00, respectively. In this item, all respondents replied disagree.

Regarding this one of the school principals said

Although there were materials provided for students with visual impairments such as braille paper, and cane, there were not suitable provisions of books, and Braille printed materials to enhance their academic performance (SP2, 2024).

Regarding item 6 of Table 4.8, the respondents were asked there is better social support for students with visual impairments. It was discovered that the mean score for teachers, SWOVI, and SWVI were 2.06, 2.06, and 2.00, respectively, which were also disagreed. This implies that social support for students with visual impairments is less.

CHAPTER FIVE

5 DISCUSSION OF THE RESULT

5.1 To identify Academic challenges faced by students with visual impairments

The results section makes clear that respondents' responses regarding the difficulties students with visual impairments face in the classroom were consistent. This demonstrates that the academic challenge faced by students with visual impairments in inclusive classrooms those challenges related to resources, facilities/infrastructure, curriculum, teaching methods, and assessment. One of the most important components of a visually impaired student's academic success is their resource; nevertheless, the respondent's response in inclusive secondary schools is extremely low. Because of this, the school, lack of appropriate screen reader equipment software in the school's computer lab, lacks skilled teachers, improved teaching resources, audio recorders, slates, and styles. The findings corroborated those of Simon et al. (2010), who discovered that such schools lacked the necessary instructional resources to support visually impaired children's learning in inclusive classrooms. According to a recent study, there is still a dearth of assistive technologies and educational resources in Ethiopia that can help students with visual impairments (Beyene et al., 2020).

Students with visual impairments have additional academic hurdles in addition to inadequate facilities/infrastructure. The respondent stated that the school faces numerous challenges concerning infrastructure and facilitation, including a shortage of teaching and learning facilities, access to the lab for students with visual impairments, a lack of assistive technology for students with visual impairments, a lack of library access for students with visual impairments, and so on. This suggests that blind children are unable to receive an education in an inaccessible educational setting since the physical environment of the school is inaccessible to people with visual impairments. As a result, changes must be made to the physical school environment in all areas of the teaching-learning process to educate blind children. This finding is consistent with a study by (Kiomoka, 2014); a school's buildings, grounds, classrooms, furniture, lighting, ventilation, and sitting arrangements make up its infrastructure. If the needs of children with visual impairment are not taken into consideration, there may be obstacles to learning in these

areas (Kiomoka, 2014). Schools that accept students with visual impairments ought to take these students' needs into account, as inclusion entails more than just putting these students in a mainstream classroom, it also entails providing for their special needs while they are in the same classroom as students who can see (Mantey, 2017).

On the other hand, challenges related to the curriculum of students with visual impairments. As observed in this statement the majority of respondents replied agree on all items. This indicates that the school's curriculum is not accessible for those students with visual impairments. With this support, Dessalegn et.al (2016), curricula may be able to fulfill students' multifaceted demands. The rigidity and lack of adaptation in the instructional strategies and instructional materials are referred to as the inflexibility of the curriculum as an academic obstacle for students with visual impairment in inclusive school environments. Moreover, challenges related to the method of teaching of students with visual impairments. Based on this majority of respondent's responses agree. This shows that the method of teaching was a barrier to academic achievement for students with visual impairments in inclusive classrooms. Therefore; the content, method, teaching material, and other related activities, which are provided for students with disabilities, should be accessible and flexible. The curriculum must take into consideration the different abilities and needs of all students. It must be capable of being adapted and modified to meet the needs of all children. Flexible time frames for work completion, differentiation of tasks, flexibility for teachers, and time for additional support are some of the strategies to meet the specific needs of children (UNESCO, 2005). In addition to this, flexible teaching-learning methodology is also necessary to realize inclusion. Access to the curriculum is so much more than simply including a student with a disability in a regular classroom. Further, the systematic way of classroom organization and the arrangement of teaching materials should be considerations that must be taken in to account during the education of the disability group. Finally, challenges related to assessments for students with visual impairments in inclusive classes. The results indicated that the majority of respondents similarly agreed. This implies that teachers use assessment methods poor for students with visual impairments in inclusive classes.

5.2 Socio-emotional challenges faced by students with visual impairments

The current study's findings showed that, despite this, the majority of visually impaired students experienced a variety of socio-emotional difficulties related to the respondent response,

including difficulty making friends, usually feel anxious; feeling like a stranger in school, feeling unhappy most of the time, and afraid to express their opinions. This demonstrates the main socio-emotional difficulties faced by visually impaired students. The new study's findings concur with those of earlier investigations. Negative opinions, for instance, can lead to social isolation and a lack of meaningful relationships with peers, (Geleta, 2019).

