

INVOLVING PARENTS IN THE EDUCATION OF VISUALLY IMPAIRED CHILDREN:

A CASE OF

LIONS BASIC SCHOOL FOR THE VISUALLY IMPAIRED

BY

DANIEL NDHLOVU

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## DECLARATION

I, **Daniel Ndhlovu**, do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or at another University.

Signed:  .....

Date: 22/04/05 .....

## **DEDICATION**

This dissertation is dedicated to my wife and children: Emmanuel, Daliso, Betty and Chawanzi whom I love so much but whose love was deprived during my studies.

## ACKNOWLEDGEMENTS

### APPROVAL

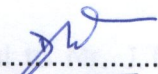
I am delighted to have this chance to acknowledge how much I've benefited from the

This dissertation of Daniel Ndhlovu is approved as a fulfillment of the requirement for the award of the degree of Master of Education (Special Education) of the University of Zambia.

I wish to express my sincere and heartfelt gratitude to my great mentor Dr. Darlington Mwanza Kalabula for his invaluable guidance, assistance and encouragement as my supervisor in the preparation of this dissertation.

Thanks to Mr. Chisale – Acting head and Mr. Daniel Mwanza – deputy head teacher of Lions basic school for the visually impaired for their effort and support

Examiners' signatures: and teachers to participate in the study.

Signed:  Date: 18/05/05

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Ms Peggy Mwanza and Mr. Peter Shitukuluka (post graduate students) deserve my special thanks for taking time to proof read this report.

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I am delighted to have this chance to acknowledge how much the completion of the dissertation owes to others, whilst profoundly realizing that its shortcomings are entirely my own.

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## **ABSTRACT**

Involving parents in the education of their children with visual impairment is an important aspect in the learning process for these children. Available research shows that the first responsibility for educating a child rests with parents and thereafter it becomes a shared responsibility with the school. Consistent with the ecological system theory, development of a child is facilitated when there are linkages between school and home. However, records of meetings at Lions basic school for the visually impaired showed that parents were not involved in the education of their children. This study therefore, sought to find out why parents were not involved and how they could be involved in the education of their children with visual impairment at Lions basic school for the visually impaired.

The study followed a descriptive research design. Qualitative and quantitative research methods were used in the study. A total of seventy-five parents and seven teachers participated in the study. Simple random sampling technique was used to select the sample for the study. This technique was chosen because it provided each element in the population an equal chance to be selected as a study sample. Questionnaires were used to collect data from the respondents. In questions requiring a parent or a teacher to indicate the degree of agreement or disagreement, a likert scale was used. Scheduled structured interview method

was used to collect data. The data was analyzed using the Statistical Package for Social Sciences (SPSS) in order to obtain frequencies and percentages. Qualitative data was organized in common themes and quantitative data in tables, bar graphs and pie charts.

The findings of the study revealed that breakdown of trust between parents and teachers, lack of skill in reading and writing materials in braille, self accusation due to the belief that disability of children was a result of sins of their parents, belief that education of children with visual impairment was not parents' responsibility but of government and teachers were major reasons for non-involvement of parents in the education of their children. In addition, long distance between school and parents' residences, financial problems, lack of invitation and sensitization to school activities were cited as other reasons for non-involvement of parents in education of their children with visual impairment.

Despite the many reasons given by parents for their non-involvement in education of their children, the study established beyond reasonable doubt that it was possible for parents to be involved in the education of their children. Most parents and teachers were very willing to work together. In addition, teachers were willing to teach braille to parents and most parents were willing to learn to read and write materials in braille. Parents were also willing to be involved in PTA

meetings, decision making process concerning their children, pupils' work, cost sharing ventures and in providing information on their children.

Based on the findings, the study recommended that teachers should educate parents on the benefits of being involved in the education of their children. It was also recommended that teachers help parents to understand and appreciate the method of reading loudly to children in order to build the knowledge required by children for eventual success in reading. In addition, parents needed to be educated on the causes of disabilities in order to demystify the belief that the disability in children was a result of sins of parents.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

Involving parents in the education of their children with visual impairment is an important aspect in the learning process for these children. Indeed, the first responsibility for educating a child rests with the parents and thereafter it becomes a shared responsibility with school. Children do not stop learning at home just because they are at school. After children enter basic school for instance, opportunities for learning ought therefore to be shared by parents and teachers. However, teachers usually ignore parental input in the education process for visually impaired children. They argue that education of visually impaired children is so specialized that only trained teachers in special education can handle it (O'Toole and Mc Conkey, 1995). Parents have therefore, entrusted the responsibility of taking care of the education for their children with visual impairment to teachers, non-governmental organizations or the government. On the other hand, Wormsley and D'Andrea (1997) point out that parents can meaningfully contribute to the education of their visually impaired children when they learn the skill of writing and reading in braille. This situation called for a solution. It was therefore, important to find out how parents of children with visual impairment could be involved in the education of their children at Lions basic school for the visually impaired in Ndola, Zambia.

## **1.1 BACKGROUND TO THE PROBLEM**

The background to the problem of non-involvement by parents in education of their children with visual impairment has its genesis from the historical evolution of status of the people with visual impairment in society. Historically, individuals who had visual impairment were separated from their society. Such separation took two forms: annihilation and veneration. But with the advent of the monotheistic religious groups, the care and education became the responsibility of the missionaries. Missionaries put individuals with visual impairment in asylums and hospices of the church as wards.

At the beginning of the eighteenth century, while as wards of the missionaries, individuals with visual impairment emancipated themselves. They acquired education and became outstanding in various fields of endeavor.

In 1929, Ella Botes, a South African Dutch Reformed Missionary, built the first school for the visually impaired in Northern Rhodesia (now Zambia). The school was established in the Eastern part of the country. Later on, between 1930 and 1953 other mission schools for the visually impaired were opened. They included Lwela, Bwana Mkubwa, Sefula mission schools and Mambilima mission school also known as Johnstone falls or Mulundu mission school. The responsibility of educating children with visual impairment was in the hands of missionaries (Kalabula, 1989).

In addition, Kalabula (1989) points out that by 1953, the Northern Rhodesia Government began paying grants to mission agencies to enable them run institutions. Parents were not involved in the education of their children. In 1971, the education of the visually impaired became the responsibility of Government of the Republic of Zambia through the Ministry of Education (MOE, 1977).

The current trend regarding the status of the individuals with visual impairment has evolved towards integration. However, integration for children with visual impairment has not taken root in Zambia. Currently, there are 30 residential special schools in Zambia (MOE, 2003). The Ministry of Education still takes responsibility of education of children with visual impairment.

The estimated global incidence of persons with disability is 10% (500,000,000) of the total world population and of these 75% live in developing world (UNICEF, 1999). Zambia is among the countries in the developing world that has high number of children with disabilities.

In the year 2003, the incidence of disability in Zambia was reported to be 256, 690 people, (2.7%) of the total country's population of 9.3 million people. Further, 13, 091 people, (5.1%) of the total number of persons with disabilities in Zambia was blind and 65,456 people, (25.5%) were partially sighted (Central Statistics Office, 2003).

