

**DISABILITY AND COMPLETION OF PRIMARY EDUCATION AMONG  
DISABLED LEARNERS IN SELECTED PRIMARY SCHOOLS  
IN BUSHIYI SUB-COUNTY, BUDUDA DISTRICT**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND  
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**DECLARATION**


I **Wafaka Andrew Makuma (BU/UP/2022/0320)** hereby declare that the work presented in this Research Report is based on my own research and has never been submitted to any institution of learning for an academic award.

Signature.....*Wafaka*.....Date *31/08/2024*.....

**Wafaka Andrew Makuma**

**APPROVAL**

This is to certify that this research titled Disability and Completion of Primary Education among Disabled Learners in Selected Primary Schools in Bushiyi sub-county, Bududa District was carried out by **Wafaka Andrew Makuma** under my supervision and is ready for submission to the examining body of the University.

Signature..........Date.....30/08/2024.....

**Wesswa Nandokha Charles**

## **DEDICATION**

I dedicate this work to my parents; Mr. MakumaNakilele and Namono Pulgeria, my beloved wives, Nandutu Harriet and Kibone Lornah and my children; Khabuya Hellen, Nasaka Esther, Makuma Constant, Namono Annah, Nabutiti Regina and Makuma Nicholas for their encouragement, words of wisdom and financial support.

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## **ABBREVIATIONS AND ACRONYMS**

ADHD	:	Attention Deficit/Hyper activity Disorder.
ASL	:	American Sign Language
CDC	:	Center for Disease Control and prevention
CVI	:	Content Validity Index.
EGR	:	Early Grade Reading
ESEA	:	Elementary and Primary Education Act
ICF	:	International Classification of Functioning
IDEA	:	Individual with Disability Act
ITEK	:	Institute of Teacher Education Kyambogo
MOES	:	Ministry of Education and Sports
PLE	:	Primary Leaving Examinations
SMCs	:	School Management Committees
SNE	:	Special Needs Education
STiR-E	:	School Teachers Initiating for Results in Education
UNICEF	:	United Nations International Children's Education Fund
UNISE	:	Uganda National Institute of Special Needs Education
WHO	:	World Health Organization

## **ABSTRACT**

The study was set to find out the effect of disability on completion of Primary education among Special Needs Education, Learners in Bududa district. The specific objectives of the study included; to find out how visual impairment of learners affects the completion of Primary education among disabled Learners in Bududa district. To establish how hearing impairment of learners affects the completion of Primary education among disabled Learners in Bududa district. To find out how physical disability affects the completion of Primary education among disabled Learners in Bududa district. The study used descriptive survey research design and adopted both qualitative and quantitative approaches. The study population was 558 respondents were a sample size of 228 was selected. The researcher used simple random and purposive sampling as the main sampling techniques. A questionnaire, interview guide and focus group were used in data collection. The study findings revealed that visual impairment is responsible for 42.4% of the variations in completion of Primary education among disabled Learners. Hearing impairment is responsible for 35.7% of the variations in completion of Primary education among disabled Learners. Physical impairment is responsible for 41.6% of the variations in completion of Primary education among disabled Learners. The study concluded that not providing the necessary facilities to teachers and learners makes learning difficult for disabled Learners and hence affecting their completion of Primary education. The study recommends that; the district should put more emphasis on ensuring that timely deliveries are made of materials that can help learners with visual impairment to stay in schools. The management of district should put emphasis on establishing structures in schools that make learning easy for learners with physical disabilities. The district should consider hearing more teachers with sign language skills so as to help administer lessons to pupils with hearing problems

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction**

This study focused on Disability and Completion of Primary Education among Special Needs Education Learners in selected Primary schools in Bushiyi sub-county in Bududa District. The independent variable of the study was Disability and the dependent variable is Completion of Primary Education. The chapter presents the background to the study, statement of the problem, objectives of the study, Significance of the study, conceptual framework and definition of the key terms.

#### **1.1. Background to the study**

The history of Special Needs Education can be traced to ancient times but the most noticeable efforts to enhance it came with the works of two figures considered to be pioneers in the field in the eighteenth and nineteenth centuries. These two figures were Jean Mark Itard with his work with the ‘Wild Boy of Averno’, and Dr. Samuel Gridley Howe who made strides in education of the blind and visually impaired individuals by founding the Perkins school for the Blind. They argued that with Proper teaching methods and attention, people with disability can learn and become productive in the society. Big strides were then made in the United States in the mid-20<sup>th</sup> century, starting with the Elementary and Primary Education Act (ESEA) of 1965 which ushered in an era in equality of education, then the Rehabilitation Act of 1973 guaranteeing Civil rights to disabled people. The latest has been The Individuals with Disability Act (IDEA) of 1990 which focused on best researched and most effective methods for Special Education Teaching. IDEA has redirected additional research, funding and technology on Special Needs Education.

This study was underpinned by different models of disability. There is the Social Model of Disability which says people are disabled by barriers in society and not their impairment or differences. The term was coined by the disabled academic, Mike Olive in 1983. The model identified Systematical barriers; derogatory attitudes and social exclusion which made it difficult to or impossible for individuals with impairments to attain their valued functioning (Wikipedia). This theory was useful in the study to help in identifying and explaining how barriers in the society and attitudes made it difficult for persons with disability to achieve their goals.

The other model is the Medical Model of Disability, which is the brain-child of Psychiatric R.D. Laing (1971). This model views disability as a defect within the individual. It focuses on genetics, neurotransmitters, neurophysiology, and neuroanatomy, among others. It suggests that mental conditions are related to the brain's physical conditions. This helped to analyse disability challenges from the medical perspective.

The study also used the Functional Model of Disability of Saag Nagi (1965). This model is similar to the Medical model in the sense that it views disability as caused by physical, medical or cognitive deficits which limit a person's functioning or the ability to perform functional activities. This helped to explain how an individual's ability to perform certain functions is related to disability status, among others.

Disability is any condition of the body or mind that makes it difficult for the person with the condition to do certain activities and interact with the world around them (Centers for Disease Control and prevention, CDC (2005)). According to world Health Organization (2001) Disability has three dimensions. Impairment refers to a person's body structure or function or mental functioning, for example, loss of limbs, loss of vision, and loss of memory. Activity limitation such as difficulty seeing, hearing, walking or problem solving is part of the impairments. This is tantamount to participation restrictions in normal daily activities such as

working, engaging in social and recreational activities; and obtaining health care and preventive services. These three dimensions stem from developmental conditions that become apparent during childhood such as Attention Deficit/Hyper Activity Disorder (ADHD); Injury- related conditions for example, Brain trauma, spinal cord injury, muscle and bone injury; long standing conditions such as Diabetes; and Progressive conditions such as muscular dystrophy in limb loss or Sclerosis

In Uganda, as in other countries world over, education is known to play a vital role in the development of the individuals, the society and the nation. The Ugandan government has invested both financially and materially to ensure the provision of education for all, including Special Needs by introducing Universal Primary and Primary Education. It created a department of Special Needs both at Ministry and District levels, trained some teachers and formulated policies to ensure that Special Needs learners get the required education; but all these are constrained by various factors. The completion rate among Special Needs Learners who enroll in school is very low. This is even worse in the Bushiyi sub-county in Bududa district with unique challenges. It is against this background that the study of Disability and completion of Primary Education among Special Needs Education Learners in selected schools in Bushiyi sub-county in Bududa district was hinged.

## **1.2. Statement of the Problem**

The government of Uganda, through the Ministry of Education and Sports and other development partners invested a lot in the provision of Primary Education. This was done through the introduction of Universal Primary and Primary Education, interventions such as STiR-E and EGR among others that were calling for inclusion of all learners during the classroom instruction. Bushiyi sub-county in Bududa district does not have any special school for disabled children. All children are enrolled in the inclusive classes regardless of their impairment.

The disabled children in Bushiyi sub-county in Bududa district have to struggle through ordinary formal schools. The teachers in these schools may, therefore, know little or nothing about Special Needs Education and the disabled children are left to struggle with their 'normal' counterparts. This is even worse for those in day schools as handicaps may force them to lag behind or drop out into the streets to beg or go back to the communities where they are demoralized, considered misfortune, cursed, and are regarded as worthless. They cannot dig nor do the tedious task of home keeping. It was, therefore, from this background that the researcher investigated the completion of Primary education among disabled Learners in selected schools in Bushiyi sub-county in Bududa district.

### **1.3 General Objective.**

The purpose of this study was to find out the effects of disability on completion of Primary education among Special Needs Education Learners in Bushiyi sub-county, Bududa district.

### **1.4 Specific Objectives**

- i. To find out how visual impairment of learners affects the completion of Primary education among disabled Learners in Bushiyi sub-county, Bududa district.
- ii. To establish how hearing impairment of learners affects the completion of Primary education among disabled Learners in Bushiyi sub-county, Bududa district
- iii. To find out how physical disability affects the completion of Primary education among disabled Learners in Bushiyi sub-county, Bududa district.

### **1.4. Research Questions**

- i. How has visual impairment affected the completion of Primary education among disabled Learners in Bushiyi sub-county, Bududa district?
- ii. In what way does hearing impairment affect the completion of Primary education among disabled Learners in Bushiyi sub-county, Bududa district?

