

**THE PSYCHO-SOCIAL EFFECTS OF DISABILITY ON THE
CHILDREN'S EDUCATION IN RIVER OLI DIVISION
ACASE STUDY OF THREEE SCHOOLS
IN ARUA MUNICIPALITY**

BY

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DPE/20669/71/DU-AR

**ARESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF DIPLOMA IN
EDUCATION PRIMARY OF KAMPALA
INTERNATIONAL UNIVERSITY**

MAY 2010

DECLARATION

I Alokore Twaha, hereby declare that this is the original work of my research and it has not been submitted to any university for any award.

Sign Chakuchaku

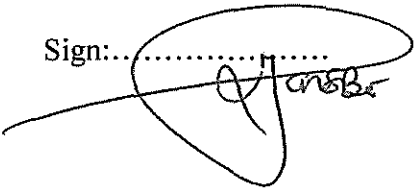
date 25.08.2010

APPROVAL

This research report has been under my supervision and is now ready for submission to
Kampala International University with my approval.

NAME: ACELLAM BEN (DOBA) CAND. MUK.

Sign:.....

A handwritten signature in black ink, appearing to read 'Acellam Ben (Doba) Cand. Muk.', written over a dotted line. The signature is enclosed within a large, hand-drawn oval.

Date 24/09/2018.....

DEDICATION

This work is dedicated to my beloved mother, brother Okali Piya and sister Monday.

I also dedicate this work to my former friends like Enyanya, Bidonq and those I have not mentioned by names as well.

ACKNOWLEDGEMENT

I would like to appreciate the support of my dear mother who gave me the whole of her heart to finance my education in monetary ways.

I don't forget my lecture and supervisor Mr. Acellam Ben. Your support, guidance and sense of direction made me produce this work.

I need to acknowledge my friends like Lema Dickson, for the continuous encouragement during the time I was struggling with my research.

May the Almighty Allah reward all of you!

ABSTRACT

The study found out the Psycho-Social effects of disability on the children's Education in River Oli Division.

The study was guided by three objectives or hypotheses which asked about performance of the children with disability, the integration or relationship of the disabled and their counterparts, i.e. the non disabled, and the role of the curriculum in modeling the disabled children.

The study was facilitated and done using three authentically tested tools, i.e. Interviews, questionnaires, and checklist for collecting the needed data. The data was processed depending on its nature, i.e. qualitative data was analysed using word interpretation as quantitative data was presented, analysed and discussed using mathematical diagrams.

The study found out that the curriculum was not favourable to the disabled, who weren't examination dwarfs. The study further found out that the children in the integrated set up were friendly and a good relationship existed between them. The study also found out that the disabled children were slow learners and that was one of the reasons for underperformance.

TABLE OF CONTENTS

DECLARATION	II
APPROVAL	III
DEDICATION	IV
ACKNOWLEDGEMENT	V
ABSTRACT	VI
TABLE OF CONTENTS	VII
CHAPTER ONE	1
INTRODUCTION.....	1
BACK GROUND OF THE STUDY	1
RESEARCH QUESTIONS.....	3
HYPOTHESES OF THE STUDY	3
STATEMENT OF THE PROBLEM	3
PURPOSE OF THE STUDY	3
OBJECTIVES OF THE STUDY	4
SCOPE OF THE STUDY	4
SIGNIFICANCE OF THE STUDY	4
CHAPTER TWO	5
REVIEW OF THE RELATED LITERATURE	5
SLOW LEARNERS.....	5
INTEGRATION RELATIONSHIP	6
CURRICULUM DESIGN NATURE	7
CHAPTER THREE.....	9