The general well-being and sense of belonging of visually impaired pupils in the classroom can be adversely affected by bullying, exclusion, and condescending attitudes from their peers. Children with visual impairments may experience even more social isolation in cooperative learning environments and group projects because they will be ignored or written off by peers and teachers. Furthermore, the outcome concurred with the findings of (Manitsa & Doikou, 2022), the socio-emotional concerns of visual impairment in inclusive school environments are the emotional and social challenges that visually impaired students may encounter while navigating their educational environment. In addition to emotions of loneliness, low self-esteem, anxiety, and reliance on others, these challenges may involve experiences of bullying, stigma, and limited access to role models. These issues may have an impact on the overall well-being and academic performance of visually impaired students in inclusive education environments.

5.3 Support provision for students with visual impairments

The outcome showed that inclusive secondary schools do not offer support services for pupils with visual impairments. This suggests that there was extremely inadequate book and note individualization for students with visual impairments. This implies that, like their sighted counterparts, they used the same notes and books. It appears that these effects may be the reason why visually impaired pupils face difficulties in their academic lives. Regarding this matter, the principle of equal opportunity for individuals with impairments in primary education was acknowledged by national and institutional policies or legislation (UNESCO, 2004). The policies state that it should consider making specific accommodations for students with disabilities based on their gender and the type of disability they have (Daniels, 2001).

The results are in line with a study conducted by Marylyn (2008), who discovered that having access to textbooks and instructional materials in the right media and at the same time as their sighted peers is one crucial accommodation that is absolutely needed. This could include Braille and/or recorded material for blind students. Large print text or the use of optical equipment to view text and/or recorded media during class may be necessary for students with low eyesight.

Furthermore, according to Carmen (2014), students with visual impairments can acquire knowledge in a variety of methods, such as audio or Braille, by reading printed material or diagrams. Braille readers require three times as much time as other students to read since they are unable to skim.

CHAPTERS SIX

6 SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In this chapter, the summary, conclusion, and recommendation are presented.

6.1 Summary

The major objective of this study was to explore academic and socio-emotional challenges faced by students with visual impairments in Haile Mariam Mamo Secondary School. To attain this objective, the study attempted to give answers to the following basic questions

1. What are the academic and socio-emotional challenges faced by students with visual impairment?
2. What kind of support for provided to students with visual impairment?
3. What is a way of improving challenges faced by students with visual impairments?

Accordingly, the mixed concurrent research design was employed in this study. Both quantitative and qualitative data were gathered through questionnaires, interviews, and observation. The respondents of the study were 31 teachers, 30 students without visual impairments, and 10 students with visual impairments. The researcher used a purposive sampling technique for the selection of teachers and students without visual impairments.

To analyze data and arrive at a conclusion, appropriate statistical tools such as frequency, percentage, mean, and standard division were employed. Based on the analysis made, the following findings were identified. the findings revealed that both the lab and library in the schools were not well equipped with resources for students with visual impairment such as Braille course books and other books for further readings, audio recorders, magnifies, and also classroom adjustment, relationship with students without visual impairment poor so that they could learn effectively which made it difficult for them to enjoy the library services and difficult make smooth relationship with non-visual impairment peers this made academic challenges of students with VI. In addition, the findings revealed that the majority of teachers did not adapt teaching/learning resources and examinations to suit the needs of students with VI. This was

because most of the teachers were not trained in the area of SNE and therefore they had no idea how the adaptations could be done. Furthermore, major socio-emotional challenges faced by students with visual impairment problems with forming friends, being socially isolated, most of the time, feel unhappy without any reason, feeling anxious, feeling like a stranger in school, having poor self-control, being afraid to express their opinions, low self-esteem poor self-confidence. Finally, the finding indicted support provisions for students with visual impairments extremely less in inclusive schools.