- iii. How has physical disability affected the completion of Primary education among disabled Learners in Bushiyi sub-county, Bududa district?

## **1.5. Scope of the Study.**

### **1.5.1. Content Scope.**

The study specifically concentrated on disability and how it affected the completion of Primary school education among disabled Learners with a focus on Bushiyi sub-county Bududa district. It focused on the relationship between visual, hearing, and physical impairments and completion of Primary education among disabled Learners in the district.

### **1.5.2. Geographical Scope.**

The study was conducted in selected schools in Bushiyi sub-county, Bududa district which is located in Eastern Uganda. It covered the three government-aided Primary schools and one selected private school in Bushiyi sub-county, district. Those targeted for the study included head teachers, teachers and Learners.

### **1.5.3. Time Scope**

The study covered a period of three months from May to August 2024. This is the time when the researcher went to the field to collect data, analyzed it and wrote the report.

## **1.6. Significance of the study**

It is hoped that this research would be beneficial in the following ways;

The study would help the district leaders, SMCs and school administrators to formulate policies that are beneficial to the children with disabilities.

It would help schools to identify and put up facilities that aid the learning of children with special needs.

It would also help teachers to research and come up with methods of teaching that benefit Learners with special needs

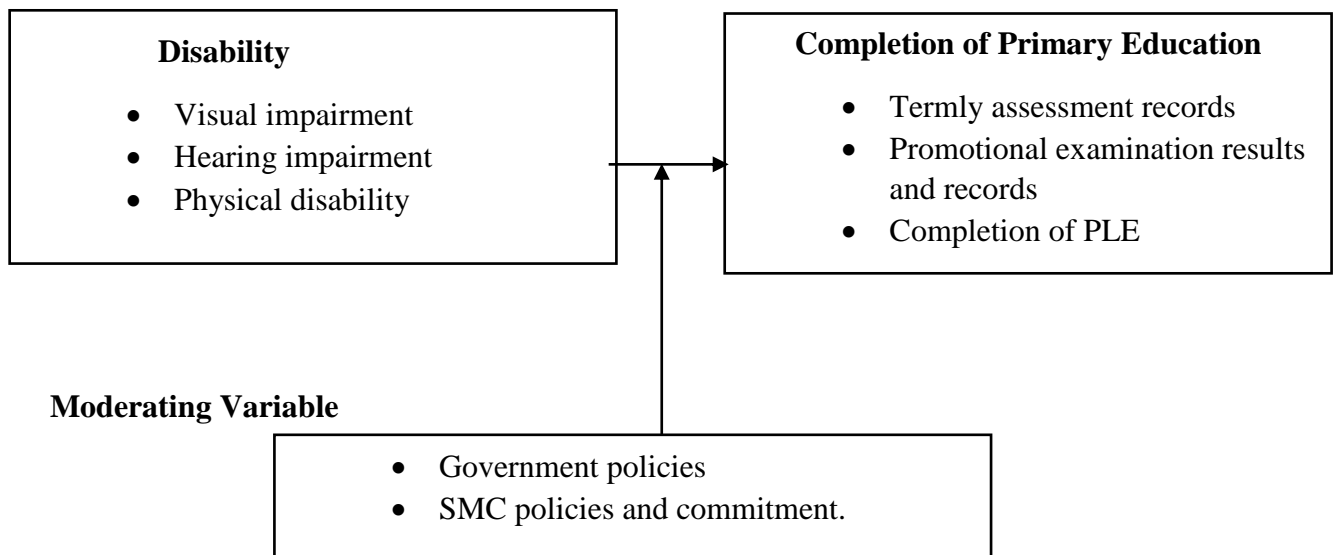
### **1.7. Justification.**

The Ugandan government, through her Ministry of Education and Sports (MOES) promoted Special Needs Education (SNE) in the country. In 1998 it started a department of Special education in the then Institute of Teacher Education Kyambogo (ITEK), Now Kyambogo University which was later, renamed Uganda National Institute of Special Needs Education (UNISE). The institution was created to train special needs education teachers then, as it is still doing now, under Kyambogo University. The government also tried to provide facilities and equipment to various schools that are helpful to Special Needs Learners. These efforts were, however, not adequate even in most parts of the country. Bushiyi sub-county in Bududa district does not have a special school for special needs Learners; and the existing schools do not have qualified teachers and equipment for special needs education. The completion rate of Special Needs Learners has been very low at the district. There is, therefore, need for more information on the link between disability and the completion of Primary education in the district.

### **1.8. Conceptual Framework.**

Figure 1.1 shows the conceptual model which identifies the major variables and their possible patterns of influence on each other.

**Independent Variable      Dependent Variable**



**Fig 1.1 Conceptual Framework**

The conceptual framework in Figure 1.1. illustrates the two main Variables of the study: The independent variables (disability) and the dependent variable (completion of Primary education). The research was, therefore, carried with the assumption that there is a link between disability and the completion of Primary education.

### **1.9. Definition of Operational Terms.**

**Disability:** Any condition of the body or mind that makes it difficult for a person to do certain activities

**Hearing Impairment:** When a person partially or entirely loses their ability to hear sound.

**Physical disability:** This is a limitation on a person’s physical functions, mobility, dexterity, or stamina.

**Primary Education:** It is that education offered after successful completion of the primary school cycle.

**Visual Impairment:** Any kind of visual loss either by someone who cannot see at all or someone who sees partially.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0. Introduction.**

This chapter presents a review of related literature on the relationship between disability and the completion of Primary education among disabled Learners. Focus was on how visual, hearing, and physical impairment affect the completion of Primary education.

## **2.1. Visual Impairment and its effects on completion of Primary education among disabled Learners.**

Mutia, J., (2020) in his study of the obstacles encountered by teachers who teach Learners with visual impairment in Kenya discovered that most teachers were qualified in their fields but their knowledge and ability to teach visually impaired Learners was low; that they had challenges in assessing learners' needs and had difficulty in getting assessment tools. He recommends collaboration with parents and stakeholders and appropriate policies for inclusive education. This study focused on challenges encountered by teachers who teach visually-impaired Learners and focused mainly on assessments, leaving out other aspects. They recommend collaboration and appropriate policies but this may be constrained by lack of will and availability of resources.

Kiggundu N., (2019) in his study of strategies to address challenges faced by visually impaired Learners in accessing electrical information resources at Makerere University library found that there are various challenges faced by visually impaired Learners in accessing the e- library at Makerere University library. He also noted other problems like insufficient equipment, for example, digital recorder devices, embossers, modems, magnifiers, screen readers, among others. He recommends adequate resources in the form of teachers, materials and equipment; and facilities; colleges for special training of Information Communication Technology (ICT) for visually- impaired Learners and training of teachers. However, these findings were based on university level – Makerere which is the most advanced institution of learning in Uganda. This creates a contextual gap since the challenges faced by Learners in smaller institutions, let alone Primary schools in up country districts such as Bududa may be huge hence the need for the study. In the same vein, - Shafiulla S., (2023) also posits that limitations caused by impairment originating from short-comings of the environment lead to many difficulties such as accessing information, using technology and visual materials. He suggested issuing legal regulations, providing profession staff,

trained live readers, teaching aids etcetera. These suggestions may still be constrained by insufficient resources which plague many institutions.

A study by Mulat Alebachew & Silashe (2020) reveal that most teachers lacked training in special needs education and this contributed to the dissatisfaction of Learners especially those with visual impairment and only paid attention to sighted Learners. One of the respondents expressed helplessness with the fact that he could not do what the sighted Learners did. He also expressed frustration with the out of class environment where he bumped into stones, trees and buildings. They suggest solutions of training teachers and the provision of a resource room with the materials to provide services for special needs Learners. Providing a resource room is a good idea but with the required huge finances, which is the biggest challenge faced by many institutions, Bududa district itself may not even have one and thus the need to explore.

Neetu Sing & Babasaheb (2022) say that children with visual impairment come from different backgrounds and hence experience challenges in school since they are unable to see objects at a distance, have trouble reaching and cannot focus on objects or follow them. This is aggravated by lack of support from parents, poorly built classrooms, labelling and negative attitudes, rigid curriculum, dependency and poor learning environment. They suggest orderly sitting, keeping walkways open, handrails, giving Learners extra time, use of assistive devices, allowing verbal responses for assignments, sound projections and use of tactile materials; explaining noise, among others. However, these recommendations are only good in so far as they are achievable. These may be constrained by the lack of policies, lack of good will and the perennial problem of finances to fund such.

Picard D., (2015) highlights the challenges disabled Learners face in the class rooms. He posits that class rooms should be exclusive and should convey respect. The issue of an inclusive class room has plagued many schools' country wide. Most class rooms in Bushiyi

sub-county in Bududa district were constructed without any regard for disabled Learners. Bushiyi sub-county in Bududa district does not have a school with the necessary facilities for special needs Learners. A class room which displays charts and other learning materials on the walls may not benefit a blind student while audio-visual aids may just be useless to a deaf one. Picard does not even give suggestions on how to cope in such situations hence the need to understand how these Learners went through school.