The deep-rooted common belief based on religious convictions and superstition that sins or mistakes committed by parents were responsible for a child's visual impairment created a problem of self-accusation. Self-accusation greatly contributed to the problem of non-involvement of parents in the education of their children (Lowenfeld, 1974). The foregoing paragraphs therefore, seek to depict the problem of this study in terms of the numbers of children with disabilities that have been adversely affected by non - involvement of parents in their education.

The global incidence of disability among children has been estimated to be 10% of the total number of children in the world (Selikowitz, 1998). The high incidence levels of disabilities among children form part of a distinct background to this study.

The incidence of disability among children in Zambia was estimated to be 40, 000 children, most of whom were not registered (Kelly, 1999). Only fifteen thousand seven hundred seventy two (15, 772) children were registered as children with disabilities in Zambia, and of these 41% were physically disabled, 25% were visually impaired, 23% had hearing or speech impediments and 11% had multiple or learning disabilities.

The current incidence of children with disability in Zambia is estimated to be fifteen thousand seven hundred seventy two (15,772). These children are enrolled in 110 units attached to ordinary schools and 30 residential special schools. The incidence



levels of disabilities have been distributed in the following categories as shown in table 1 below:

Table 1: Incidence levels of disabilities by category

IMPAIRMENT	PERCENTAGE %	NUMBER
Visually impaired	23	3625
Hearing impaired	34	5357
Physically impaired	24	3834
Intellectual disability	19	2956
TOTAL	100	15, 772

(Source: Ministry Of Education, 2003)

Regarding the beginning of education in every person’s life and involvement of parents in the education of the children, UNICEF (1999) argues that, education begins at birth and the first and natural teachers of children are parents. Parents should therefore, be involved in the education of their children. Finding how parents can be involved in the education of their children may help to solve the problem of non-parental involvement in the education of their children with visual impairment at Lions basic school for the visually impaired in Ndola.

**1.2 THEORETICAL FRAMEWORK OF THE STUDY**

The ecological systems theory by Bronfenbrenner (1979) offered valuable theoretical framework for conceptualizing optimal relations between home and school, especially involvement of parents in the education of their children with visual impairment. The

ecological systems theory by Bronfenbrenner (1979) consists of several layers of embedded systems or settings. Bronfenbrenner (1979) argues that development is facilitated when there are linkages between the settings i.e. home and school that encourage the development of mutual trust, a positive orientation, goal consensus between settings, and an evolving balance of power responsive to action on behalf of the developing person. In addition, Bronfenbrenner (1979) argues that development is facilitated when there is a two-way communication between the settings and when valid information, advice and experience relevant to one setting is continuously made available to the other setting.

**1.3 STATEMENT OF THE PROBLEM**

Records of meetings at Lions basic school for visually impaired in Ndola showed that parents were not involved in the education of their children. Non-involvement of parents in the education of their children with visual impairment was therefore, a problem at Lions Basic School in Ndola, Zambia.

**1.4 PURPOSE OF THE STUDY**

The purpose of the study was to find out why parents of children with visual impairment were not involved and how they could be involved in the education of their children with visual impairment at Lions basic school for the visually impaired in Ndola, Zambia.

## **1.5 OBJECTIVES**

1. To establish reasons that cause parents not to get involved in the education of their children with visual impairment at Lions Basic School for the visually impaired in Ndola.
2. To find out how parents could be involved in the education of their children with visual impairment at Lions basic school for the visually impaired in Ndola.
3. To find out how teachers could involve parents of children with visual impairment in the education of their children.
4. To determine how parents of children with visual impairment would collaborate with teachers on the education of their children.

## **1.6 RESEARCH QUESTIONS**

1. Why were parents not involved in the education of their children with visual impairment at Lions Basic School for the visually impaired in Ndola?
2. How could parents be involved in the education of their children with visual impairment at Lions Basic School for the visually impaired in Ndola?
3. How could teachers involve parents in the education of their children with visual impairment at Lions Basic School for the visually impaired?
4. How would parents collaborate with teachers on the education of their children with visual impairment?

## **1.7 SIGNIFICANCE**

This study is significant because it was hoped that its findings could contribute to a solution to the problem of non-involvement of parents in the education of their children with visual impairment at Lions basic school for the visually impaired in Ndola. It was further hoped that the findings of this study could contribute to the general body of knowledge on involving parents in the education of their children and stimulate further enquiries by other researchers.

## **1.8 LIMITATIONS OF THE STUDY**

### **1. Location of the parents**

A lot of difficulties were encountered in locating some parents, especially those who had changed their addresses without informing the school authorities.

### **2. Budgetary constraints**

A budgetary constraint contributed to limitations of this study due to a rise in the figures in the budget before completing the study, and finding money for a supplementary budget was a problem.

### **3. Lack of studies on the topic in Zambia**

The lack of studies on the topic "involving parents in the education of their children with visual impairment in Zambia" created a limitation on written literature on the topic of this study. The local literature used in this study was from what people said about involving parents in the education of their children with visual impairment in Zambia.

## **1.9 DELIMITATION OF THE STUDY**

Since this was a case study of Lions basic school for the visually impaired, the study only limited itself to parents of children with visual impairment learning at Lions Basic School for the visually impaired. In addition, for purposes of this study, it was convenient for the researcher to limit the study to the parents residing in the Copperbelt region of Zambia.

## **1.10 DEFINITIONS OF CONCEPTS**

In this study, the following concepts were defined as follows:

**Visually impaired children** – children whose limited vision interfered with their reading. This concept included children who were partially sighted and those who were totally blind.

**Parent** - a person who begot a child or children or a guardian of a child or children.

**Education**– school education, either formal or non-formal education (Kelly, 1999).

### **1.11 ORGANISATION OF THE STUDY**

The study is organized into six chapters. The first chapter comprises the introduction, the statement of the problem, purpose, objectives, questions, significance, limitations of the study and definitions of concepts used in the study. Chapter two consists of literature review, while chapter three contains methodology. The research findings are presented in chapter four. Chapter five consists of discussion of the findings and chapter six contains conclusion and recommendations. The report ends with references and appendices.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

In this chapter relevant literature on involving parents in the education of their children with visual impairment was reviewed. The literature review has been presented according to the following subheadings: involvement of parents in the education of their children with visual impairment, collaboration between parents and teachers on the education of their children, how teachers could involve parents of children with visual impairment in the education of their children, and reasons based on literature for non-involvement of parents in the education of their children with visual impairment.

#### **2.1 Involvement of parents in the education of their children with visual impairment.**

Written literature on local studies was not available due to lack of studies on involving parents in the education of their visually impaired children in Zambia. However, the researcher reviewed unwritten local literature. For instance, in a verbal interview on 26 February 2004, Katongo who had been blind for 32 years states that most parents were not involved in the education of their children with visual impairment in Zambia. He further points out that in 1997 for instance, only Mr. and Mrs. Mpwampu from Riverside in Kitwe had been significantly involved in the education of their child by providing him with school requisites i.e. books, pens and toiletries. In most cases parents escorted the child to Lions Basic School for the visually impaired. The mother held a party for the child and gave him gifts for high



academic performance at school. The child seemed to have been motivated to working hard by the involvement of parents in his education. He performed so well in the grade seven composite examinations that he was selected to grade eight at Mumbwa high school.