6.2 Conclusion

The purpose of this study was to explore academic and socio-emotional challenges faced by students with visual impairments in Haile mariam Mamo Secondary School. Hence, based on the findings of the study, the following conclusions are drawn: The study indicated that the physical environment of Haile Mariam Mamo secondary school is not accessible and comfortable for students with visual impairments. This unfriendly physical environment should be given due consideration because it contradicts the rights of students with disabilities to have access to appropriate and quality educational services. The study shows that there is no available resource room for learners with visual impairments because of the school's lack of writing and teaching material such as Braille, Slate and style, and audio recorder, and Lack of competence, training, and support for teachers to develop their own skills, and development of integrated education should be attainable by the school. From this can conclude that a lack of awareness and skills in teachers could have a negative impact on students' academic achievement. Additionally, the study indicated that lack of flexible methods of teaching, inflexible curriculum, and limited filed choose is one of the major academic challenges of students with visual impairments. The respondents replied some socio-emotional challenges faced by students with visual impairments such as problems with forming friends, being socially isolated, most of the time, feeling unhappy without any reason, usually feeling anxious, feeling like a stranger in the school, having poor self-control, afraid to express their opinions, and low self-esteem. Furthermore, the study indicated that the technical support when those students are learning classroom was fewer meets their needs this means some teachers use visual teaching with chalk to talk. When they were taking exams other students read to them that learning in different classrooms from those students, and its own impacts, for example, some students cannot write with correct spells due to this they miss some blank spaces and say I wrote it. On the other hand, this shows a lack of

training teachers on special needs education and adapting learning materials, and also the school does not provide any support for students with visual impairments like health, economic, counselling, and martial support.

6.3 Recommendations

Depending on the findings and conclusions drawn, the following recommendations were made With the view that they would help to overcome the academic and socio-emotional challenges faced by students with visual Impairment in Haile Mariam Mamo secondary school at Debre Birhan town.

In order to alleviate the problem identified in this study, the following responsible bodies give attention to the problem, teachers, school principals, administrative staff, students, student parents, school communities and governments, non- governmental organizations committees, and other concerned bodies should take their action to overcome the academic and socio-emotional challenges of students with visual impairment.

- The school community should play the facilitation role in order to create the least restrictive environment for students with visual impairment in regular school settings by developing awareness for whole school communities about the problems of students with visual impairment in education. The school also provides different teaching materials for students with visual impairment to facilitate their learning in the classroom.

- The school should consider and provide training to those stakeholders on technical support so as to meet the learner's needs and also the removal of the physical environment subsequently can enhance the overall education participation of students with visual impairment.

- The school should be provided with health and economic. Materials and mycological support for students with visual impairments. Schools should have a reliable record of their learners with different abilities and disabilities. Hence, the registration process of the learners should include an identification process in order to have clear data on the learners. Then, they should receive special support in order to lessen the effect of impairments on learning and inclusion.

- The school should be to employ at least one alternating teacher.

- The school should work with the parents of students with visual impairment in collaboration to provide holistic support for students with visual impairment in the regular school setting.

- The school should also contact NGOs and government bodies to work cooperatively with them to create a conducive environment for students with visual impairment by fund raising and conducting training for the concerned bodies.

- School principals should facilitate the provision of inclusive educational training to teachers and other stakeholders.

- Teachers should use appropriate teaching methodology for students with visual impairment. Teachers have the responsibility to address the needs of the learner in the classroom, for these reasons, teachers should use tactile aids in the instructional process and should speak loud when talking with students with visual impairment in the instructional period.

- Teachers should arrange the classroom in a suitable form for the students with visual impairment. The classroom teachers take into account the students with visual impairment seat in the maximum sound place in the classroom. The classroom environment should be kept quiet from any disturbances of sound. The classroom teacher considers communication skills when talking with students with visual impairment; they talk directly to the students face to face.

- Teachers should work on necessary modifications and adaptation of instruction to the students with visual impairment to address the unique needs of students with visual impairment. Curriculum adaptation and modification foster the inclusion process. The current curriculum that the schools are using is designed without the consideration of learners 'impairments. So, it is advisable that the Ethiopian Ministry of Education should revise the current curriculum and make it inclusive and flexible for adaptation. Again, teachers should receive training on disability-specific matters.

- The teacher should carefully identify the students with visual impairment, that means the types of visual impairment and the severity of visual impairment, and contact or discuss

with their parents and other concerned bodies to give necessary support to their education.

- The regional and national government provides skillful and trained professionals in the field of special needs and braille interpreters to teach students with visual impairment and also provides different educational materials like tactile aids and others.

- The government should state clearly guidelines to provide special education for children with different types of disabilities. The guidelines, legislation, educational police, and teacher training programs should be given priority for the education of students with visual impairment.