THE RESEARCH METHODOLOGY	9
INTRODUCTION.....	9
THE STUDY DESIGN.....	9
THE AREA OF THE STUDY	9
SAMPLING AND SAMPLING TECHNIQUES	9
THE RESEARCH INSTRUMENTATION	10
THE VALIDITY OF THE STUDY TOOLS.....	10
THE RELIABILITY OF THE TOOLS	10
DATA COLLECTION.....	11
DATA ANALYSIS	11
CHAPTER FOUR.....	12
DATA PRESENTATION ANALYSIS AND INTERPRETATION	12
CHAPTER FIVE.....	17
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	17
DISCUSSIONS	17
CONCLUSION.....	19
RECOMMENDATIONS	19
CHECK LIST GUIDE	20
QUESTIONNAIRE FOR HEAD OF DEPARTMENT Error! Bookmark not defined.	
SLOW LEARNERS..... Error! Bookmark not defined.	
INTEGRATIONAL RELATIONSHIP..... Error! Bookmark not defined.	
CURRICULUM DESIGN	23

CHAPTER ONE

INTRODUCTION

This chapter of the research mainly covered the background of the study, statement of the problems, purpose of the study, objectives of the study, scope of the study, significance of the study and delimitations of the study.

BACK GROUND OF THE STUDY

The tolerance and acceptance of people who are different in any given society is also an expression of that society's cultural level. There is great difference in the status of the handicapped person from one society to another. In certain societies the handicapped may be regarded as social outcasts, whereas in other societies they are fully integrated and it is only the extend of the persons handicap which limits his/ her participation.

So often, when a handicapped person is excluded from other schools or workplace or from any participation in daily living activities, it is any expression of the non-handicapped person's negative attitude at the action level.

Handicap, there fore refers to the disadvantage for a given individual that limits or prevents the fulfillment of role that is normal, depending on age, sex and socio-cultural factors.

This means that a person with disability is only disabled when doing a certain activity involving particular part of the body which would be crucial.

The need for a handicapped child to attend school with colleagues and peers has been realized for quite some time now, so that the handicapped child realizes from an early stage in his /her life that he/she is not isolated from the rest of the society.

But the difference always arises from the classroom situation and academic out put.

There the question, what brings about this has always remained a difficult one. That was why the researcher thought of finding out the psycho-social effects of disability on the children s academic work.

Because disability arises from impairment and impairment is the lack of ability to perform an activity in the manner or within the range considered normal for a human being (Tracy 1993).

Disability is not inability (WHO 1993) disability is any restriction or lack of resulting from impairment.

Conclusively handicap is the result of the combined effect of functional limitations, the attitudes of the society towards people with that kind of limitations, the behavior of members of the society as it affects the disabled persons and the environment, and the reaction of the Childs family to the manifestations of social attitudes and behavior , and the influences all these have on the Childs self-image, personality, ambition, determination and social courage.

It is up to the family because it has a fundamental influence on the image outsiders have of the child and the impact it has on the child.

These children need to be given more chances to prove their worth and demonstrate their ability in education.

RESEARCH QUESTIONS

1. Why are the highly placed positions in the offices for the disabled occupied by the non –disabled?
2. In the top scorers charts, the disabled children have never appeared much, what could be the cause?
3. Why are the children not mixing freely at the school communities?

HYPOTHESES OF THE STUDY

The study was guided by the following statements of prediction,

- Children with disability are slow and so, they don't perform well.
- Children with disability have poor integration relationship with the non-disabled ones.
- The curriculum designed doesn't favor the operations of the children with disability.

STATEMENT OF THE PROBLEM

Disability has got Avery wide and varied psycho-social effects on children's education because not a single disabled is highly employed in any of the offices in Arua Municipal and river Oli division in particular.

PURPOSE OF THE STUDY

The purpose the study was to find out the psycho-social effects of disability on the children's education in river Oli Division and to suggest solutions.

OBJECTIVES OF THE STUDY

- To find out if the children do not perform well.
- To investigate the relationship between the children in integrated situation.
- To find out whether the curriculum is not the one in favor of the disable children.

SCOPE OF THE STUDY

The study targeted the school children in primary schools of river Oli division –Arua Municipality.

The researcher would select his respondents out of the sampled primary schools.

SIGNIFICANCE OF THE STUDY

The study would provide assessment to the questions and answers inform of recommendations and suggestions to the stakeholders for discussions.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discussed his views in relation to other researchers to establish co linearity.