Mukela and Kanyembo (1998) point out that some parents and teachers in Zambia had formed community-based associations to fight for the rights of people with disabilities and participate in their education. One of these associations was the Zambia Association for Children and Adults with Learning Disabilities (ZACALD). It was established in 1987. Its main objective was to popularize the idea that children and adults with learning disabilities should have access to educational and social services that the “normal” people in the Zambian community have access to. Since 1987, ZACALD has been supporting the provision of education to persons with learning disabilities in primary schools in Zambia.

Chitondo, Director FAMR/TEVETA Project in a telephone interview on March 6, 2004 points out that, in Zambia, involvement of parents in the education of their children with disabilities led to the joint intervention of Zambia Association for Children and Adults with Learning Disabilities (ZACALD) and the Finnish Association on Mental Retardation (FAMR) project in Zambia. FAMR was a partnership project with Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). The FAMR/TEVETA project was established in 1994. The main objective of the project was to provide vocational training to children with mental retardation in

Zambia. Parents in Finland of children with mental retardation supported the FAMR/TEVETA project. The support was focused on children with mental retardation in Zambia.

Elsewhere in the world, studies conducted supported involvement of parents in the education of their children with disabilities. For instance Zellaman and Waterman (1998) reported that, the history of involving parents in education of their children had been in practice in America over the past two centuries. But in the 19th century, American parents relinquished responsibility for their children's education to professional teachers due to the pressure from reformers (professional teachers) who were bent on cleansing schools from what they considered as promiscuous contact with local influences.

Zellaman and Waterman (1998) also reported that involvement of parents in their children's schools in United States of America was restored in the 1960s. Involvement of parents in their children's schools was restored as a response to major cultural changes such as cultural pluralism, civil rights and federal policy.

Wormsley and D'Andrea (1997) found out that, parents contributed to early growth of literacy by talking and reading to their children with visual impairment. For instance, parents talked or read to their children about their bodies, rooms, families, neighborhoods and communities.

In addition, Wormsley and D'Andrea (1997) reported on a study conducted in 1985 by Anderson, Heibert and Wilkinson on involving parents to teach reading to their children with visual impairment. The main objective of the study was to determine whether involving parents to read aloud to their children with visual impairment was an effective method for building the knowledge required by the children for eventual success in reading. Findings indicated that, involving parents to read aloud to their children with visual impairment was an effective method for building up the knowledge that children require for future success in reading.

Wormsley and D'Andrea (1997) also reported on a study conducted in 1985 by Muller on the use of braille story-books as a method in teaching reading. Muller found that the use of braille story-books was an effective method in teaching reading to her primary school age daughter who was born blind.

Zellaman and Waterman (1998) reported on a study conducted in America in 1994 by Fruchter, Galletta and White on the role of parents in schools. The findings were that: in general the role of parents was to work as helpers and supporters of what teachers and schools were doing. In particular, parents were encouraged to help with home work, join Parents, Teachers' Association (PTA), conduct bake sales and show up at times that were specified by the schools.

De Angeo (1997) reported that parents in America got so involved in the education of their children in schools that in 1975, they managed to have public law 94 -142

enacted. The public Law 94-142 is also referred to as the Education for all Handicapped Children Act of 1975.

Senechal and Le Fevre (2000) reported that studies by Christian, Morrison and Bryant (1998), Fantizzo, Tighe and Childs (2000), Leseman and De Jong (1998) and Saracho (1997) showed that involving parents in the education of their children such as decision making, provision of information and in curriculum design was important in improving the education of their children.

Horner, Nancy and Stilwell (1986) reported on a study of involving parents in special education. Parents and staff ratings of current and preferred involvement of parents in special education were sampled in several schools. Three areas of involvement were surveyed; decision making, communication and other school activities. The findings were that parents preferred a significant greater involvement in decision-making and other school activities.

## **2.2 Parents-Teachers collaboration in the education of their children**

Senechal and Le Fevre (2002) reported on a study conducted by Lonigan and Whitehurst in 1998. The topic of the study was: parent and teacher involvement in a shared-reading intervention for primary school children. The objective of the study was to determine whether parents and teachers could collaborate in the education of children with visual impairment through shared reading intervention. Shared reading was an intervention for increasing the reading skills in children in grade 3 and 4.

The results of the study showed that parents and teachers could work together to educate children. In addition, the intervention was found to be effective in increasing the reading skills in children.

Hornby (1995) also reported that parents-teachers collaboration could encourage parents to contribute valuable information about their children with special needs such as their likes, dislikes, strengths and weaknesses because they had known the children from birth.

In addition, Hornby (1995) reported that some parents with knowledge of reading braille acted as resource persons. They acted as voluntary assistant teachers that could assist either in the preparation of teaching materials or in fundraising. Other parents had special skill that they contributed by helping to prepare newsletters, curriculum or provide support to other parents.

Hornby (1995) reported on studies conducted by Griffiths and Hamilton in 1984 and Topping in 1986 on contributions of parents to the education of their children. The findings were that most parents were able to contribute through collaborating with teachers by reinforcing classroom programmes at home, such as home-school reading programmes.

### **2.3 How teachers have involved parents in the education of their children.**

In an interview, on 26 February 2004, Katongo pointed out that in 2001 Matongo, a parent of a child with visual impairment from Luanshya town in the Copperbelt region of Zambia requested Katongo to teach him how to write and read materials in braille. Matongo learnt braille so that he could assist his child in class work. Since then, he had been helping his child in class work. The child was in grade eleven at Mumbwa high school.

Hornby (1995), reported on a study conducted in 1986 by Glynn and Glynn in New Zealand on involvement of parents in their children's' education. Five children and their mothers, who had just come from Cambodia, were in the study. None of the mothers could either read or speak a few words of English before the study. A teacher taught them how to use shared reading procedure in order to help their children to learn to read. Every night after school, both the parents and the children engaged in shared reading. The results of the study showed that over a period of twenty-four weeks, the children made gains of, from one to two years in their reading attainment.

Laurie, Funk and Janet (2002) reported on a study they conducted in 1997 in the United States of America on early literacy learning initiative. The main objective of the study was to provide parents with ways they could support their children on the path to literacy. The target of the study was the parents and their first grade children

with low reading skills. Laurie, the first-grade teacher conducted a brief discussion of 'pause, prompt and praise method' with parents. Afterwards Funk demonstrated how parents could use the pause, prompt and praise method to support their children on the path to literacy. The results of the study, showed that parents: greatly increased their use of praise, delayed their attention to errors caused by their children by pausing and provided prompts rather than telling the child words. For children with low reading skills, outcomes included dramatic increase in self – correction rates and improvement in text reading levels.

Zellman and Waterman (1998) reported on the work of Stevenson and Stigler on involving parents in the education of their children that was done in 1992 in American, Chinese and Japanese schools. The main objective of the study was to determine whether the degree of parental involvement in the education of their children could contribute to higher academic achievement in school. The outcome of the study indicated that Asian mothers were more actively involved in their children's education. The mothers, most of who were not working for pay outside the home often purchased texts to work along with their children. Ultimately, Asian children attained higher achievement levels in mathematics than the children from the United States. Zellman and Waterman therefore, concurred with Stevenson and Stigler to believe that high levels of parental involvement in the education of their children could be attributed as a significant contributing factor to improved students' academic achievement.



Zellman and Waterman (1998) also reported that involvement of parents in their children's education was associated with a range of positive outcomes for elementary school children, including reduction in behavioural problems, lower dropout rates and higher academic achievement.