- The libraries should be well equipped with Braille course books and other books for further. Readings. There was a need to provide each VI student with an assistive device such as recorders, Magnifies, Braille machines, and laptops so that they could learn effectively. The lab in the school should be well equipped with resources for students with a visual impairment such as Braille course books and other books for further readings, audio recorders, magnifies, Braille machines (Braille printers), scanners, screen readers so that they could learn effectively which made it difficult for them to enjoy the library services this affected them more when they were expected to write their research projects, assignments, and revisions at end of the semester examination.

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LIST OF APPENDIX

APPENDIX-A

Debre Birhan University

College of Social Science and Humanity

Department of psychology

Postgraduate Program in Special Needs and Inclusive Education

Questionnaire to be filled by teachers

Dear participants, the purpose of this study is to examine academic and socio-emotional challenges faced by students with visual impairment in inclusive education, the case of Haile Mariam Mamo Secondary Schools in Debre Birhan regio Politian city Administration. Hence, you are kindly requested to respond to each item carefully and thoughtfully. Please, be informed that the quality of the finding is dependent on the response you provide to each item genuinely. All the items raised here are equally important to attain the objectives of the study. A response will be kept confidential and used only for the purpose of this research. Given this, your voluntary participation is important to get the necessary data. Therefore, you are kindly requested to respond to the questions with utmost good faith, freely, and to the best of your knowledge. There is no right or wrong answer and no need to write your name on the questionnaires.

Thank you in advance for your time and kind cooperation

I. Background Information of Respondents

Instruction: Write your response in the space provided or put a tick (✓) mark in the given box.

1. Sex: Male□ Female□
2. Age: Below 20yrs □ 20-30yrs □ 31-40yr□ 41-50yrs□ 51-60 yrs. & above □
3. Education level: High school□ Certificate□ Diploma□ BSC □ MSC□
4. Your occupation or Roles
   Student □ Teacher □ Unit leader □ other □
5. Year of experience (only for teachers)
   0-5 years□ 6-10years□ 11-15 years□ 16-20 years □ 21and more years□

6. Have you taken any courses related to special needs and inclusive education?

Yes□ No□

II. Items Designed to Measure Academic Challenges of Students with Visual Impairment

Instruction: Below are statements that are developed to measure the academic challenges that students with visual impairment face when learning in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the academic challenges of students with visual impairment in your classroom.

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	Item	Scale				
	Challenges related to resources	**1**	**2**	**3**	**4**	**5**
1	There is a lack of writing and teaching material such as Braille, Slate and Style, and audio recorders in the school.					
2	There is a lack of appropriate scanner equipment and software in the school's computer labs.					
3	The school provides handouts in print form for visually impaired people.					
4	The school does not have specially trained teachers to handle students with visual impairment.					
	Challenges related to facilities/ infrastructure/					
5	The school does not have teaching and learning facilities for learners with visual impairment.					
6	The school's lecture rooms/ classes/are inaccessible to students with visual impairment.					
7	The compound and corridors of the school are inaccessible to learners with visual impairment to easily travel around and go wherever they want to go.					
8	There is no lab access in the school for students with visual impairments.					
9	Teachers use inappropriate classroom arrangements without					

	considering students with visual impairments.					
10	There is a lack of assistive technology in the school for learners with visual impairment.					
11	There is a problem to access the school library for students with visual impairment					
	Challenges related to curriculum					
12	The school has an inflexible curriculum					
13	There is a lack of curriculum adaption by teachers for learners with visual impairment in the school.					
14	There are limited Fields of Study and Subject Choices for students with visual impairments in the school.					
15	There are lack of extracurricular activities in the school for learners with visual impairment.					
	Challenges Related to Methods of Teaching					
16	There is no better cooperative teaching in order to enhance the academic performance of learners with visual impairment					
17	The methods of teaching in the school are not manageable for learners with visual impairment to follow teachers' teaching.					
18	The methods of teaching that teachers used, did not consider the needs of learners with visual impairment.					
19	The methods of teaching are not supported with media that are appropriate for students with visual impairment.					
20	Teachers usually focused on writing notes on the board.					
21	Students with visual impairments in your class lack note-taking skills.					
	Challenges Related to Assessment					
22	There are Inappropriate educational assessment					
23	There are Poorly organized examination session					
24	There are Poorly organized exam weights for students with visual impairment					

25	There is Poor classroom participation in SWVI					
	Challenges related to support provision					
26	There is a lack of technical support when students with visual Impairment in your class faced difficulties.					
27	Students with visual impairment in your class do not get adequate tutorial support according to their needs.					
28	There is a lack of accommodation for students with visual impairment.					
29	Learners with visual impairment are not getting available educational support systems from their teachers					

III. Items Designed to Measure Socio-emotional Challenges of Students with Visual Impairment

Instruction: Below are statements that are developed to measure socio-emotional challenges that students with visual impairment face when learning in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the socio-emotional challenges of students with visual impairment in your classroom. The scale/ numbers/ represents:

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	A student with visual impairment in your class**.....**	**Scale**				
		1	**2**	**3**	**4**	**5**
1	Are generally uninterested in the subject taught in the class.					
2	Feel that teachers show partiality to some students.					