## **2.2. Hearing impairment and its effects on completion of Primary education.**

Alexandra C., (2023) identifies the most significant challenge that deaf Learners in school go through as the communication barrier which extends beyond the class room. She cites lack of awareness and training among teachers, which results in Learners going unrecognized and undeveloped. This can lead to social isolation and emotional impact. She recommends access to appropriate support services such as using sign language interpreters, note takers, and adoption of American Sign Language (ASL). These are good recommendations but still hinge on availability of resources, commitment and well followed policies. The difficulty of every school class room having a sign language interpreter and note takers is extremely enormous. The possibility that hearing-impaired Learners may drop out because of these challenges is extremely high in a district like Bududa which may not even have these experts.

Sphewe, Et al (2020) explores the challenges faced by learners with hearing impairment in a special school environment. In their study of the challenges faced by hearing-impaired learners in a school for the deaf in

Malawi, they found that Learners of special needs education were facing multiple challenges such as shortage of hearing aids, communication barrier with the community surrounding the school, negative attitudes by the community, abandonment by relatives, shortage of teachers and lack of transport facilities. Their recommendation to the Malawian government is to improve financial funding and provide basic hearing equipment and food to all the children.

The issue of financial support and equipment is crucial everywhere. However, the problem in Bududa is worsened by acute food shortages in some seasons both in schools and the community. Children who operate as day scholars may go back home and sleep hungry yet they are expected in school the following morning. This can be frustrating and the children may give up. The issue of abandonment by relatives is a strong case here. The people of Bushiyi sub-county in Bududa view disability in traditional terms where any disability is linked to some misfortune or misadventure or curse. With the challenges highlighted, these Learners may go back to communities where they are demoralized and regarded worthless. Besides, these were challenges in a special school and one would therefore wonder what happens in a mixed environment.

Marilyn L., (2016) compares the experiences deaf Learners go through in class to a normal person trapped in a clear sound proof box where the only way one got information is visually, then one is tested on what he/she has supposedly learnt at the end of the day. She highlights the challenges these Learners face such as acoustics, lighting, language deficiencies, experimental shortages, lip reading/ residual hearing assumptions, inadequate knowledge and awareness, social concerns, problems of collaboration, untailed curriculum and instruction and lack of resources. She also suggests guidelines to mitigate these challenges such as full visual access with best sitting arrangement for full participation, not placing deaf Learners near AC units or near windows or having lights behind interpreters; flexibility by teachers and facing Learners when speaking; placing deaf Learners into smaller groups, providing written digital copies or notes or printed materials and use of interactive white boards and using assistive technology. Marilyn gives a comprehensive picture of the many challenges and the ways to mitigate them but these can only be effectively done in a situation where resources and knowledgeable personnel are readily available which is not the case in a rural district like Bududa.

Engage Education, (2024) also give a similar comparison. They say that going through school with hearing impairment is frustrating for both Learners and teachers – while Learners may feel isolated, the teacher is frustrated by lack of adequate knowledge and equipment. They compare these experiences with a situation of an imaginary pane of glass keeping each from communicating. They also suggest a sensitive approach such as appropriate class room equipment, meeting with parents regularly for emotional support, preventing bullying, raising awareness and fostering a sense of community in the class rooms. Apart from equipment which may need financial resources, creating awareness among parents and colleagues in school may be difficult due to stigma and the rigid culture.

World Bank, (2020). UNICEF together with Starkey Foundation carried out an assessment of learners and supplied learning devices to 1554 children in primary schools in 79 districts in Uganda. This is a good intervention by partners. However, Uganda had 137 districts that year (Uganda Road Fund, 2020). This meant that 56 districts were left out and Primary schools were not included. Most Learners in Primary schools in Bududa do not have access to hearing devices. These would have made a difference during learning as they have to strain hard to get information, and the resultant frustration can force these Learners to drop out.

Messaria T. A, (2016) paints a grim picture of the difficulties encountered by Learners with hearing impairment. According to him, the majority of hearing- impaired children are excluded from any kind of education and that in the income poor countries, most of the available education services in special needs schools are urban based and ill-equipped. In Uganda, the few schools that offer special needs education for children with disabilities are mostly urban based and Bushiyi sub-county was lacking. Those with other disabilities cannot afford to go to schools which are outside the sub-county, and which are too expensive for an average parent from Bududa district.

### **2.3. Physical disability and its effects on completion of Primary education among disabled Learners.**

Kenny, Et al (2012) cite barriers such as inaccessible school buildings, inappropriate bench heights and inaccessible laboratory equipment as hindrances affecting disabled children in schools; while World Bank, (2020) reported that access and quality are affected by constraints ranging from lack of physical capacity and negative attitude. This is very true in most schools in the country. School buildings, benches and learning materials are designed without regard for individual differences. One may find physically disabled children using the same benches with their normal counterparts or using the same laboratory equipment. Such conditions normally mean that physically handicapped Learners are at a disadvantage. They all recommend attention to individual differences but these will require huge effort and finances.

Samyak L., (2021), an author and a polio survivor says that all Learners with disabilities round the world face similar barriers but the degree varies from one country to another. He cites physical inaccessibility because of lack of ramps, or ramps built in such a way that they don't serve their purpose, multiple level buildings with no elevators; and lack of individual attention for specific disability challenges such as the needs of a dwarf student which may be different for those with wheel chairs. Lalit says that the challenges faced by these Learners vary from one country to another. In Uganda, the challenges also vary from one region to another. Bushiyi sub-county and Bududa district in general is known for being a poorly performing district in academics which has plagued the area for a long time.

Sekhri and Anuradha, (2019) contend that participation in co-curricular activities inspire self-confidence. They say that when Learners participate in activities such as music, dance and sport, it is reflected in their self-confidence leading to development of concepts, enhancing learning and individual strengths. They recommend that funds be put aside to prepare appropriate play grounds for football, basketball, and athletics among curricular activities.

All these are good recommendations. The challenge is that most districts in the country do not have facilities or resources for them. Bushiyi sub-county in Bududa district is therefore, not an exception. There are a few facilities which may be inadequate or inappropriate for special needs Learners. These Learners, therefore, feel left out, bored, frustrated and can opt out.

Sean A., (2023) identifies physical barriers that affect the education of physical disabled Learners. These include inaccessible infrastructure, for example, narrow door - way that cannot allow wheel chairs through, stair cases without ramps or elevators, poorly designed class rooms that make it hard for Learners with disability to participate fully, and non-inclusive physical education. He suggests constructing stair cases with accompanying ramps, well-spaced desks and boards that are visible from a wheel chair. These, according to him, should be included in main stream classes when teaching Learners with disabilities. He also suggests a culture that encourages diversity and inclusion, educating other Learners and staff on how to deal with Learners with disabilities. These are good suggestions but he does not give suggestions on how they can be done or how resources are mobilized hence the need to explore further.

Maia S Q Et al (2019) in their study found that Learners with physical disability experience many challenges ranging from insufficient knowledge among sports tutors, discrimination, bullying from healthy peers and negative perception. The others are lack of equipment and travelling facilities, inferiority complex and over protection from parents. They identified the challenges of participating in sports and introduced an interesting dimension of over protection from parents. In Bushiyi sub-county in Bududa district, most parents are known for neglecting, discriminating and despising disabled children. While these children may find challenges at school, it is possible that the situation back home may even be worse.

## **2.4 Summary of the Literature review**

The literature here suggests that disability can affect completion of Primary education. It does not, however give empirical evidence of these effects and; this study tried to cover this gap by providing necessary evidence. It covered the effects of visual impairment, hearing impairment and physical disabilities on completion of Primary education among disabled Learners. It gave the empirical evidence of these effects and this study has tried to cover this gap by providing research evidence.

## **CHAPTER THREE METHODOLOGY**

### **3.0 Introduction**

This chapter presents the research design, study areas, study population and sampling techniques; data collection methods and procedure; data collection instruments, measurement of variables, reliability and validity of instruments; data analysis, ethical considerations and methodological constraints/limitations.

### **3.1 Research design**

The study used Descriptive Survey Research Approach. Descriptive survey research was used because the study was concerned with describing the characteristics of a particular

group. It blends Qualitative and Quantitative method/data to provide relevant and accurate information. It was also time efficient. The qualitative approach was used to collect numerical data for qualification. While the quantitative approach helped to describe information and offer explanations, Questionnaires were used to gather quantitative data while the interview and focus group discussion guides helped with qualitative information.

### 3.2 Area of study

The study was conducted in the three public and one selected private Primary school in Bushiyi sub-county in Bududa district.

### 3.3. Study population

The study targeted Head teachers of the four Primary schools, teachers, Learners with disability and the other Learners especially in candidate classes. A sample size of 104 respondents was selected. These included four (4) Head-teachers, twenty (20) teachers and eighty (80) Learners.