His discussions were done in line with the stated hypothesis and objectives.

SLOW LEARNERS

Slowness in learning may be as a result of retardation. Retardation refers to a person learning in considerably slower than and often different from other persons of the same age, and whose thinking is more concrete and less abstract than one expect of person of the same age.

Children who have mental retardation or mild retardation or moderate retardation need to learn at their own pace. But they are not just weak but slow.

The (WHO:1993) underline disability as restriction and or lack of resulting from an impairment of ability to perform an activity in the manner or within the range considered normal for a human being.

It is just a mere delay not total in ability and it depends on the kind of impairment. So slow learners have found themselves slow not because they desired but because according to the principal of normalization "it is normal for the disabled to be disabled".

According to Ugandan clinical Guideline (2003) disadvantaged impaired child may not perform at the same level as the normal child and yet the education is very academic and emphasizes grading and promotion on the condition of good pass.

If this trend is not addressed, it leads the disadvantaged in a failure position yet he would also pass very well.

The aim of the school is to provide useful education to children without discrimination in an integrated way that is why the MOES in conjunction with UCDC has developed the same curriculum.

So that the methods of teaching is based on individual intuition for basic subjects so that children learn at their own appropriate level and pace with every child having his/her own check list.

The researcher was concerned with establishing it this was true of his/her study in Oli division schools.

INTEGRATION RELATIONSHIP

Integration in its wider meaning refers to a process of making whole, or combining different elements into one. But in line with this subject, Suzan Cane (1993) it is the education of pupils with special needs in ordinary schools, ensuring that those with special needs share the same opportunities as the rest of the society.

Changes in behaviour due to disability according to Michael Gelder the disabled child may not have the same pattern of behaviour. If this is not well understood, would lead to neglect and abandonment of the child there by affecting him/ her.

In the bid to integrate the children, some times the disabled get abused in various ways like plain insults, open curses and even regrettable statements "I wish you were not born". This might cause the disabled child to be forced by the existing situations,

environment and conditions to become angry and destabilized, hence affecting their ability and capacity to understand and competes what has been taught or learnt.

A child needs to learn and this child can only achieve these through communication and participation with the community, the neighborhood friends and playmates at school or elsewhere just like the Africans proverb “it takes the whole village to raise a child” so communities and societies have to impress this.

The researcher needed to find out if this was very true of the community of River Oli Division.

Integrated situations in the school communities have to be handled with care because this might be Avery serious problem on the disadvantaged as supported by the paralegal hand book (2002).

Painful disciplinary cases against people with disability greatly affecting their performance in primary schools.

CURRICULUM DESIGN NATURE

Children with disability need major adoptions of the regular academic and non-academic school programmer according to the pupil’s possibilities. This means that emphasis should be given to interaction and communication, self case competency, social orientation and social competency.

The researcher was concerned with finding out about these trends. Tracey (1993) disability is not inability but restriction, only that the children need to be given their best chance at their level and ability.

Kudu CL and Tutoo D N retreated that, a child who is disabled gets problems in developing his/her academic skills.

This child may get language or arithmetical difficulty like becoming abscessed with psychological torture due to failure to master skills for understanding.

There fore the curriculum for such children needs to be in order with such situations to fighter academic discipline.

In any society, curriculum is used as a bank of knowledge and skills. Required to determine the well being of a society both for the present and future. This depends on the relevance of the knowledge. The aims of such don't select any individual (Tomlinson S 1982).

But for the disadvantaged this tends to eliminate them automatically because the level of competition is so high and no due considerations are taken during the measurement and assessment.

The researcher would like to deal with this trend.

For the case of Uganda, the curriculum developed in examination oriented and used in ordinary school only Okech lecturer in mental retardation said; the problem with Uganda's curriculum is that it favors the minority who are academically tough children at the expense of the majority but capable of advancing with education.