3	Have problems with forming friends.					
4	Usually feel their needs are neglected by others.					
5	are socially isolated					
6	Most of the time, feel unhappy without any reason**.**					
7	Usually feel anxious**.**					
8	Seek high dependency on others.					
9	Feel uncomfortable in social gatherings.					
10	Feel helpless due to visual impairment.					
11	Feel like a stranger in the school.					
12	have poor relations with your classmate students					
13	Have poor self-control.					
14	Are afraid to express their opinions.					
15	Feel that they are less recognized by others**.**					
16	Have low self-esteem.					
17	Have low confidence					

IV. Items Designed to Measure support provision of Students with Visual Impairment

Instruction: Below are statements that are developed to measure support provision of students with visual impairment in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the academic challenges of students with visual impairment in your classroom.

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	Item	Scale				
1	There is better economic support for students with visual impairments	**1**	**2**	**3**	**4**	**5**
2	There is technical support when students with visual impairments are learning in the classroom that meets their needs					
3	There is better health support service for students with visual impairments					
4	There is better counseling support service for students with visual impairments					
5	There is better material support for students with visual impairments					
6	There is better social support for students with visual impairments					

1. **What are the major challenges faced by students with visual impairment?**

   _____

   _____

   _____

   _____.

2. How did you assess and evaluate students with visual impairment?

   _____

   _____

   _____.

3. If you have additional idea write in the blank space

   _____

   _____

Appendix B

Debre Birhan University

College of Social Science and Humanity

Department of Psychology

Postgraduate Program in Special Needs and Inclusive Education

Questionnaire to be filled by Students without visual impairments

Dear participants, the purpose of this study is to examine academic and socio-emotional challenges faced by students with visual impairment in inclusive education, the case of Haile Mariam Mamo Secondary Schools in Debre Birhan regio Politian city Administration. Hence, you are kindly requested to respond to each item carefully and thoughtfully. Please, be informed that the quality of the finding is dependent on the response you provide to each item genuinely. All the items raised here are equally important to attain the objectives of the study. A response will be kept confidential and used only for the purpose of this research. Given this, your voluntary participation is important to get the necessary data. Therefore, you are kindly requested to respond to the questions with utmost good faith, freely, and to the best of your knowledge. There is no right or wrong answer and no need to write your name on the questionnaires.

Thank you in advance for your time and kind cooperation

II. Background Information of Respondents

Instruction: Write your response in the space provided or put a tick (✓) mark in the given box.

7. Sex: Male☐ Female☐
8. Age: Below 20yrs ☐ 20-30yrs ☐ 31-40yr☐ 41-50yrs☐ 51-60 yrs. & above ☐
9. Education level: High school☐ Certificate☐ Diploma☐ BSC ☐ MSC☐
10. Your occupation or Roles

Student ☐ Teacher ☐ Unit leader ☐ other □

11. Year of experience (only for teachers)

0-6 years☐ 6-10years☐ 11-15 years☐ 16-20 years ☐ 21and more years☐

12. Have you taken any courses related to special needs and inclusive education?

Yes☐ No☐

II. Items Designed to Measure Academic Challenges of Students with Visual Impairment

Instruction: Below are statements that are developed to measure the academic challenges that students with visual impairment face when learning in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the academic challenges of students with visual impairment in your classroom.

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	**Item**	**Scale**				
	Challenges related to resources	**1**	**2**	**3**	**4**	**5**
1	There is a lack of writing and teaching material such as Braille, Slate and Style, and audio recorders in the school.					
2	There is a lack of appropriate scanner equipment and software in the school's computer labs.					
3	The school provides handouts in print form for visually impaired people.					
4	The school does not have specially trained teachers to handle students with visual impairment.					
	Challenges related to facilities/ infrastructure/					
5	The school does not have teaching and learning facilities for learners with visual impairment.					