**Table 3.1: Population, Sample Size and Selection Method**

<b>Population Category</b>	<b>Total Population</b>	<b>Sample Size</b>	<b>Sampling Method</b>
Head-teachers	4	4	purposive
Teachers	154	63	Simple random
Learners	400	161	Simple random
<b>Total</b>	<b>558</b>	<b>228</b>	

*Source: Field data (2024)*

### Sampling techniques

The study used purposive and simple random sampling methods. Purposive sampling was used to pick the Head teachers since they were few and therefore expected to give detailed informed data. Simple random technique was used to select the Learners in candidate classes

and teachers, who were many. Only candidate classes were considered since the study was, specifically, concerned with completion of Primary education among disabled Learners. In this case the class register was used where there were two strata for males and females, and then choosing was done randomly from each stratum.

#### **4.4 Data collection methods**

##### **3.4.1 Questionnaire**

The questionnaires were distributed personally to the selected respondents whose answers are limited to the provided alternatives. It also covered all the variables of the study. This method was suitable for teachers.

##### **3.4.2 Interview method**

The researcher interviewed respondents face to face to obtain detailed information on disability and completion of Primary education among disabled Learners in the district. The method was especially suitable for head teachers.

##### **3.4.3 Focus group Discussion**

This focused mainly on Learners. Learners were put in groups to participate in discussion on study issues at hand. The groups were guided by a moderator/facilitator who introduced the topic for discussion and facilitated the group during the discussion

#### **3.5 Research instruments**

##### **3.5.1 Questionnaire Form**

A questionnaire covering all aspects of the variables was designed and it was close ended. The question items used a five-point scale, *1 = strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree.*

##### **3.5.2 Interview guide**

The interview guide was formulated and used for the interview method. It comprised a set of questions covering the objectives of the study.

### **3.5.3 Focus group discussion guide**

This was used by the facilitator to help guide the respondent during the focus group discussion. It covered items in the objectives of the study.

## **3.6 Quality / errorcontrol**

### **3.6.1 Validity**

Validity is the accuracy, meaningfulness and technical soundness of the research instrument Mutai, (2006). It refers to the truthfulness of the findings or the extent to which the instrument is relevant in measuring what it is intended to measure. The validity of the questionnaire was tested using the content validity Index (CVI).

Average of CVI =  $\frac{\text{Number of rated items valid.}}{\text{All the items in the questionnaire}}$

All the items in the questionnaire

### **3.6.2 Reliability**

Reliability refers to the extent to which a measure is without bias, that is, the extent to which an instrument is constant each time it is used. This indicates that the findings should be consistently the same in the event that the study is done again. The test re-test technique was used to test the reliability of the research instrument.

## **3.7. Data collectionprocedure**

A covering letter from Busitema University was used by the researcher as an introduction to the relevant authorities in the areas where the research will be conducted. These included the Head teachers, teachers and the Learners.

The letters also accompanied the questionnaires as they were distributed to the respondents. The questionnaires were then picked from the respondents within one week.

Interviews were conducted with the respondents on appointment. The time and dates for interviews were fixed after agreeing with the authorities and the respondents on the appropriate time and dates

### **3.8 Measurement of variables**

The variables were measured using a five-rate Likert rating scale. A Likert scale is used when responding to a questionnaire where by respondents specify their level of agreement or disagreement to a statement. The five – point scale will include:

1 =Strongly Disagree, 2=Disagree                      3 = Not sure, 4=Agree, 5 = StronglyAgree

### **3.9 Dataanalysis**

#### **3.9.1 Quantitative dataanalysis**

Quantitative data was obtained from teachers using questionnaires. The statistical package for social science (SPSS) will be used to make a descriptive analysis and provide percentages and frequency distribution of data on disability and completion of Primary school education in the district. Conclusions were based on the observed patterns and the frequency with which an aspect appeared. This was presented using tables, percentages and frequencies.

#### **3.9.2 Qualitative dataanalysis**

Qualitative data was obtained from the respondents using interview and focus group discussion. The data was described and explained to make informed conclusions.

### **3.10 Ethical considerations.**

With an introductory letter from Busitema University, permission to carry out the research in the district Primary schools was sought from the Head-teachers of the selected schools

### **3.11 Limitation and Delimitation of Study**

#### **3.11.1 Limitations of the study**

The study was constrained by participants declining to participate in the studyor withholding information. This was mitigated by convincingly/seeking permission and consent from the participants. They were also made aware that the study would not be detrimental to them in any way.

Some participants also failed to return questionnaires on time or deliberately refused to return them or lost them. This was mitigated by the researcher distributing and collecting the

questionnaires personally. The researcher also carried extra copies in case of loss or misplacement.

The finances were also not adequate for the research. There was need for travel to and from the University, hire of transport within Bushiyi sub-county in Bududa district, and meals, among others. The researcher tried to work within his means and also tried to source from friends and well-wishers.

The other constraint was time. The time for carrying out the research affected because the researcher also had other full-time duties to perform and ill health. This required proper planning and agreeing with colleagues at the work place to step in where necessary.

### **3.11.2 Delimitation of Study**

The challenge of overlapping activities was overcome by rescheduling of duties and setting appointments to ensure all activities are carried out.

The financial challenge was overcome through mobilization of finances from relatives and friends to support research activities.

Collection of questionnaires was overcome by ensuring respondents are informed on the deadline of the research program and this helped in ensuring they respond immediately.

Time consequence was overcome by rescheduling other activities prioritizing research activities to meet the deadline.

## CHPATER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter focused on the presentation, analysis and discussion of findings regarding the influence of disability on completion of Primary education among disabled Learners in Primary schools in Bushiyi sub-county in Bududa district. The chapter entails data regarding the demographic characteristics of the respondents, descriptive analysis and inferential analysis as per the stated specific objectives of the study.

#### 4.1 Response rate

The study undertook a response rate to ascertain whether the data collected was sufficient to allow the researcher to proceed with analysis.

**Table 4.1 Response rate**

<b>Tool</b>	<b>Targeted</b>	<b>Received</b>	<b>Response Rate</b>
Questionnaire	63	56	89%

Interviews	04	04	100%
Focus Groups	161	138	86%
<b>Overall</b>	<b>228</b>	<b>198</b>	<b>87%</b>

*Source: Field data (2024)*

Table 4.1 indicates that a total of 63 questionnaires were issued to teachers and about 56 were collected back fully filled hence resulting into a response rate of 89%. In addition, the researcher targeted 4 respondents for interviews which were fully carried out thereby giving a response rate of 100% and finally, in regard to focus groups with pupils, a total of 161 learners were targeted but only 138 participated in the study thereby forming a response rate of 86%. On overall, the response rate was 87% and in accordance with Jon, and Alison (2007), this response rate was adequate enough to permit the researcher proceed with analysis since the author recommend a response rate of at least 60% as being acceptable.

#### **4.2 Demographic Characteristics of respondents**

This sub-section presents the demographic data of the respondents in terms of gender, age bracket, education level and experience as presented in table 4.2 below;

**Table 4.2: Respondents' Demographic Characteristics**

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	34	60.7
	Female	22	39.3
<b>Total</b>		<b>56</b>	<b>100.0</b>
Age bracket	21-30 years	18	32.1
	31-40 years	23	41.1
	41- 50 years	10	17.9
	51 years and above	5	8.9
<b>Total</b>		<b>56</b>	<b>100.0</b>
Education	Diploma	19	33.9
	Bachelor's degree	17	30.4
	Grade III	20	35.7

<b>Total</b>		<b>56</b>	<b>100.0</b>
<b>Experience</b>	1 - 2 years	15	26.8
	3 - 4 years	23	41.1
	5 - 6 years	15	26.8
	6 years and above	3	5.4
<b>Total</b>		<b>56</b>	<b>100.0</b>

*Source: field data (2024)*

Table 4.2 reveals that 60.7% (34) of the respondents were male and 39.3% (22) were female respondents. This means that the number male teachers who participated in this study slightly surpassed that of the female. However, balanced views regarding completion of Primary were obtained since all genders participated in the study. This also implies that the male teachers tend to offer more support to the learners with disabilities and help them complete the Primary level education.

Equally, data collected in relation to age bracket of the respondents reveals that 41.1% (23) were between 31-40 years, 32.1% (18) were 21-30 years, 17.9% (10) were 41- 50 years while 8.9% (5) were 51 years and above. The findings indicate that most of the respondents were in their prime age and hence implying that these are able to offer proper guidance to the learners with disability to complete their Primary education cycle.

Regarding the education level, findings reveal that most of the respondents 35.7% (20) had Grade IIIs, 33.9% (19) were diploma holders while 17% (17) were bachelor degree holders. This means that most of the respondents had attained a certain level of education which is very relevant in providing counselling and guidance which is key in ensuring proper education completion of learners with disabilities.

Table 4.2 indicates that 41.1% (23) of the respondents had worked for 3 - 4 years, 26.8% (15) had worked for 1 - 2 years, 26.8% (15) had worked for 5 - 6 years and 5.4% (3) had worked for 6 years and above. This means that most of the respondents had worked for long meaning

that they clearly understood how to help learners with disabilities to stay in school and complete the Primary level.

### 4.3 Descriptive Findings from the study

This section presents the empirical findings regarding the study as per the study objectives.

The findings are presented descriptively as represented by mean and standard deviation based on a 5 – point likert scale. Additionally, inferential findings including correlation and regression analysis are presented to aiding in answering the research questions, study hypothesis and research objectives. The qualitative data is also presented using quotations from the responses obtained from the field.