Just as he continues the teachers trained in Uganda whether for primary or school only prepare to teach on assumption that all are the same when such teachers join special school they find it difficult to hand children with different handicaps. So the curriculum of adaptation is paramount.

CHAPTER THREE

THE RESEARCH METHODOLOGY

INTRODUCTION

This section of the research covered the study design, sampling and sampling techniques research tools and procedures of the study, the methods of data collection and analysis.

THE STUDY DESIGN

The researcher used both cross sectional survey and purposive sampling to collect data from his chosen sample.

He administered questionnaires and interviews for the teachers and the learners as well.

And checked the PLE result for 2006, 2007 and 2008 particular checking the SNE children.

THE AREA OF THE STUDY

This study was carried out in River Oli Division-Arua Municipality. It is bordered by Arua Hill Division from the south and Engulfed in Ayivu County.

SAMPLING AND SAMPLING TECHNIQUES

The researcher used purposive sampling to obtain his population of respondents.

He interviewed the learners, picking some on merit while the few in others were all interviewed in focus group discussion method.

And he picked the teachers beginning with the head of department for the questionnaires.

He lastly checked the results of PLE 2006, 2007 and 2008 for the SNE children.

THE RESEARCH INSTRUMENTATION

The researcher used three tools i.e. questionnaire, interview and checklist.

The tools were carefully chosen to cover answers to all the questions asked.

A-THE CHECK-LIST

The researcher used check-list to provide evidence to the arguments that the children with disability do not perform well.

B-QUESTIONNAIRE

The researcher administered questionnaire to the teachers and head of departments SNE.

C-INTERVIEW

The researcher used questions for the FGD meeting to find answers to his hypothetical questions.

THE VALIDITY OF THE STUDY TOOLS

The researcher ensured that the tools collected accurately the information need by delimitation. He avoided the unrealistic and biased factors by defining the scope of his study.

THE RELIABILITY OF THE TOOLS

The researcher piloted a study at Arua Demonstration to ascertain the reliability and consistency of the tools.

DATA COLLECTION

The researcher obtained letter of introduction from Kampala International University – Lira study centre. Sought for permission from the administration of the head of the schools chosen and heads of department for SNE.

He administered questionnaire interviewed children and checked the PLE registration ship for years 2006-2008.

DATA ANALYSIS

The researcher analyzed data depending on the nature of the data. Quantitative information was analyzed using tabulation and diagrammatic illustrations like graphs, pie-charts etc.

While quantitative information was analysis categorically by ranking interpretation and other wise.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

In this chapter the findings of the study were presented to the readers, analyzed and integrated.

The researcher investigated the psycho-social effects of disability on children's education.

This study was guided by three objectives oriented hypothesis only for the purpose of the study.

- Children with disability are slow and so do not perform well.
- The children have poor integration relationships with the non-disabled
- The curriculum design doesn't favor the disabled.

In each case, the quantitative independent variables of the study would be analyzed graphically and other diagrams should also be involved. Where as the qualitative one would be interpreted.

Hypothesis 1: Children with disability are slow learners and so they do not perform well.

To determine the distribution of teachers report on the slowness of disabled children's the following was obtained.

Table 1: Shows the teachers response on the learners pace of learning.

Pace of learning	frequency	Percentage of age
Very slow	02	50
Slow	01	25
None	01	25
total	04	100

From the above table 75% of the response supported the null hypothesis that the children with disability were slow learners with the 50% exaggerating the degree of slowness.