6	The school's lecture rooms/ classes/are inaccessible to students with visual impairment.					
7	The compound and corridors of the school are inaccessible to learners with visual impairment to easily travel around and go wherever they want to go.					
8	There is no lab access in the school for students with visual impairments.					
9	Teachers use inappropriate classroom arrangements without considering students with visual impairments.					
10	There is a lack of assistive technology in the school for learners with visual impairment.					
11	There is a problem to access the school library for students with visual impairment					
	Challenges related to curriculum					
12	The school has an inflexible curriculum					
13	There is a lack of curriculum adaption by teachers for learners with visual impairment in the school.					
14	There are limited Fields of Study and Subject Choices for students with visual impairments in the school.					
15	There are lack of extracurricular activities in the school for learners with visual impairment.					
	Challenges Related to Methods of Teaching					
16	There is no better cooperative teaching in order to enhance the academic performance of learners with visual impairment					
17	The methods of teaching in the school are not manageable for learners with visual impairment to follow teachers' teaching.					
18	The methods of teaching that teachers used, did not consider the needs of learners with visual impairment.					
19	The methods of teaching are not supported with media that are appropriate for students with visual impairment.					

20	Teachers usually focused on writing notes on the board.					
21	Students with visual impairments in your class lack note-taking skills.					
	Challenges Related to Assessment					
22	There are Inappropriate educational assessment					
23	There are Poorly organized examination session					
24	There are Poorly organized exam weights for students with visual impairment					
25	There is Poor classroom participation in SWVI					
	Challenges related to support provision					
26	There is a lack of technical support when students with visual Impairment in your class faced difficulties.					
27	Students with visual impairment in your class do not get adequate tutorial support according to their needs.					
28	There is a lack of accommodation for students with visual impairment.					
29	Learners with visual impairment are not getting available educational support systems from their teachers					

III. Items Designed to Measure Socio-emotional Challenges of Students with Visual Impairment

Instruction: Below are statements that are developed to measure socio-emotional challenges that students with visual impairment face when learning in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the socio-emotional challenges of students with visual impairment in your classroom. The scale/ numbers/ represents:

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	The student with visual impairment in your class.....	Scale				
		1	2	3	4	5
1	Are generally uninterested in the subject taught in the class.					
2	Feel that teachers show partiality to some students.					
3	Have problems with forming friends.					
4	Usually feel their needs are neglected by others.					
5	are socially isolated					
6	Most of the time, feel unhappy without any reason.					
7	Usually feel anxious.					
8	Seek high dependency on others.					
9	Feel uncomfortable in social gatherings.					
10	Feel helpless due to visual impairment.					
11	Feel like a stranger in the school.					
12	have poor relations with your classmate students					
13	Have poor self-control.					
14	Are afraid to express their opinions.					
15	Feel that they are less recognized by others.					
16	Have low self-esteem.					
17	Have low confidence					

No	Item	Scale				
1	There is better economic support for students with visual impairments	1	2	3	4	5
2	There is technical support when students with visual impairments are learning in the classroom that meets their needs					
3	There is better health support service for students with visual impairments					
4	There is better counseling support service for students with visual impairments					
5	There is better material support for students with visual impairments					
6	There is better social support for students with visual impairments					

1, What are the major challenges faced by students with visual impairment?

_____

_____

_____

_____.

4. If you have additional ideas write in the blank space

_____

_____

Appendix C

Debre Birhan University

College of Social Science and Humanity

Department of Psychology

Postgraduate Program in Special Needs and Inclusive Education

Questionnaire to be filled by Students with visual impairments

Dear participants, the purpose of this study is to examine academic and socio-emotional challenges faced by students with visual impairment in inclusive education, the case of Haile Mariam Mamo Secondary Schools in Debre Birhan regio Politian city Administration. Hence, you are kindly requested to respond to each item carefully and thoughtfully. Please, be informed that the quality of the finding is dependent on the response you provide to each item genuinely. All the items raised here are equally important to attain the objectives of the study. A response will be kept confidential and used only for the purpose of this research. Given this, your voluntary participation is important to get the necessary data. Therefore, you are kindly requested to respond to the questions with utmost good faith, freely, and to the best of your knowledge. There is no right or wrong answer and no need to write your name on the questionnaires.

Thank you in advance for your time and kind cooperation

III. Background Information of Respondents

Instruction: Write your response in the space provided or put a tick (✓) mark in the given box.