#### 4.3.1 Descriptive Findings on Visual Impairment

This section sought the respondent’s responses regarding visual impairment. Data on this objective was collected and presented in table 4.3 below;

**Table 4.3 Descriptive Statistics on Visual Impairment**

	N	Minimum	Maximum	Mean	Std. Deviation
I have appropriate braille skills to support visually impaired learners	56	2	5	3.71	.948
I have adequate teaching and learning materials to help visually impaired learners in a regular class	56	1	5	3.82	1.011
My visually impaired learners have access to brailled textbooks	56	1	5	3.91	.996
Assistive devices such as tape recorders, talking - calculators, speech readers, braille - embossers are available for my visually - impaired learners	56	1	5	4.07	.859
I give individual attention to all my Learners including visually impaired ones	56	1	5	3.98	.944
I use voice projection and call Learners by name for the benefit of visually impaired ones	56	1	5	3.96	1.095
My classroom physical environment is supportive of visually impaired learners	56	1	5	3.91	.940
I involve learners with visual- impairment in co-curricular activities	56	1	5	4.00	1.112
I provide guidance and counseling to learners with visual- impairment	56	2	5	3.86	.862

I conduct regular meetings with parents and school administration on issues concerning Visually - impaired learners	56	2	5	3.73	.924
Valid N (listwise)	56				

*Source: Field Data (2024)*

Regarding the statement ‘I have appropriate braille skills to support visually impaired learners,’ findings presented in the table above reveal that most of the respondents were agreeing with the statement as indicated by a mean score of ( $\mu = 3.71$ ; Std Dev = 0.948). The findings also indicate a low variation which signifies that the greatest number of the respondents was agreeing to the statement. The findings imply that most respondents possessed appropriate braille skills to support visually impaired learners. The findings contradict Mutia (2020) who in his study of the obstacles encountered by teachers who teach Learners with visual impairment in Kenya discovered that most teachers were qualified in their fields but their knowledge and ability to teach visually impaired Learners was low; that they had challenges in assessing learners’ needs and had difficulty in getting assessment tools. An interviewee stated that;

*Most teachers are finding it hard to teach visually impaired Learners because even the facilities to help in teaching are not enough.*

On whether “I have adequate teaching and learning materials to help visually impaired learners in a regular class,” results as per Table 4.3 reveal a mean score ( $\mu = 3.82$ ; Std Dev = 1.011) which is a clear indication that the majority of the respondents were agreeing with the statement. The stated standard deviation also indicates that there was a variation in responses which means that a good number of the respondents were disagreeing to the statement. This finding therefore implies that having adequate teaching and learning materials to help visually impaired learners makes the work of the teachers much easier hence offering better assistance to the learners.

Regarding whether “my visually impaired learners have access to brailled textbooks,” results presented in the table above show a mean score of 3.91 which signifies that most of the respondents were agreeing to the statement. This is supported by a standard deviation of 0.996 which also signify that there was a low variation in responses. This means that visually impaired learners have access to brailled textbooks hence implying that when learners have access to such materials, learning becomes easy for them since they can easily follow what is being taught. These findings disagree with Kiggundu (2019) who in his study of strategies to address challenges faced by visually impaired Learners in accessing electrical information resources at Makerere University library found that there are various challenges faced by visually impaired Learners in accessing the e- library at Makerere University library. He also noted other problems like insufficient equipment, for example, digital recorder devices, embossers, modems, magnifiers, screen readers, among others

Relatedly, concerning whether assistive devices such as tape recorders, talking - calculators, speech readers, braille - embossers are available for my visually - impaired learners, results from the study indicate a mean score of 4.07 which signify that most of the respondents were agreeing with the statement while the stated standard deviation of 0.859 signify that most of the respondents were not so much varying in opinion and this is a clear testament that majority of the respondents were agreeing. This implies that assistive devices such as tape recorders, talking - calculators, speech readers, braille - embossers are available for my visually - impaired learners.

On whether “I give individual attention to all my Learners including visually impaired ones,” findings presented in the table above reveal a mean score of 3.98 signifying that most of the respondents were agreeing with the statement. The state mean score of 0.944 signify that most of the respondents were varying in opinion regarding the statement. The findings mean

that teachers give individual attention to all Learners including visually impaired ones. Neetu Sing & Babasaheb (2022) say that children with visual impairment come from different backgrounds and hence experience challenges in school since they are unable to see objects at a distance, have trouble reaching and cannot focus on objects or follow them

Concerning whether I use voice projection and call Learners by name for the benefit of visually impaired ones, findings presented in the table above reveal a mean score of 3.96 which indicates that most of the respondents were agreeing with the statement and the standard deviation of 1.095 indicates a high variation in responses. The findings mean that teachers use voice projection and call Learners by name for the benefit of visually impaired ones.

On whether my classroom physical environment is supportive of visually impaired learners, findings in the table above reveal a mean score of 3.91 which signify that most of the respondents were agreeing with the statement and the standard deviation of 0.940 indicates that there is a close variation in responses. The findings mean that classroom physical environment is supportive of visually impaired learners and this implies that the having a supportive environment is one of the key aspects which are very crucial in promoting learning for visually impaired learners.

On inquiring whether I involve learners with visual- impairment in co-curricular activities, results presented in the table above show a mean score of 4.00 which signify that the respondents were agreeing to the statement. The stated standard deviation of 1.112 indicates that the respondents were varying in opinion. This means that teachers involve learners with visual- impairment in co-curricular activities.

Regarding whether I provide guidance and counseling to learners with visual- impairment, findings presented in the table above reveal that most of the respondents were agreeing with the statement as indicated by a mean score of 3.86. This is further supported by a standard

deviation of 0.862 signifying a close variation in responses. The findings mean that teachers provide guidance and counseling to learners with visual- impairment.

Finally, regarding whether I conduct regular meetings with parents and school administration on issues concerning Visually -impaired learners, findings presented in the table above reveal a mean score of 3.73 which signify that the respondents were agreeing with the statement and the stated standard deviation of 0.924 indicate that there was a low variance in responses. The findings mean that teachers conduct regular meetings with parents and school administration on issues concerning visually -impaired learners.

**Table 4.4 Effect of Visual Impairment on Completion Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.651 <sup>a</sup>	.424	.413	.61582	.424	39.721	1	54	.000

a. Predictors: (Constant), visual impairment

*Source: Field Data (2024)*

Findings in Table 4.4 reveals an R Square value of 0.424 which signifies that visual impairment among learners with disabilities accounted for 42.4% of the completion rate while the remaining 57.6% was accounted for by other factors. Further the Table also reveal that visual impairment and completion of learners with disabilities are positively related at R = 0.651. According to Mulat Alebachew & Silashe (2020), most teachers lacked training in special needs education and this contributed to the dissatisfaction of Learners especially those with visual impairment and only paid attention to sighted Learners.

### 4.3.2 Descriptive Findings on Hearing Impairment

This section sought the respondent’s responses regarding hearing impairment. Data on this objective was collected and presented in table 4.5 below;

**Table 4.5 Descriptive Statistics on Hearing Impairment**

	N	Minimum	Maximum	Mean	Std. Deviation

I have appropriate knowledge of sign language to help learners with hearing- impairment in class	56	1	5	3.73	1.243
I have adequate teaching and learning materials to help learners with hearing –impairment	56	1	5	4.00	1.044
I use language interpreters to help learners with hearing- impairment	56	1	5	3.91	1.149
Assistive devices such as audio induction (hearing loop), FM System, Infrared system, personal amplified systems are available for my hearing- impaired learners.	55	1	5	4.07	1.052
I give individual attention to all my Learners including those with hearing -impairment.	56	1	5	3.73	1.120
I use visual projection for the benefit of my learners with hearing-impairment	56	1	5	3.91	1.100
My classroom’s physical environment is supportive of learners with hearing-impairment	56	1	5	3.75	1.014
I involve learners with hearing- impairment in co-curricular activities	56	1	5	4.00	1.062
I provide guidance and counseling to learners with hearing- impairment	53	1	5	3.94	.929
I conduct regular meetings with parents and school administrators on issues concerning special needs Learners	53	1	5	4.08	.937
Valid N (listwise)	52				

**Source: Field Data (2024)**

Concerning whether I have appropriate knowledge of sign language to help learners with hearing- impairment in class, findings presented in the table above reveal a mean score of 3.73 which signify that most of the respondents were agreeing with the statement. The stated standard deviation of 1.243 indicates a variation in responses. The findings mean that teachers have appropriate knowledge of sign language to help learners with hearing-impairment in class.

Regarding whether I have adequate teaching and learning materials to help learners with hearing -impairment, findings in the table above reveal a mean score of 4.00 which signify that the respondents were agreeing with the statement. This is supported by a standard

deviation of 1.044 indicates that there was a high variation in responses. The findings mean that teachers have adequate teaching and learning materials to help learners with hearing - impairment.