#### **2.4 Reasons for non-involvement of parents in the education of their children with visual impairment.**

Mukela and Kanyembo (1998) in mid term review report of the FAMR/TEVETA project reported that from the start the project assumed a welfare approach in meeting the total cost of food, boarding, toiletries and transport for children in schools, resulting in parents abdicating their responsibilities for the education of their children to the project.

Mukela and Kanyembo (1998) also reported that most parents had negative perception of the potential and capabilities of persons with disabilities. As a result, most parents were reluctant to invest in education of their children. Most parents were only prepared to invest in the education of their other children they considered to be normal.

Katongo pointed out in an interview on 26 February 2004 that in 2002 parents stopped attending Parents – Teachers Association meetings at Lions Basic School for the Visually Impaired. They stopped attending meetings after the school withdrew the facility of refunding transport expenses to parents for bringing their children to

school. Since then, no Parents – Teachers’ Associations meetings had been held at the school.

In a verbal interview on 12 March 2004, one of the parents pointed out that according to the traditions and beliefs of the Chewa, Nsenga and Tumbuka people of the Eastern region of Zambia,

Incest, adultery or any mischief by married men or women usually results in giving birth to a child with a disability. Since mischief is commonly done in secrecy, disability in a child becomes evidence of sins committed by parents. Most parents with children with disability therefore, feel guilty of causing the disability in their child and as a result, they usually avoid being associated with such a child in society.

Baker, Afflerbach and Reinking (1996) reported on a study conducted in 1982 by Ogbu on the interface between home and school. The results showed that the greatest cause of academic failure among inner-city African American children was a breakdown of trust between the communities into which these children were born or coming from and the cultural mainstream represented by the educational establishment.

Hornby (1995) points out that some parents at times were not willing to carry out work at home with their children probably because their resources were already fully committed to coping with other chores at home, so they could not do anything extra.

Wormsley and D’Andrea (1997) reported that, unlike sighted children and those children with partial sight, whose parents could mostly read material in print, blind

children learning to read through braille could not share their reading experience with their parents unless the parents made special effort to learn braille.

Several lessons were drawn from the literature reviewed. For instance, the fact that had been established was that the aspect of involving parents in the education of their children begun as early as 16<sup>th</sup> century in the United States of America. Later in the 19<sup>th</sup> century parents relinquished their responsibility of being involved in the education of their children to teachers, non-governmental organizations or government because teachers argued that education of children with special needs was so specialized that only professional teachers trained in special education could handle it. However, in 1960, with the advent of pluralism and human rights advocacy, involvement of parents in the education of their children was restored. On similar basis, it was therefore, envisaged that since Zambia follows the ideology of democracy, the aspect of involving parents in the education of their children could easily be advocated. In addition, the ecological system theory by Bronfenbrenner (1979) offered valuable lessons for conceptualizing linkages between home and school. Consistent with the ecological system theory, it was concluded that development of a child would effectively be facilitated when parents and teachers work together. Another lesson was drawn from the statement by UNICEF (1999) which pointed out that, education begins at birth and the first and natural teachers of children were parents. It provided a good lesson for both parents and teachers to realize that collaboration between them was beneficial to the academic performance of children.

Throughout, literature showed that the outcome of involving parents in the education of their children had been; improved academic performance, positive behavioural change and improved reading abilities in children. Such outcomes were a result of involving parents in decision making process, meetings or school projects. Parents also took keen interest and encouraged their children in school work, learnt to read and write materials in braille. It was therefore hoped that the lessons drawn from the literature would help to solve the problem of non-involvement of parents in the education of their children with visual impairment at Lions basic school for the visually impaired.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

The methodology of how the study was conducted is outlined in this chapter. For instance, descriptions of the study design, the methods that were used to collect the data, population, sample procedure, instruments used to collect data, procedure for data collection are shown in this chapter. In addition, methods on how data was analyzed are shown.

#### **3.1 STUDY DESIGN**

The study design was a case study. It involved both qualitative and quantitative methods. Quantitative methodology was mainly relied on the questionnaires. Qualitative methodology on the other hand, used semi structured interview schedules.

#### **3.2 POPULATION**

The study population was all the teachers and parents of children with visual impairment learning at Lions basic school for visually impaired. For purposes of convenience to the researcher, the population was restricted only to parents in Copperbelt region of Zambia.

### **3.3. SAMPLE**

The sample consisted of 87 subjects: 7 teachers and 80 parents with children at Lions basic school for visually impaired. For purposes of convenience to the researcher, the sample only comprised of respondents who resided in the Copperbelt region of Zambia.

### **3.4 SAMPLING PROCEDURE**

Simple random sampling procedure was used to select the sample. This technique was chosen because it provided each element in the population an equal chance to be selected as a study sample (Cohen, Manion et al, 2000).

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

Two sets of questionnaires were used to collect data from the 87 respondents. One questionnaire was prepared for parents and the other was for teachers. The purpose of the questionnaire was indicated in each questionnaire. The questionnaires were divided into sections. Each section had a variety of questions. Questionnaires were chosen as instruments for data collection because they could be presented to each respondent in exactly the same way to minimize the role and influence of the interviewer and to make a more objective comparison of the results. Likert scales were used in the questionnaires. Likert scales were chosen for this study because they are suitable in attitude measurement. In addition, studies have found out that Likert scales are easy to construct, have high coverage of response categories, i.e. use a five points scale, have high precision and reliability (Likert 1932 and Edwards 1957; in Sarantakos, 1993). The two sets of questionnaires have been appended to this report.

### **3.6 DATA COLLECTION POCEDURES**

The scheduled structured interview method was used to collect the data from the respondents in the sample. Two sets of questionnaires were prepared and administered to the respondents in the sample as follows; one set of questionnaire was administered to the parents of the children with visual impairment in the sample. The second questionnaire was administered to the seven class teachers in the sample. Each set of questionnaire had a number of questions with precise instructions on how to answer them. The respondents who were not able to read or write were assisted to understand and provide responses to the questions in the questionnaire by research assistants who were able to speak the language they understood.

### **3.7 DATA ANALYSIS**

The process by which data is processed and converted into meaningful statements is referred to as data analysis and interpretation (Sarantos, 1995). The purpose of data analysis is to process raw data for interpretation. With regard to this study, analysis of data from questionnaires was done by using the Statistical Package for Social Sciences (SPSS). SPSS was used in order to obtain frequencies and percentages.

In order to obtain the required information, numbers were assigned to response categories to which individuals belonged. For instance, sex as a variable was divided

into two categories; namely male and female. The number one (1) was assigned to male and two (2) to female. Scoring consisted of counting the number of the respondents who indicated that they were male or female. In short parents and teachers count was the scoring procedure that was used to analyze the questions. The scores were expressed in bar graphs, pie charts and tables consisting of frequencies and percentages.

In questions requiring a parent or a teacher to indicate the degree of agreement or disagreement, a likert scale involving the allocation of a score to each point on the scale was assigned. A positive item was scored by the following key: Strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (DA) = 2 and Strongly disagree (SDA) = 1. The negative item was scored by the following key: SA = 1, A = 2, U = 3, DA= 4 and SDA= 5. Thereafter, responses for all parents and teachers were added up in order to determine the percentage of parents who had positive and those with negative views on the involvement of parents in the education of their children with visual impairment.