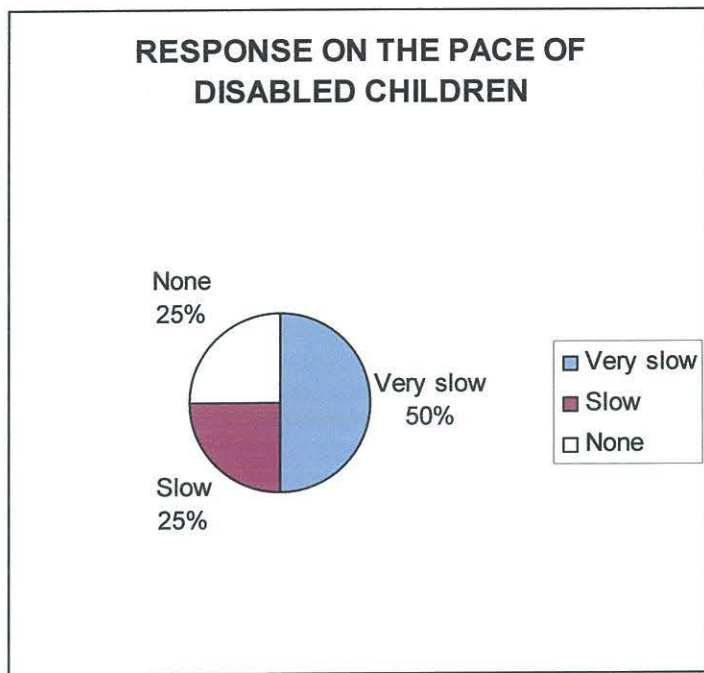
While a school practicing the EAR programmer indicated that the learners were not slow. This means that in the integrated setup, the learners with disability are at advantage at the non-disabled. Because the null hypothesis was accepted and the alternative hypothesis rejected by condensers.

While on the side of the learners they argued that the teachers are some times not audible enough and very fast in explaining certain things in class.

They argued further that, they would not write well because they would write on hurry to catch –up time with others.

With some of them saying it was ok. They were given special time to do their work.

Fig 1: Pie-chart showing response on the slowness of disabled children



According to this response in an integrated set-up the null hypothesis was accepted meaning that learners were really show with the minor degree indicating the rejection of the null hypothesis and acceptance of the alternative one.

Hypothesis 2:

The children have poor international relationship with non –disabled.

The response emanating from

Relation ship	Frequency	Percentage of age
Very good	00	00
Good	03	75
None	01	25
Total	04	100

In this table, 25% represented to the response that the relationship is not good meaning they are not friendly, while 75% represented that the children related well.

On the side of the children, they had nothing to do with the rest of the children, only that some time they do not get involved their plays and some of their behavior irritates them. In the analysis, the null hypothesis has been rejected. While the alternative one rejected.

Hypothesis 3: The curriculum design doesn't favor the disabled.

Frequency table on the curriculum design was adopted and below was the results

Table 3:

Prefaced curriculum	Frequency	Percentage of age
Examination oriented	01	25
Non examination oriented	03	75
Both	00	00
Total	04	100

From this table 75% of the response demanded that the non examination oriented curriculum be adopted especially for the disabled children while only 25% accepted the examination oriented curriculum.

On the children's response, none of them opposed the null hypothesis but unanimously accepted it.

They all missed that examinations be abolished.

Table 4: Response on PLE out come for 2006-2008

To justify the statement that disabled children performed poorly, the distribution was adopted.

Performance	Frequency	Percentage
Good	01	05
Weak	13	65
Very weak	06	30
Total	20	100

In this table above, 05% of the response showed that the children were weak , 30% being very weak and only 5% could only do well as per the 2006-2008 statistics.

According to the above findings, the null hypothesis was accepted and the alternative one rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The chapter discussed the findings of the study, drew conclusions and suggested solutions of recommendations.

DISCUSSIONS

There were four schools sampled for this study where he obtained his information for generalization.

The researcher used three objectives oriented hypothesis for the discussions he picked the one by one.

Hypothesis 1: children with disability are slow and so do not perform well.

The results indicated that the null hypothesis was accepted basing on this analysis ...

Disadvantaged children cant therefore perform at the same level as the normal child (Uganda clinical guideline 2003).

And so they need to operate at their best speed.

Some of the children with disability have now been rejected in their classes some how.

But over significant period of time they understood those difficult concepts and performance.

So there is actually need for second chance.

Hypothesis 2: the children have poor integration relationship with non-disabled.

The result from this analysis indicated that the null hypothesis has been rejected but alternative one accepted.