13. Sex: Male☐ Female☐

14. Age: Below 20yrs ☐ 20-30yrs ☐ 31-40yr☐ 41-50yrs☐ 51-60 yrs. & above ☐

15. Education level: High school☐ Certificate☐ Diploma☐ BSC ☐ MSC☐

16. Your occupation or Roles

Student ☐ Teacher ☐ Unit leader ☐ other □

17. Year of experience (only for teachers)

0-7 years☐ 6-10years☐ 11-15 years☐ 16-20 years ☐ 21and more years☐

18. Have you taken any courses related to special needs and inclusive education?

Yes☐ No☐

II. Items Designed to Measure Academic Challenges of Students with Visual Impairment

Instruction: Below are statements that are developed to measure the academic challenges that students with visual impairment face when learning in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the academic challenges of students with visual impairment in your classroom.

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	Item	Scale				
	Challenges related to resources	**1**	**2**	**3**	**4**	**5**
1	There is a lack of writing and teaching material such as Braille, Slate and Style, and audio recorders in the school.					
2	There is a lack of appropriate screen reader equipment software in the school's computer lab.					
3	There is a lack of appropriate scanner equipment and software in the school's computer labs.					
4	The school provides handouts in print form for visually impaired people.					
5	The school does not have specially trained teachers to handle students with visual impairment.					
	Challenges related to facilities/ infrastructure/					
6	The school does not have teaching and learning facilities					

	for learners with visual impairment.					
7	The school's lecture rooms/ classes/are inaccessible to students with visual impairment.					
8	The compound and corridors of the school are inaccessible to learners with visual impairment to easily travel around and go wherever they want to go.					
9	There is no lab access in the school for students with visual impairments.					
10	Teachers use inappropriate classroom arrangements without considering students with visual impairments.					
11	There is a lack of assistive technology in the school for learners with visual impairment.					
12	There is a problem to access the school library for students with visual impairment					
	Challenges related to curriculum					
13	The school has an inflexible curriculum					
14	There is a lack of curriculum adaption by teachers for learners with visual impairment in the school.					
15	There are limited Fields of Study and Subject Choices for students with visual impairments in the school.					
16	There are lack of extracurricular activities in the school for learners with visual impairment.					
	Challenges Related to Methods of Teaching					
17	There is no better cooperative teaching in order to enhance the academic performance of learners with visual impairment					
18	The methods of teaching in the school are not manageable for learners with visual impairment to follow teachers' teaching.					
19	The methods of teaching that teachers used, did not consider the needs of learners with visual impairment.					
20	The methods of teaching are not supported with media that					

	are appropriate for students with visual impairment.					
21	Teachers usually focused on writing notes on the board.					
22	Students with visual impairments in your class lack note-taking skills.					
	Challenges Related to Assessment					
23	There are Inappropriate educational assessment					
24	There are Poorly organized examination session					
25	There are Poorly organized exam weights for students with visual impairment					
26	There is Poor classroom participation in SWVI					
	Challenges related to support provision					
27	There is a lack of technical support when students with visual Impairment in your class faced difficulties.					
28	Students with visual impairment in your class do not get adequate tutorial support according to their needs.					
39	There is a lack of accommodation for students with visual impairment.					
30	Learners with visual impairment are not getting available educational support systems from their teachers					

III. Items Designed to Measure Socio-emotional Challenges of Students with Visual Impairment

Instruction: Below are statements that are developed to measure socio-emotional challenges that students with visual impairment face when learning in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the socio-emotional challenges of students with visual impairment in your classroom. The scale/ numbers/ represents:

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	The student with visual impairment in your class.....	Scale				
		1	2	3	4	5
1	Are generally uninterested in the subject taught in the class.					
2	Feel that teachers show partiality to some students.					
3	Have problems with forming friends.					
4	Usually feel their needs are neglected by others.					
5	are socially isolated					
6	Most of the time, feel unhappy without any reason.					
7	Usually feel anxious.					
8	Seek high dependency on others.					
9	Feel uncomfortable in social gatherings.					
10	Feel helpless due to visual impairment.					
11	Feel like a stranger in the school.					
12	have poor relations with your classmate students					
13	Have poor self-control.					
14	Are afraid to express their opinions.					
15	Feel that they are less recognized by others.					
16	Have low self-esteem.					
17	Have low confidence					

IV. Items Designed to Measure support provision of Students with Visual Impairment

Instruction: Below are statements that are developed to measure support provision of students with visual impairment in inclusive classrooms. Please, read each item and based on your experience indicate how likely you are to agree and put a tick (✓) mark under the alternatives presented on the right side that most accurately describes your degree of perception you have on the academic challenges of students with visual impairment in your classroom.