**3.8 DATA INTERPRETATION**

Interpretation of quantitative data involved the use of frequencies and percentages. The analyzed data is shown in form of tables, pie charts and graphs. Data presented in tables were subjected to cross-tabular analysis for purposes of ranking and comparing the frequencies and percentages.



### **3.9 PROBLEMS ENCOUNTERED IN THE FIELD**

Some parents were reluctant to complete the questionnaires or participate in the interviews. As a result, out of eighty (80) questionnaires distributed to parents, five (5) were not completed and were reported to have been misplaced by family members.

Another challenge was the reluctance of some teachers to complete the questionnaires or participate in the interviews. They viewed the study as one of the common studies that just take their time without yielding results. The researcher had to solicit for support of the head and his deputy head teacher for the teachers to participate in the study.

### **3.10 ETHICAL CONSIDERATION**

Regarding issues of ethical consideration and confidentiality, the names of the participants were not included in this study. All participants in this study, therefore, remained anonymous.

# **CHAPTER FOUR**

## **PRESENTATION OF RESULTS**

### **4.0 INTRODUCTION**

The chapter presents the results of the study. The results will be presented under headings derived from the objectives of the study. The headings include: reasons for non-involvement of parents in the education of their children with visual impairment, how parents could be involved in the education of their children, collaboration between teachers and parents and how teachers could involve parents in the education of their children with visual impairment.

#### **4.1.0 REASONS FOR NON INVOLVEMENT OF PARENTS IN THE EDUCATION OF THEIR CHILDREN**

##### **4.1.1 Break down of trust between parents and teachers**

The study revealed that 41 (57%) of the 75 parents agreed that break down of trust between teachers and parents was the cause of their non-involvement in the education of their children with visual impairment. Table 1 below shows a detailed analysis of the responses of parents in regard to break down of trust between parents and teachers.

The following legend has been used in tables 1-8: SA for strongly agreed, A for agreed, U for undecided, DA for disagreed and SDA for strongly disagreed. The legend used in Tables 9 - 11 and figure 9 is V. much for very much, UD for Undecided and Not v. much for Not very much.

**Table 2: Break down of trust between parents and teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	19	25.3	25.3	25.3
	A	22	29.3	29.3	54.7
	U	9	12.0	12.0	66.7
	DA	20	26.7	26.7	93.3
	SDA	5	6.7	6.7	100.0
	Total	75	100.0	100.0	
Total		75	100.0		

For instance, the findings in table 2 above show that 19 (25%) of the 75 respondents strongly agreed and 22 (29%) of respondents agreed that break down of trust between parents and teachers was one of the reasons for non involvement of parents in the education of their children with visual impairment. Among the respondents, nine (9) of the respondents were undecided in their responses.

With regard to gender, findings showed that 18 (53%) of 34 male and 25 (61%) of 41 of female respondents agreed that break down of trust between parents and teachers was one of the reasons for non-involvement of parents in the education of their children with visual impairment. Among the respondents, 12 (35%) of 34 males and 13 (31%) of 41 females did not agree that break down in trust between parents and teachers was one of reasons for non-involvement of parents in the education of their children. Four (4) males and five (5) females were undecided in their responses.

**4.1.2 Lack of skill in reading braille materials**

Out of the 75 respondents, 51 (68%) were in agreement that lack of skill in reading braille material was one of the reasons for non-involvement of parents in the education of their children with visual impairment. A detailed presentation of the findings is shown in table 2 below.

**Table 3: Lack of skill in reading Braille materials**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	22	29.3	29.3	29.3
	A	29	38.7	38.7	68.0
	U	2	2.7	2.7	70.7
	DA	15	20.0	20.0	90.7
	SDA	7	9.3	9.3	100.0
	Total	75	100.0	100.0	
Total		75	100.0		

Table 3 above shows that the extent of agreeing that, lack of skill in reading braille materials was one of the reasons for non-involvement of parents in the education of their children ranged from agreed to strongly agreed. For instance, out of 75 respondents, 22 (29%) strongly agreed and 29 (39%) agreed that lack of skill in reading braille material was one of the reasons for non-involvement of parents in the education of their children with visual impairment. Among the respondents, two (three percent) of the total respondents were undecided in their responses.

Further, the findings showed that 22 (29%) of the 75 respondents were not in agreement with the reason that lack of skill in reading braille was one of the reasons for non-involvement of parents in the education of their children with visual

impairment. For instance, 15 (20%) of the 75 respondents strongly did not agree and 7 (9%) of the respondents did not agree that lack of skill in reading braille material was one of the reasons for non-involvement of parents in the education of their children with visual impairment.

### 4.1.3 Belief that the disability of a child was due to sins of parents

Table 3 below shows that 15 (20%) of the 75 respondents strongly agreed and 32 (43%) of the respondents agreed that, the belief that the disability of a child was due to sins of parents was one of the reasons for non-involvement of parents in the education of their children with visual impairment.

**TABLE 4: Responses of parents in relation to sin belief**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	15	20.0	20.0	20.0
	A	32	42.7	42.7	62.7
	U	6	8.0	8.0	70.7
	DA	20	26.7	26.7	97.3
	SDA	2	2.7	2.7	100.0
	Total	75	100.0	100.0	
Total		75	100.0		

The data in table 4 above also shows that 6 (8%) of the 75 respondents were undecided in their responses. Further, 20 (27%) of the respondents disagreed and 2 (2%) strongly disagreed with the belief that the disability of a child was due to sins

of parents and that it was one of the reasons for non-involvement of parents in the education of their children with visual impairment.

**Table 5: Responses of parents in relation to sin belief by gender**

Count		SIN BELIEF					Total
		SA	A	U	DA	SDA	
SEX	M	5	13	4	11	1	34
	F	10	19	2	9	1	41
Total		15	32	6	20	2	75

With regard to gender, the findings in table 5 above show that 18 (53%) of the 34 male respondents and 29 (71%) of the 41 female respondents agreed with the belief that the disability of a child was due to sins of parents and that it was one of the reasons that caused them not to get involved in the education of their children with visual impairment. Data in table 4 above also show that two male and six female respondents were undecided in their responses. The data also show that eleven males from the total of thirty-four male respondents did not agree and only one male respondent strongly disagreed that the disability of a child was due to sins of parents. In addition, data in table 4 shows that a total of ten females were not in agreement that one of the reasons for non-involvement of parents in the education of their children with visual impairment was due to the belief that the disability of children was because of sins of parents.

**4.1.4 Education of children with visual impairment not a responsibility of parents**

**Table 6: Responses of parents in relation to education of children not being their responsibility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	23	30.7	30.7	30.7
	A	19	25.3	25.3	56.0
	U	6	8.0	8.0	64.0
	DA	19	25.3	25.3	89.3
	SDA	8	10.7	10.7	100.0
	Total	75	100.0	100.0	
Total		75	100.0		

Table 6 above shows that 23 (30.7%) of the 75 respondents strongly agreed and 19 (25.3%) of the 75 respondents agreed that education of the children with visual impairment was not the responsibility of their parents but of government and teachers. The data also show that 19 (25.3%) of the respondents indicated that they disagreed and eight (08) or (10.7%) of the respondents strongly disagreed that education of children with visual impairment was not a responsibility of their parents but of government and teachers. Among the respondents, six (06) were undecided in their responses.