Regarding whether I use language interpreters to help learners with hearing- impairment, findings presented in the table above reveal a mean score of 3.91 signifying agreement with the statement and the standard deviation of 1.149 indicate that there was a high variation in responses. The findings mean that teachers use language interpreters to help learners with hearing- impairment

On whether assistive devices such as audio induction (hearing loop), FM System, Infrared system, personal amplified systems are available for my hearing- impaired learners, findings presented in the table above reveal a mean score of 4.07 which signify that most of the respondents were agreeing with the statement and the standard deviation of 1.052 which signify that there was a high variation in responses. The findings mean that assistive devices such as audio induction (hearing loop), FM System, Infrared system, personal amplified systems are available for my hearing- impaired learners.

Regarding whether I give individual attention to all my Learners including those with hearing -impairment, findings a presented in the table above show a mean score of 3.73 signifying that the respondents were agreeing to the statement while the standard deviation of 1.120 indicates a high variation in responses. The findings mean that teachers give individual attention to all Learners including those with hearing -impairment.

On inquiring whether I use visual projection for the benefit of my learners with hearing- impairment, findings presented in the table above reveal a mean score of 3.91 signifying that respondents were agreeing with the statement while the standard deviation of 1.100 indicates a high variation in responses. The findings mean that teachers use visual projection for the benefit of my learners with hearing-impairment.

Regarding whether my classroom’s physical environment is supportive of learners with hearing- impairment, findings in the table above reveal a mean score of 3.75 signifying that the respondents were agreeing with the statement. The standard deviation of 1.014 indicates that the respondents were varying in opinion. The findings mean that the classroom’s physical environment is supportive of learners with hearing- impairment.

Regarding whether I involve learners with hearing- impairment in co-curricular activities, findings presented in the table above reveal a mean score of 4.00 implying that respondents were agreeing with the statement. The stated standard deviation of 1.062 indicates a high variation in responses. The findings mean that teachers involve learners with hearing- impairment in co-curricular activities.

Regarding whether I provide guidance and counseling to learners with hearing- impairment, findings presented reveal a mean score of 3.94 which signify that most of the respondents were agreeing with the statement. The stated standard deviation of 0.929 indicates a close variation in responses. The findings imply that teachers provide guidance and counseling to learners with hearing- impairment.

Considering whether I conduct regular meetings with parents and school administrators on issues concerning special needs Learners, findings presented in the table above show a mean score of 4.08 indicate that most of the respondents were agreeing with the statement while the standard deviation of 0.937 indicates a close variance in responses. The finding mean that teachers conduct regular meetings with parents and school administrators on issues concerning

Special Needs Learners.

**Table 4.6 Effect of Hearing Impairment on CompletionModel Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

1	.597 <sup>a</sup>	.357	.345	.65057	.357	29.976	1	54	.000
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a. Predictors: (Constant), hearing impairment

*Source: Field Data (2024)*

Findings in Table 4.6 shows an R Square value of 0.357 which signifies that hearing impairment among learners with disabilities accounted for 35.7% of the completion rate while the remaining 64.3% was accounted for by other factors. Further the Table also reveal that hearing impairment and completion of learners with disabilities are positively related at  $R = 0.597$ .

### 4.3.3 Descriptive Findings on Physical Disability

This section sought the respondent's responses regarding physical disability. Data on this objective was collected and presented in table 4.7 below;

**Table 4.7 Descriptive Statistics on Physical Disability**

	N	Minimum	Maximum	Mean	Std. Deviation
I have appropriate knowledge and skills to help learners who are physically handicapped	56	1	5	3.95	1.182
I have adequate teaching and learning materials to help learners with physical-impairment.	56	1	5	3.80	1.135
I use helpers to assist learners with severe physical- impairment in class.	56	1	5	3.84	1.041
My learners are provided with assistive devices such as wheel chairs, scratches to help them navigate within class or in the school compound.	56	1	5	3.96	1.044
I give individual attention to all my Learners including those who are physically disabled	56	1	5	3.93	1.006
Learners with physical- impairment are provided with appropriate benches and tables appropriate to their challenges.	55	1	5	3.69	1.103
My classroom's physical environment is supportive of Learners who are physically impaired.	56	1	5	3.95	.903
I involve learners with physical- impairment in co-curricular activities	56	1	5	3.95	.980

I provide guidance and counseling to learners with physical –impairment	56	1	5	4.02	.884
I conduct regular meetings with parents and school administrators on issues concerning physically impaired Learners	56	1	5	4.00	.934
Valid N (listwise)	55				

**Source: Field Data (2024)**

Regarding whether I have appropriate knowledge and skills to help learners who are physically handicapped, finding presented in the table above reveal a mean score of 3.95 signifying that most of the respondents were agreeing with the statement and the standard deviation of 1.182 indicates a high variation in responses. The findings mean that teachers have appropriate knowledge and skills to help learners who are physically handicapped. An interviewee disagreed with this by stating that;

*The teachers we have at the moment have limited knowledge and skills to handle learners with physical disability. This is because the district has not taken the initiative to recruit and post more special needs teachers.*

On whether I have adequate teaching and learning materials to help learners with physical-impairment, results in the table above show a mean score of 3.80 signifying that the respondents were agreeing with the statement and the standard deviation of 1.135 indicate a high variance in responses. The findings mean that teachers have adequate teaching and learning materials to help learners with physical-impairment.

Regarding whether I use helpers to assist learners with severe physical-impairment in class, results from the study reveal that most of the respondents were agreeing with the statement as indicated by a mean score of 3.84 and the standard deviation of 1.041 indicate that there was a high variation in responses. The findings mean that teachers use helpers to assist learners with severe physical-impairment in class.

On whether my learners are provided with assistive devices such as wheel chairs, scratches to help them navigate within class or in the school compound, findings presented in the table

above reveal that the respondents were agreeing with the statement as indicated by a mean score of 3.96. The stated standard deviation of 1.044 indicates a high variation in responses. The findings mean that learners are provided with assistive devices such as wheel chairs, scratches to help them navigate within class or in the school compound. An interviewee stated that;

*We as a school have no capacity to provide these devices but we also expect the parents to play their part by buying these items to support the learners while in school.*

On whether I give individual attention to all my Learners including those who are physically disabled, findings presented in the table above reveal a mean score of 3.93 which signify that the respondents were agreeing with the statement. The stated deviation of 1.006 signifies a high variation in responses. The findings mean that teachers give individual attention to all my Learners including those who are physically disabled.

Regarding whether learners with physical- impairment are provided with appropriate benches and tables appropriate to their challenges, findings presented in the table above reveal a mean score of 3.69 signifying agreement with the assertion. The standard deviation of 1.103 indicates that the respondents were varying in opinion. The findings mean that learners with physical- impairment are provided with appropriate benches and tables appropriate to their challenges.

Regarding whether my classroom's physical environment is supportive of Learners who are physically impaired, findings presented in the table above reveal that most of the respondents were agreeing with the statement. The stated standard deviation of 0.903 indicates that there was a close variation in responses. The findings mean that the classroom's physical environment is supportive of Learners who are physically impaired.

On whether I involve learners with physical- impairment in co-curricular activities, findings presented in the table above show that the respondents were agreeing with the statement as

indicated by a mean score of 3.95 while the stated standard deviation of 0.980 indicate a close variation in responses. The findings mean that teachers involve learners with physical-impairment in co-curricular activities.

*We do encourage the learners to take part in the various co-curricular activities within the school since these are very healthy for them.*

Concerning whether I provide guidance and counseling to learners with physical -impairment, findings presented in the table above reveal a mean score of 4.02 signifying agreement with the assertion. The stated standard deviation of 0.884 reveals a close variation in responses. The findings mean that teachers provide guidance and counseling to learners with physical -impairment.

Regarding whether I conduct regular meetings with parents and school administrators on issues concerning physically impaired Learners, findings presented in the table above reveal a mean score of 4.00 which signify that the respondents were agreeing with the statement. The standard deviation of 0.934 indicates a close variation in responses. The findings mean that teachers conduct regular meetings with parents and school administrators on issues concerning physically impaired Learners.

**Table 4.8 Effect of Physical Impairment on Completion Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.645 <sup>a</sup>	.416	.405	.61996	.416	38.474	1	54	.000

a. Predictors: (Constant), physical impairment

**Source: Field Data (2024)**

Findings in Table 4.6 shows an R Square value of 0.416 which signifies that physical impairment among learners with disabilities accounted for 41.6% of the completion rate while the remaining 58.4% was accounted for by other factors. Further the Table also reveal

that hearing impairment and completion of learners with disabilities are positively related at  $R = 0.645$ .