As argued by the paralegal handbook (2002) painful disciplinary cases against people with disability greatly affect their performance in primary schools.

Disabled people are social beings like every one else and should not live in isolation. It has been realized that integration of the disabled among their non-disabled peers gives them opportunities to experience the same growth pain as others.

Hypothesis 3: the curriculum design doesn't favor the disabled.

The results of this hypothesis showed that , the null hypothesis was highly accepted by both the children and their teachers as backed by table 4 and 3.

Okech JB argued that the problem with Ugandan curriculum is that it favors the minority who are academically tough neglecting the majority who may not be very good but capable of advancing with education.

Kundu CL etal –A child who is disabled gets problems in developing his academic skills.

So the curriculum for such children needs to be in order with such situation to foster academic discipline.

CONCLUSION

According to the discussions of the findings:

The slowness in learning by the disabled children has been proved or an effect of negative to the children's education.

The children relate well with their counter parts (non-disabled) very well. So international relations have not much effect on the children's education.

The curriculum design has been proved as the major and most serious effects on the disabled children's education.

RECOMMENDATIONS

In order to overcome these, the following are employed.

- Curriculum be modified to suit the needs of the disabled children either in special or ordinary schools.
- Equality be encouraged, practiced and given to all the children regardless of their status.
- These children should be guided and counseled every time if needed.

**KAMPALA INTERNATIONAL UNIVERSITY,
P O BOX 20000
KAMPALA**

Dear Sir/Madam,

RE: DATA COLLECTION FOR RESEARCH.

I am carrying out this study with the topic: the Psycho-social Effect of disability on children's education so that appropriate solutions may be recommended for discussion.

So please answer the following questions as accurately as possible. There is no need to write your name.

All the information given will be treated with the highest confidentiality and only used for the study.

Thank you for co-operation.

Yours sincerely,

**ALOKORE TWAHA
THE RESEARCHER**

QUESTIONNAIRE FOR HEAD OF DEPARTMENT

SLOW LEARNERS

1. Looking at the pace and activity level of your learners, how are your learners like:

Very slow

Slow

None

2. Do you have disadvantaged children in your school?

Yes

No

3. Comparing their performance with that of non-disabled, which group has much difficulty in learning in the classroom?

.....

.....

INTEGRATIONAL RELATIONSHIP

4. Has your school specially arranged setup for the disadvantaged children?

Yes

No

5. Are your children friendly with the disabled?

Yes

No

6. What can you say about the behaviour of the disabled children towards the non-disabled and among themselves as well?

CURRICULUM DESIGN

7. Looking at the academic work. What don't you like at school?

QUESTIONNAIRE FOR HEAD OF DEPARTMENT

SLOW LEARNERS

8. Looking at the pace and activity level of your learners, how are your learners like:

Very slow

Slow

None

9. Do you have disadvantaged children in your school?

Yes

No

10. Comparing their performance with that of non-disabled, which group has much difficulty in learning in the classroom?

.....

.....

INTEGRATIONAL RELATIONSHIP

11. Has your school specially arranged setup for the disadvantaged children?

Yes

No

12. Are your children friendly with the disabled?

Yes

No

13. What can you say about the behaviour of the disable children to wards the non-disabled and among them selves as well?

CURRICULUM DESIGN

14. Looking at the academic work. What don't you like at school?

15. What can you say about the behaviour of the disable children to wards the non-disabled and among them selves as well?

CURRICULUM DESIGN

16. Looking at the academic work. What don't you like at school?

.....
.....

17. On your own accord, how do you like examinations?

.....
.....

18. Do you think there is any thing wrong with the design structure of the curriculum

Yes

No

19. If you were to choose between the examinations oriented and the none examination oriented curriculum which would you go for?

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20. Can you suggest reasons for your preference?

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Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. ALOKORE TWAHA

REG. # DPE/20669/71/NU-AR

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

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

The psychosocial effects of disability on children's Education in River Ol' Division.

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

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

Yours Faithfully,