In regard to gender, Table 7 below shows that a total of 17 (50%) of the 34 male and 19 (46%) of the 41 female respondents were in agreement that one of the reasons for non-involvement of parents in the education of their children with visual impairment was that their education was not a responsibility of parents but of government and teachers.

**Table 7: Responses of parents in relation to education being not parents’ responsibility by gender**

Count		EDUCATION NOT PARENTS' RESPONSIBILITY					Total
		SA	A	U	DA	SDA	
SEX	M	9	8	5	11	1	34
	F	11	8	1	12	9	41
Total		20	16	6	23	10	75

**4.1.5 Long distance between school and parents’ residences**

The results in Table 8 below show that long distance between school and parents’ residences contributed to non-involvement of parents in the education of their children. For instance, twelve (12) or sixteen percent (16%) of the 75 respondents strongly agreed and 33 (44%) respondents agreed that one of the reasons for non-involvement of parents in the education of their children with visual impairment was the long distance between school and parents’ residences. Findings also show that seventeen (17) or twenty three percent (22.7%) of the total respondents were undecided in their responses.

**Table 8: Parents’ responses in relation to distance between school and their residences**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	12	16.0	16.0	16.0
	A	33	44.0	44.0	60.0
	U	17	22.7	22.7	82.7
	DA	8	10.7	10.7	93.3
	SDA	5	6.7	6.7	100.0
Total		75	100.0	100.0	
Total		75	100.0		



Results in table 8 above also show that eight or ten percent (10%) and five (5) or seven percent (7%) of the 75 respondents either disagreed or strongly disagreed that long distance between school and parents’ residences was one of the reasons for non-involvement of parents in the education of their children with visual impairment.

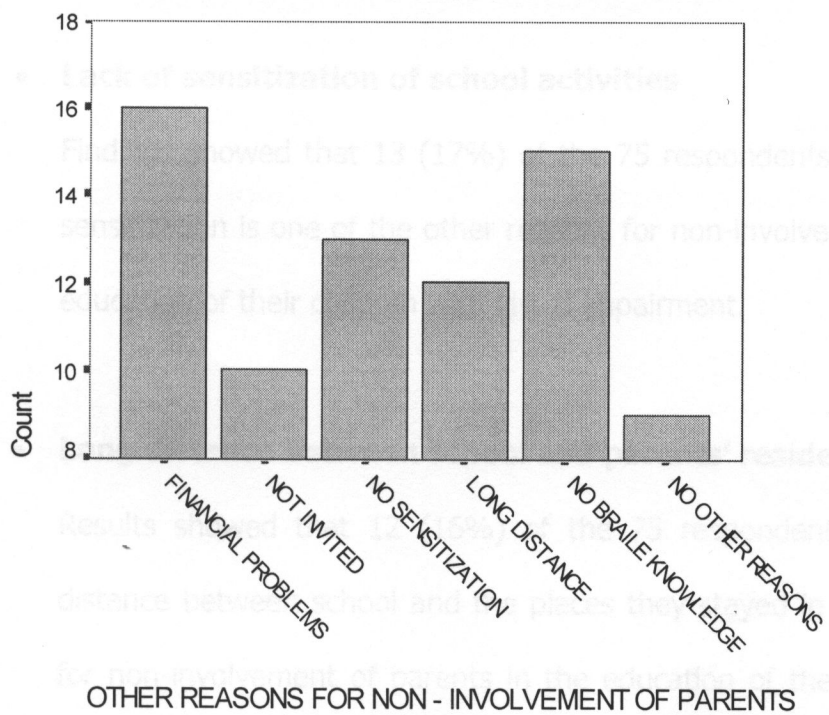
As regards to gender, 24 (70%) of the 34 male and 21 (51%) of the 41 female respondents agreed that long distance between school and parents’ residences was one of the reasons for non-involvement of parents in the education of their children with visual impairment. Data also showed that five (5) or fifteen percent (15%) of the 34 male and twelve (12) or twenty nine (29%) of the 41 female respondents were undecided in their responses.

Further, five (5) of the 34 male and eight (8) of the 41 female respondents disagreed with the reason that long distance between school and parents’ residences was one of the causes for non-involvement of parents in the education of their children with visual impairment.

**4.1.6 Other reasons for non involvement of parents in the education of their children**

The bar graph below shows a pictorial view of the findings as regards other reasons for non-involvement of parents in the education of their children with visual impairment.

**Figure 1: Other reasons for non-involvement of parents in the education of their children**



Other reasons that were indicated for non-involvement of parents in the education of their children with visual impairment were out lined below.

- **Financial problems**

Out of 75 respondents, 16 (21%) indicated that financial problem was one of the other reasons for non-involvement of parents in the education of their children with visual impairment.

- **Not invited to school activities**

Data also showed that 10 (13%) of the 75 respondents indicated that lack of invitation to participate in school activities was one of the other reasons for

non-involvement of parents in the education of their children with visual impairment.

- **Lack of sensitization of school activities**

Findings showed that 13 (17%) of the 75 respondents indicated that lack of sensitization is one of the other reasons for non-involvement of parents in the education of their children with visual impairment.

- **Long distance between school and parents' residences**

Results showed that 12 (16%) of the 75 respondents indicated that long distance between school and the places they stayed in was the other reason for non-involvement of parents in the education of their children with visual impairment.

- **Lack of skill to read braille materials**

Data analysed showed that 15 (20%) of the 75 respondents indicated that lack of skill to read braille materials was one of the other reasons for non-involvement of parents in the education of their children with visual impairment.

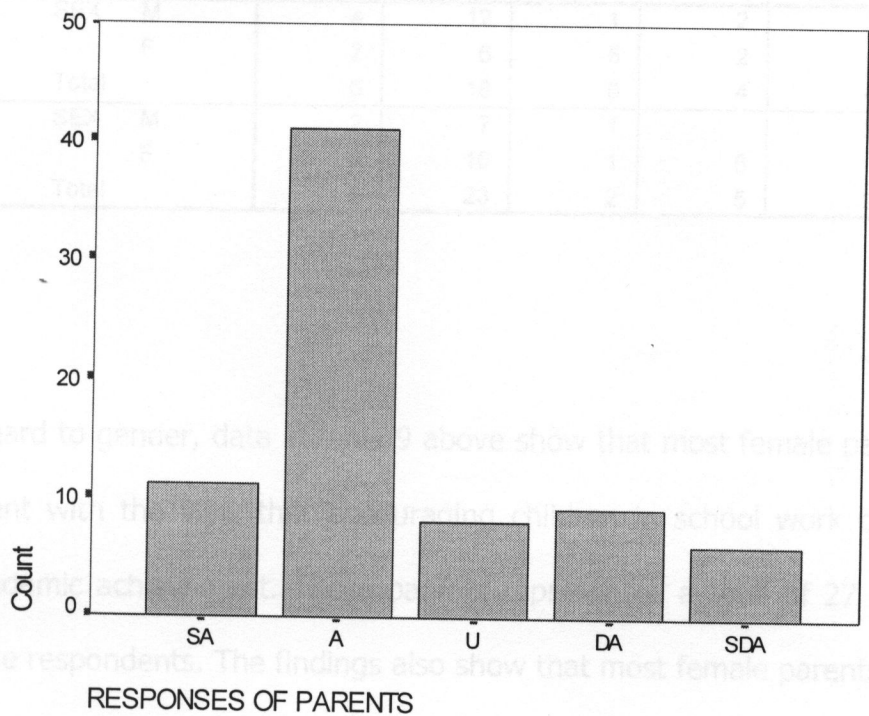
The findings also showed that nine or twelve percent of the 75 respondents were undecided in their responses.