### 4.3.3 Descriptive Findings on Completion

This section sought the respondent's responses regarding completion. Data on this objective was collected and presented in table 4.7 below;

**Table 4.7 Descriptive Statistics on Completion**

	N	Minimum	Maximum	Mean	Std. Deviation
Negative attitudes and stigma from both the Learners, teachers and parents discourage disabled Learners from completing Primary education.	56	1	5	3.79	1.039
Inappropriate curriculum affects the performance of disabled Learners in Primary schools	56	1	5	3.96	1.078
Lack of qualified teachers influences the performances and completion of Primary education among disabled Learners	56	1	5	3.88	1.028
Long distance to and from school affects the completion of Primary education among day schooling disabled Learners	56	1	5	3.96	1.008
Limited resources undermine the provision of Primary education to the disabled Learners	56	1	5	3.86	.999
Inappropriate physical infrastructure affects the completion of Primary education among disabled Learners	56	1	5	3.95	1.017
Inappropriate teaching/learning aids affects the completion of Primary education among Learners	56	1	5	3.80	1.135
Children with disability are at greater risks of school violence and bullying	56	1	5	4.00	.953
Lack of coordination and collaboration among teachers, school administrators and stakeholders affect the completion of Primary education of disabled Learners	56	1	5	3.66	1.149
Societal norms and attitudes influence the completion of Primary education among disabled Learners	56	1	5	3.96	.990
Valid N (listwise)	56				

*Source: Field Data (2024)*

Regarding whether negative attitudes and stigma from both the Learners, teachers and parents discourage disabled Learners from completing Primary education, findings presented in the

table above reveal a mean value of 3.79 which signifies that the respondents were agreeing with the assertion. This is also supported by a standard deviation of 1.039 which signifies that there was a high variance in responses. The findings mean that negative attitudes and stigma from both the Learners, teachers and parents discourage disabled Learners from completing Primary education. A focus group discussion indicated that;

*We face a lot of stigma from our fellow learners in the school and this has made it difficult for us to feel comfortable while in school. But also, some teachers don't give us the attention and support like they do to our colleagues and this also affects our being in school and find it better to stay home.*

Concerning whether inappropriate curriculum affects the performance of disabled Learners in Primary schools, results presented in the table show that most of the respondents were agreeing with the statement as indicated by a mean score of 3.96. This further supported by a standard deviation of 1.078 which signifies that the respondents were varying in their opinion in regard to the assertion. The results imply that inappropriate curriculum affects the performance of disabled Learners in Primary schools.

Similarly, on whether lack of qualified teachers influences the performances and completion of Primary education among disabled Learners, results presented in the table above show that most of the participants in the study were agreeing to the assertion as indicated by a mean score of 3.88 which is further supported by a standard deviation of 1.028 which signify variations in responses. The findings mean that lack of qualified teachers influences the performances and completion of Primary education among disabled Learners.

On whether long distance to and from school affects the completion of Primary education among day schooling disabled Learners, results in the table above reveal a mean score of 3.96 which signify that most of the respondents were agreeing to the statement and the standard deviation of 1.008 indicate variations in the responses. The findings therefore imply that long

distance to and from school affect the completion of Primary education among day schooling disabled Learners. A focus group discussion indicated that;

*Yes, it is true since most of us come from a poor background, we therefore find trekking long distance to school quite disturbing to us and so we with physical disability by the time you reach school when you are completely exhausted and cannot concentrate in class.*

On whether limited resources undermine the provision of Primary education to the disabled Learners, results presented in the table above reveal a mean score of 3.86 which signify that the respondents. The findings are supported by a standard deviation of 0.999 which signifies a variation in responses. The findings mean that limited resources undermine the provision of Primary education to the disabled Learners.

On whether inappropriate physical infrastructure affects the completion of Primary education among disabled Learners, findings presented in the table above reveal that most of the respondents were agreeing with the statement as indicated by a mean score of 3.95 and the stated standard deviation of 1.017 indicates a high variation in responses. The findings imply that inappropriate physical infrastructure affects the completion of Primary education among disabled Learners. A focus group discussion revealed that;

*The infrastructure in this school does not favor us at all. For instance, the classrooms are highly raised which make it difficult for some us to freely enter and come out of the class. This really inconveniences us since we share the same facilities with others.*

Considering whether inappropriate teaching/learning aids affects the completion of Primary education among Learners, findings presented in the table above show a mean score of 3.80 which signify that the respondents were agreeing with the statement and the standard deviation of 1.135 indicate a high variation in responses. The findings mean that

inappropriate teaching/learning aids affect the completion of Primary education among Learners.

Similarly, findings reveal that children with disability are at greater risks of school violence and bullying as indicated by a mean score of 4.00 and this is supported by a standard deviation of 0.953 which signifies a close variation in responses. The findings imply that children with disability are at greater risks of school violence and bullying.

When asked whether lack of coordination and collaboration among teachers, school administrators and stakeholders affect the completion of Primary education of disabled Learners, findings as per the table above reveal a mean score of 3.66 which signifies that the respondents were agreeing to the assertion. This is also supported by a standard deviation of 1.149 which signifies variations in responses. The findings mean that lack of coordination and collaboration among teachers; school administrators and stakeholders affect the completion of Primary education of disabled Learners.

Finally, on inquiring whether societal norms and attitudes influence the completion of Primary education among disabled Learners, findings presented in the table above reveal a mean score of 3.96 signifying that the respondents were agreeing with the statement. This is also supported by a standard deviation of 0.990 signifying that the respondents were varying in opinion to a low extent. These findings imply that societal norms and attitudes influence the completion of Primary education among disabled Learners.

**Table 4.8 Multiple Model Summary findings on Disability and CompletionModel Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.734 <sup>a</sup>	.539	.512	.56139	.539	20.259	3	52	.000

a. Predictors: (Constant), physical impairment, hearing impairment, visual impairment

**Source: Field Data (2024)**

The model summary in table 4.8 above using predictor physical impairment, hearing impairment, and visual impairment reveals that the R Square value (coefficient of

determination) is 0.539. This implies that 53.9% ( $0.539 \times 100$ ) variations in completion of Primary education among disabled Learners in selected Primary schools in Bushiyi sub-county in Bududa is explained by physical impairment, hearing impairment, and visual impairment while the remaining 46.1% is explained by other factors. The findings imply disability has a significant effect towards completion of Primary education among disabled Learners.

The researcher also ran regression analysis to ascertain the individual contributions of the dimensions of disability on completion of Primary education among Learners with disability. The results are presented in table 4.9 below.

**Table 4.9 Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.007	.507		-.013	.990
1 Visual impairment	.370	.153	.318	2.409	.020
Hearing impairment	.252	.148	.216	1.709	.093
Physical impairment	.374	.154	.314	2.426	.019

a. Dependent Variable: completion

*Source: Field Data (2024)*

From table 4.9 above, the standardized coefficient statistics reveal that visual impairment has the greatest effect completion of Primary education among disabled Learners as per the ( $\beta = 0.318$ ,  $t = 2.409$ ,  $\text{Sig} = 0.020$ ) which is less than the common significance level of 0.05. The findings imply that visual impairment has a significant effect on completion of education among the learners with disabilities.

The standardized coefficient statistics shows that physical impairment is the second strongest predictor of completion as per the ( $\beta = 0.314$ ,  $t = 2.426$ ,  $\text{Sig} = 0.019$ ) which is less than 0.05. This implies that in terms of completion, physical impairment has a significant effect on completion of Primary education.

Finally, the standardized coefficient statistics reveals that hearing impairment is the least predictor of completion as per the ( $\beta = 0.216$ ,  $t = 1.709$ ,  $\text{Sig} = 0.093$ ) which is greater than 0.05. This implies that in terms of completion, physical impairment has an insignificant effect on completion of Primary education.

## **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter comprised of the summary of findings, conclusions drawn from the study and recommendations made by the study as per the stated specific objectives. The chapter also contains the proposed areas for further research.

### **5.1 Summary of findings**

#### **5.1.1 Visual Impairment and Completion of Primary Education among Disabled Learners**

Findings from the study revealed that visual impairment is responsible for 42.4% of the variations in completion of Primary education among disabled Learners and the remaining 57.6% was accounted for by other factors. Further, the study indicated that visual impairment and completion of Primary education were positively correlated at  $R = 0.651$ . Finally, it was also evident that reveal that visual impairment has the greatest effect completion of Primary education among disabled Learners as per the ( $\beta = 0.318$ ,  $t = 2.409$ ,  $Sig = 0.020$ ) which is less than the common significance level of 0.05.

#### **5.1.2 Hearing Impairment and Completion of Primary Education among Disabled Learners**

Results from the study indicated that hearing impairment is responsible for 35.7% of the variations in completion of Primary education among disabled Learners and the remaining 64.3% was accounted for by other factors. Further, the study indicated that hearing impairment and completion of Primary education were positively correlated at  $R = 0.597$ . Finally, hearing impairment is the least predictor of completion as per the ( $\beta = 0.216$ ,  $t = 1.709$ ,  $Sig = 0.093$ ) which is greater than 0.05.

#### **5.1.3 Physical Impairment and Completion of Primary Education among Disabled Learners**

Results from the study show that physical impairment is responsible for 41.6% of the variations in completion of Primary education among disabled Learners and the remaining

58.4% was accounted for by other factors. Further, the study indicated that physical impairment and completion of Primary education were positively correlated at  $R = 0.645$ . Finally, physical impairment is the second strongest predictor of completion as per the ( $\beta = 0.314$ ,  $t = 2.426$ ,  $\text{Sig} = 0.019$ ) which is less than 0.05.