5 – Strongly agree, 4- Agree 3 – Neutral 2 Disagree 1- Strongly Disagree

No	Item	Scale				
1	There is better economic support for students with visual impairments	1	2	3	4	5
2	There is technical support when students with visual impairments are learning in the classroom that meets their needs					
3	There is better health support service for students with visual impairments					
4	There is better counseling support service for students with visual impairments					
5	There is better material support for students with visual impairments					
6	There is better social support for students with visual impairments					

Appendix D

Debre Birhan University

College of Social Science and Humanity

Department of psychology

Postgraduate Program in Special Needs and Inclusive Education

Interview questions for principals

My name is Banchialem Minichil. I am a Master's Degree student at the DBU. The topic of my study is academic and socio-emotional challenges faced by students with visual impairments in Haile Mariam Mamo secondary school. The purpose of this study is to examine academic and socio-emotional challenges faced by students with visual impairments in Haile Mariam Mamo secondary school. I greatly appreciate your willingness to take the time to answer the following questions. Please give your frank and undeserved information and opinion. All the information you give will be used for research purposes and kept confidential.

Part 1: Background Information.

Date of interview…… Place……

Duration of interview……. Name of the school……

1. Sex: male ☐ female ☐
2. Age: 20-30yrs ☐ 31-40yr ☐ 41-50yrs ☐ 51-60yrs. and above ☐
3. Education level: certificate ☐ Diploma ☐ BSC ☐ MSC ☐
4. Year of experience as a school principal

   0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21and more years ☐
5. Have you taken any courses related to special needs and

   inclusive education? Yes ☐ No ☐

1. How does the school environment contribute to the academic and socio-emotional challenges that face learners with visual impairment in inclusive schools?
2. Do you think the school environment supports learners with visual impairments?
3. Are there enough learning materials for learners with visual impairments?
4. What kind of learning materials do you have and are they enough for all learners with visual impairments?
5. Do you think teaching and learning fully support learners with visual impairments?
6. How can you describe teachers' attitudes toward learners with visual impairments?
7. How do teachers give support to learners with visual impairments, in terms of adjusting learning materials, to accommodate them in the lesson?
8. How do learners with visual impairments select their fields of study?
9. What are the solation improving academic and socio-emotional performance students with visual impairments in inclusive setting?

Appendix F

Debre Birhan University

College of Social Science and humanity Department of psychology

Postgraduate Program in Special Needs and Inclusive Education

Interview questions for Students with Visual impairment

My name is Banchialem Minichil. I am a Master's Degree student at the DBU. The topic of my study is academic and socio-emotional challenges faced by students with visual impairments in Haile Mariam Mamo secondary school. The purpose of this study is to examine academic and socio-emotional challenges faced by students with visual impairments in Hailemareyam Mamo secondary school. I greatly appreciate your willingness to take the time to answer the following questions. Please give your frank and undeserved information and opinion. All the information you give will be used for research purposes and kept confidential.

Part one: Background Information.

Date of interview…… Place……

Duration of interview……. Name of the school……

Grade …….

Name of School……. sex……. age ……

Part Two: Interview Questions

1. What are the major challenges faced by students with visual impairments?
2. Is the infrastructure around the school and classrooms supporting your needs? If not, how bad is it?
3. Which field of study are you taking/doing and why did you choose that field?
4. Are there some subjects that you do not do? Why?
5. Do you have enough textbooks in the library?

6. did you get health, economic, materials, and counseling support in our school or other concerned body?

Appendixes G

Debre Birhan University

College of Social Science and Humanity Department of Psychology

Postgraduate Program in Special Needs and Inclusive Education

(Observation schedule checklist of Teacher 's teaching method& physical environment)

The purpose of this Observation is to check how the answers of the other instruments 'are accurate and to examine academic and socio-emotional challenges faced by students with visual impairment in inclusive education. The case of Hailemareyam Mamo secondary schools in Debre Birhan Town Administration. This information will be used for the purpose of this study to improve the academic and socio-emotional of students with visual impairments in secondary school.

Table 8 Observation schedule checklist regarding teaching method & physical environment 1= not at all 2= partially 3= medium 4= good 5= very good

No	**Teaching method**	**Rating scale**				
		1	2	3	4	5
1	Extra time allowance					
2	The use of teaching materials e.g. visual and audio devices and tactile materials					
3	Encouraging of the learning devices					
4	Adapting written texts					
	Physical environment observed					
5	Safe moving ground					
6	Availability of sanitation/ water, toilet etc./					
7	Availability of seating arrangement					