4.2.0 HOW PARENTS COULD BE INVOLVED IN EDUCATION OF THEIR CHILDREN

4.2.1 Encouraging children in schoolwork

The bar graph in figure 2 below on the next page shows responses of parents in regard to their involvement in encouraging their children in school work.

Figure 2: Parents’ involvement in encouraging their children in school work



The bar chart above shows that 11(15%) respondents strongly agreed and 41 (55%) of the 75 respondents agreed that encouraging children in school work contributes to high academic achievement. A few (8) or eleven percent (11%) of the 75 (100%) respondents were undecided in their responses. Further, data show that fifteen or forty one percent (41%) of the male respondents were in agreement to encourage their female children in school work.

twenty percent of the 75 respondents were not in agreement that encouraging children in their schoolwork could contribute to high academic achievement.

**Table 9: Parent - child encouragement according to gender.**

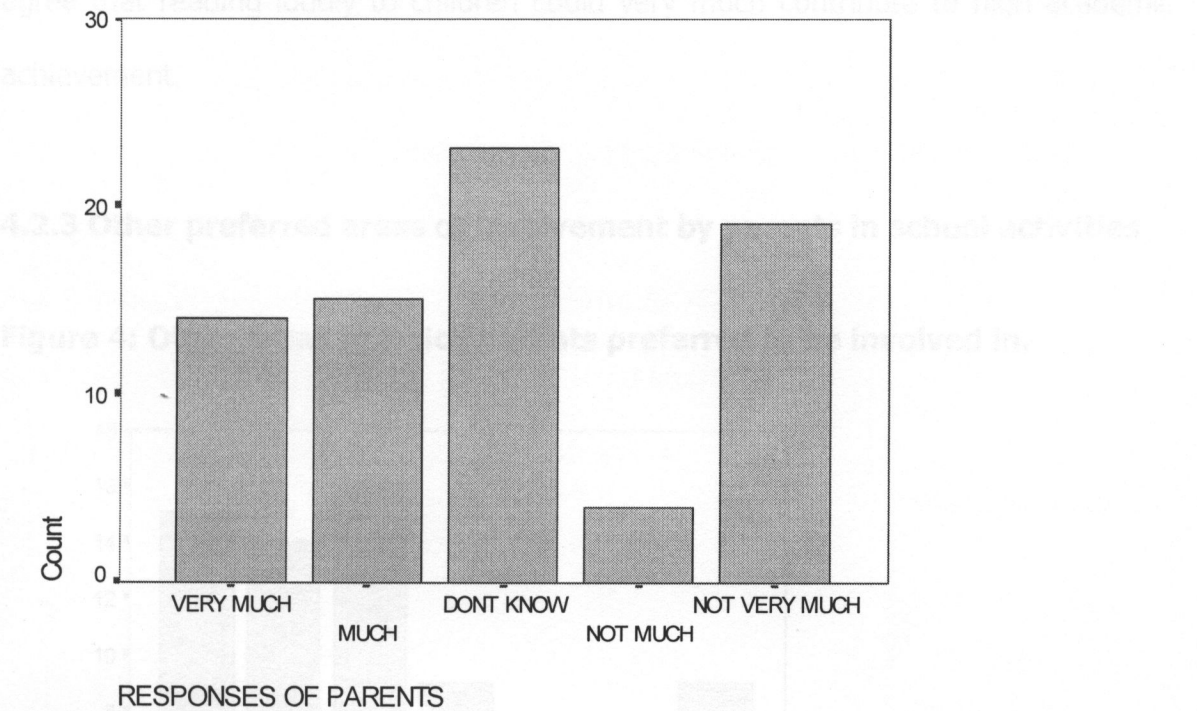
Count			RESPONSES OF PARENTS					Total
CHILD	SEX		SA	A	U	DA	SDA	
M	SEX	M	4	12	1	2	3	22
		F	2	6	5	2	1	16
	Total		6	18	6	4	4	38
F	SEX	M	2	7	1		2	12
		F	3	16	1	5		25
	Total		5	23	2	5	2	37

With regard to gender, data in table 9 above show that most female parents were in agreement with the view that encouraging children in school work contributed to high academic achievement. These parents represented a total of 27 (74%) of the 34 female respondents. The findings also show that most female parents preferred to encourage female children to male children. Only eight (8) or thirty two percent (32%) of the female respondents either strongly agreed or agreed to encourage male children in school work.

The findings also show that a total of 16 (73%) of the male respondents preferred to encourage their male children in school work than female children. Only nine (9) or forty one percent (41%) of the male respondents were in agreement to encourage their female children in school work.

4.2.2 Contribution of reading loudly to academic performance of children.

Figure 3: How reading loudly contributed to high academic performance in children.



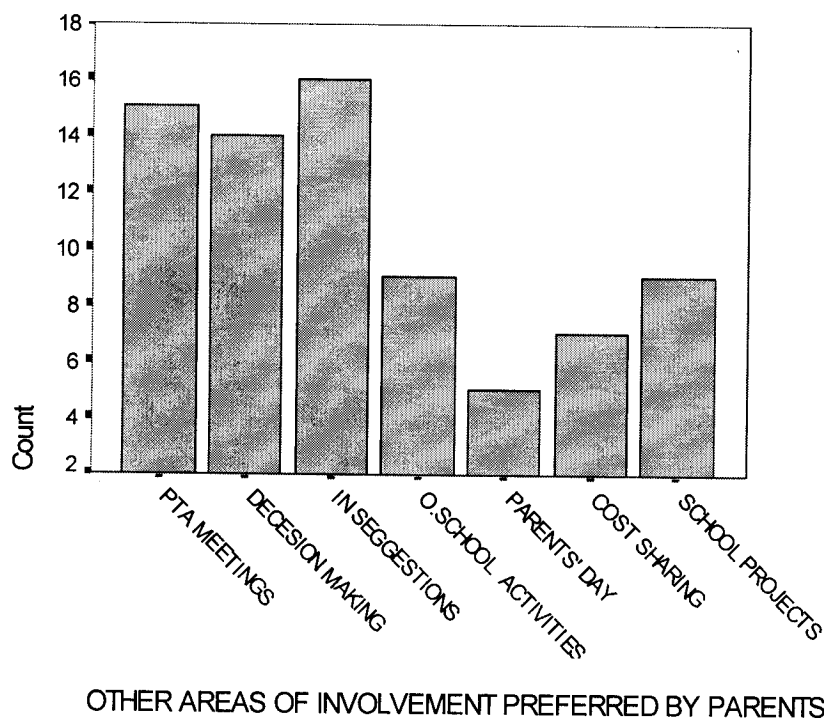
The bar graph above shows that 14 (18.6%) of 75 respondents strongly agreed that reading loudly to their children contributed to high academic achievement. Out of the 75 respondents, 15 (20%) agreed that reading loudly to their children would contribute to high academic achievement.