## **5.2 Conclusion**

The following conclusions are drawn from the study

### **5.2.1 Visual Impairment and Completion of Primary Education among Disabled Learners**

From the findings, the researcher concludes that visual impairment is one of the key determinant factors for completion of Primary education among disabled Learners. Therefore, putting more emphasis on ensuring that proper care is given to learners with visual impairment can help minimize the dropout rate and increase the completion rate. The study also observes that having teachers who possess appropriate braille skills to support visually impaired learners can significantly encourage the learners to stay and complete the Primary education as these will be attended to from time to time. Having adequate teaching and learning materials to help visually impaired learners makes the work of the teachers much easier hence offering better assistance to the learners.

### **5.2.2 Hearing Impairment and Completion of Primary Education among Disabled Learners**

In line with this objective, the researcher concludes that hearing impairment is one of the key determinants of completion of Primary education among disabled Learners. Having appropriate knowledge of sign language to help learners with hearing- impairment in class can play a key role in ensuring their completion of Primary education. Having use language interpreters to help learners with hearing- impairment can make it easy for the teachers to communicate with learners having hearing problems and this help them to move at the same pace with those who don't have the same problem.

### **5.2.3 Physical Impairment and Completion of Primary Education among Disabled Learners**

The study concludes that physical impairment has a significant effect on completion of Primary education among disabled Learners. The study further concludes that teachers have appropriate knowledge and skills to help learners who are physically handicapped. The available teaching materials are adequate enough to allow teachers attend to learners and hence making it easy for the learners to adopt and be able to complete their studies.

### **5.4 Recommendations**

The study recommends that the district should put more emphasis on ensuring that timely deliveries are made of materials that can help learners with visual impairment to stay in schools for instance, having enough brailled reading materials and computer audio software can play a significant role in transforming the lives and bring back hope to visually impaired learners.

The management of district should put emphasis on establishing structures in schools that make learning easy for learners with physical disabilities. For instance, constructing friendly washrooms and other facilities like classrooms and desks can help encourage the learners stay and complete their education.

The district should consider hiring more teachers with sign language skills so as to help administer lessons to pupils with hearing problems. This shall help the learners to quickly learn just like those without the hearing impairment.

### **5.4 Areas for further research**

Further studies can be conducted on the following areas:

1. Community Perceptions on the Capability of Disabled and Impaired Learners to Perform well Academically.

2. Stakeholder Involvement in the Retention and Completion Rates of Learners with Special Education Needs.
3. The Effectiveness of Teachers in the Retention and Completion of Primary Education by Learners with Special Education Needs.

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## **APPENDIX 1: QUESTIONNAIRE FOR TEACHERS**

Dear respondent,

My name is Wafaka Andrew Makuma, a student of Busitema University, Faculty of Science and Education. I am conducting research on ‘*Disability and completion of Primary Education among Disabled Learners in selected Primaryschools in Bushiyi sub-county inBududa district.*’ The investigation is purely for academic purposes and all the information gathered will strictly be kept confidential. The study is in partial fulfillment for the award of a Bachelor of Education degree of Busitema University. Because of your knowledge and experience, you have been identified to contribute to this study.

I will be grateful if you respond to the questionnaire frankly and honestly.

**SECTION A: BIO DATA OF RESPONDENTS** (please tick the right option in the spaces provided)

A1. What is your age range?

- a). 21-30 years  40 years c). 41-50  years d) 51 and above

A2. Sex

- a). Male  b). Female

A3. Highest Education level

- a). Diploma  b). Bachelor's Degree c).  II

A4. How long have you been working in this school?

- a). Less than One year
- b). 1-2 years
- c). 3-4 years
- d). 5-6 years
- e). 6 and above

**SECTION B: Visual Impairment of learners in Primary school.**

For each of the following statements, please indicate (by ticking), how far you agree with them. Use the following scale, (Strongly disagree-1, Disagree-2, Not sure-3, Agree-4,

		<b>Opinion</b>				
	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I have appropriate braille skills to support visually impaired learners					
2.	I have adequate teaching and learning materials to help visually impaired learners in a regular class					
3.	My visually impaired learners have access to brailled textbooks					
4.	Assistive devices such as tape recorders, talking - calculators, speech readers, braille - embossers are available for my visually - impaired learners					
5.	I give individual attention to all my Learners including visually impaired ones					
6.	I use voice projection and call Learners by name for the benefit of visually impaired ones					
7.	My classroom physical environment is supportive of visually impaired learners					
8.	I involve learners with visual- impairment in co-curricular activities					
9.	I provide guidance and counseling to learners with visual- impairment					
10.	I conduct regular meetings with parents and school administration on issues concerning Visually -impaired learners					

### **SECTION C: Hearing impairment of learners in Primary school**

For each of the following statements, please indicate (by ticking) the extent to which you agree with them. Use the following scale, (*Strongly disagree -1, Disagree -2, not sure -3, Agree – 4, Strongly agree -5*).

		<b>Opinion</b>				
	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I have appropriate knowledge of sign language to help learners with hearing- impairment in class					
2.	I have adequate teaching and learning materials to help learners with hearing –impairment					
3.	I use language interpreters to help learners with hearing- impairment					

4.	Assistive devices such as audio induction (hearing loop), FM System, Infrared system, personal amplified systems are available for my hearing- impaired learners.					
5.	I give individual attention to all my Learners including those with hearing -impairment.					
6.	I use visual projection for the benefit of my learners with hearing-impairment					
7.	My classroom's physical environment is supportive of learners with hearing- impairment					
8.	I involve learners with hearing- impairment in co-curricular activities					
9.	I provide guidance and counseling to learners with hearing-impairment					
10.	I conduct regular meetings with parents and school administrators on issues concerning special needs Learners					

**SECTION D: Physical impairment of learners in Primary school**

For each of the following statements, please indicate (by ticking) the extent to which you agree with them. *Use the following scale, (Strongly disagree -1, Disagree -2, not sure -3, Agree – 4, strongly agree -5).*

		Opinion				
	STATEMENT	1	2	3	4	5
1.	I have appropriate knowledge and skills to help learners who are physically handicapped					
2.	I have adequate teaching and learning materials to help learners with physical- impairment.					
3.	I use helpers to assist learners with severe physical- impairment in class.					
4	My learners are provided with assistive devices such as wheel chairs, scratches to help them navigate within class or in the school compound.					

5	I give individual attention to all my Learners including those who are physically disabled					
6	Learners with physical- impairment are provided with appropriate benches and tables appropriate to their challenges.					
7	My classroom's physical environment is supportive of Learners who are physically impaired.					
8	I involve learners with physical- impairment in co-curricular activities					
9	I provide guidance and counseling to learners with physical – impairment					
10	I conduct regular meetings with parents and school administrators on issues concerning physically impaired Learners					

**SECTION E: General influence of Disability on the Completion of Primary education among disabled Learners.**

For each of the following statements, please indicate (by ticking) the extent to which you agree with them. *Use the following scale, (Strongly disagree- 1, Disagree- 2, not sure- 3, Agree- 4, strongly agree-5)*

		Opinion				
	STATEMENT	1	2	3	4	5
1.	Negative attitudes and stigma from both the Learners, teachers and parents discourage disabled Learners from completing Primary education.					
2.	Inappropriate curriculum affects the performance of disabled Learners in Primary schools					
3.	Lack of qualified teachers influences the performances and completion of Primary education among disabled Learners					
4.	Long distance to and from school affects the completion of Primary education among day schooling disabled Learners					
5.	Limited resources undermine the provision of Primary education to the disabled Learners					
6.	Inappropriate physical infrastructure affects the					

	completion of Primary education among disabled Learners					
7.	Inappropriate teaching/learning aids affects the completion of Primary education among Learners					
8.	Children with disability are at greater risks of school violence and bullying					
9.	Lack of coordination and collaboration among teachers, school administrators and stakeholders affect the completion of Primary education of disabled Learners					
10.	Societal norms and attitudes influence the completion of Primary education among disabled Learners					

## **APPENDIX 11: INTERVIEW GUIDE FOR HEAD TEACHERS**

### **Visually - impaired learners in school**

1. In your option, do you think the teachers in the school are adequately equipped with the knowledge and skills to help Learners with visual- impairment?
2. Do you think the school has provided adequate teaching and learning materials to help learners with hearing-impairment? If yes which ones?

3. How would you rate the school's physical environment in relation to visually-impaired learners?

### **Hearing impaired-Learners**

1. Are the teachers in your school equipped with the necessary skills and knowledge to help hearing -impaired Learners?
2. What do you have to say about the provision of assistive devices to hearing-impaired learners in the school?
3. What is your view concerning learners with hearing-impairment participating in co-curricular activities?

### **Physically impaired Learners**

1. Do you think the school has provided appropriate infrastructure for learners with physical-impairment? What are they?
2. What do you have to say about Learners with physical- impairment's involvement in games and sport in the school?
3. What is your view concerning parents, community and other stake holder's involvement in the education of learners with social needs.
4. What is your view concerning the implementation of policies concerning physically-impaired learners?



### **APPENDIX III: FOCUS GROUP DISCUSSION GUIDE FOR LEARNERS.**

1. What are the factors that affect visually impaired-Learners' completion of Primary education?
2. What challenges are faced by hearing- impaired Learners in pursuing Primary education in the school?
3. What factors affect physically- impaired Learners in their pursuit of Primary education?