Findings in the bar graph above also show that 23 (31%) of the 75 respondents did not know that reading loudly to their children could contribute to high academic achievement.

In addition, the data in the bar graph above show that four or five percent of the 75 parents indicated that reading loudly to their children could not contribute much to academic achievement. Out of the 75 respondents, 19 (25.4%) respondents did not agree that reading loudly to children could very much contribute to high academic achievement.

4.2.3 Other preferred areas of involvement by parents in school activities

Figure 4: Other areas in which parents preferred to be involved in.



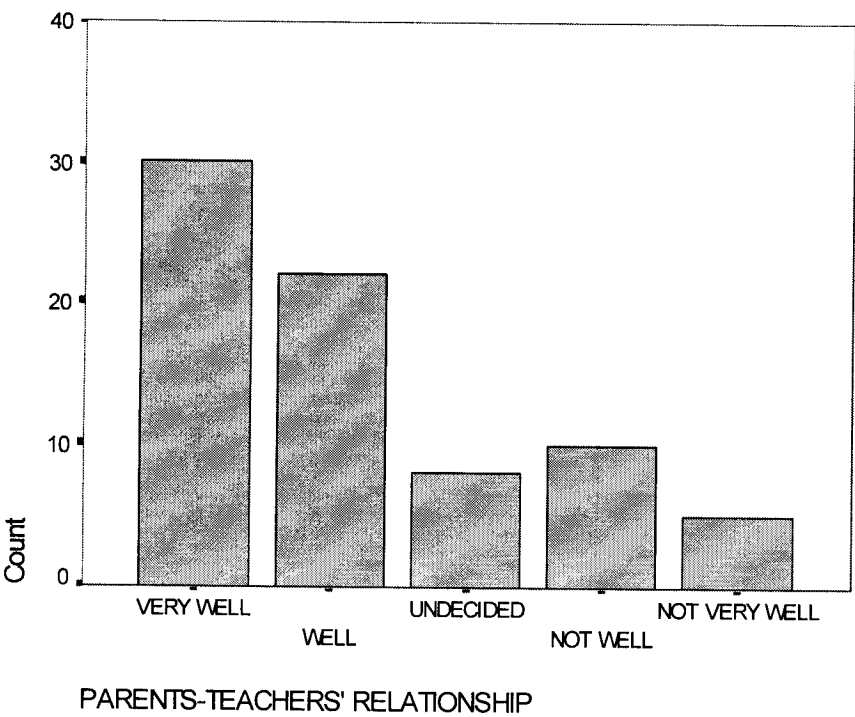
**Legend:** O. school activities = other school activities

Figure 4 above show that all the 75 respondents preferred to be involved in either Parents – Teachers Association (PTA) meetings, decision making, in making suggestions concerning the education of their children, in parents’ days, school projects or in cost sharing. For instance, of the 75 respondents, 15 (20%) preferred to be involved in PTA meetings, 14 (19%) in decision making, 16(21%) preferred to be involved in suggestions concerning the education of their children, 30 (40%) preferred to be involved in parents’ days, cost sharing or other school projects.

**4.3.0 PARENTS – TEACHERS COLLABORATION**

**4.3.1 Relationship between parents and teachers.**

**Figure 5: How parents relate with teachers**





The results in Figure 5 above shows that the 52 (69.3%) of the respondents indicated that their relationship with teachers was either well or very well. For instance, of the 75 respondents, 30 (40%) had a good relationship with teachers and 22 (29.3%) indicated that their relationship with teachers.

Minority of the respondents had their relationship with teachers ranging from undecided to not very well. For instance, of the 75 respondents, eight (8) were undecided in their responses and 10 (13.3% of the respondents indicated that their relationship with teachers was not well. Among the respondents, five indicated that their relationship with teachers was not very well.

### 4.3.2 Involvement of parents in decision-making

**Table 10: Involvement of parents in decision - making**

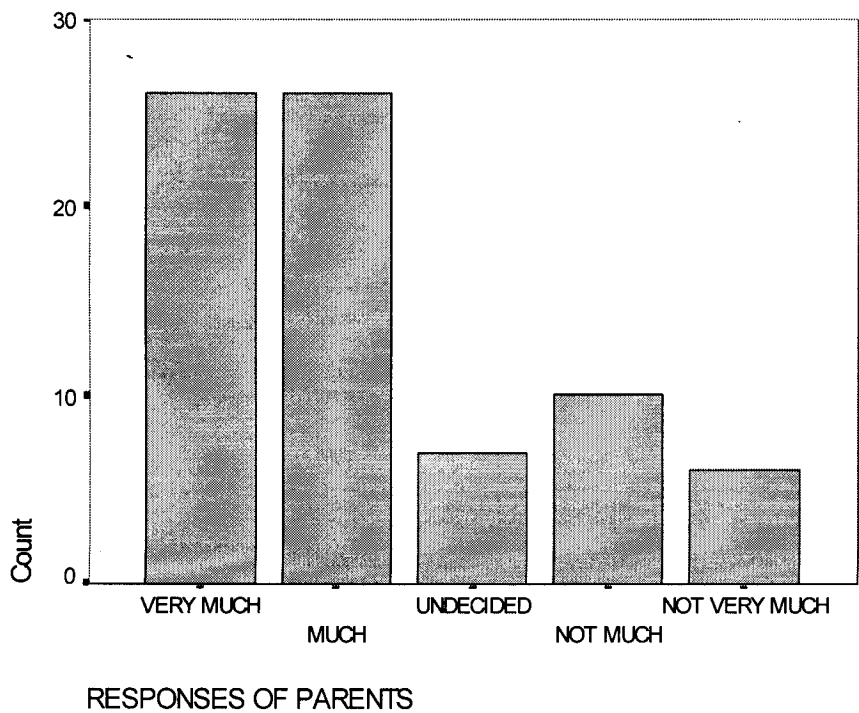
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V. MUCH	26	34.7	34.7	34.7
	MUCH	26	34.7	34.7	69.3
	UD	6	8.0	8.0	77.3
	NOT MUCH	10	13.3	13.3	90.7
	NOT V. MUCH	7	9.3	9.3	100.0
	Total	75	100.0	100.0	
Total		75	100.0		

With regard to whether parents would like teachers to involve them in decision making in school, findings in table 10 above show that out of 75 respondents, 52 (69.3%) indicated that they would like teachers to involve them in decision making

concerning education of their children. Six of the respondents were undecided in their responses. Ten of the respondents did not like to be involved in decision-making concerning education of their children with visual impairment. Out of 75 respondents, seven did not like to be very much involved in the decision making concerning their children with visual impairment.

**4.3.3 Parents’ contribution towards positive behaviour change in children**

Figure 6: Parents’ contribution to positive behavioural change in children



Findings in figure 6 above show that out of the 75 respondents, 52 (69.3%) had their responses ranging from much to very much. For instance, 26 (34.7%) respondents indicated that collaboration between parents and teachers would contribute very much to positive behavioural outcome in children. Other 26 (34.3%)

respondents also indicated that collaboration between parents and teachers would contribute much to positive behavioural outcome in children.

For instance, 18 (24%) indicated that PTA was very necessary and 34

Out of the 75 respondents, 16 (21.3%) indicated that collaboration between parents and teachers could neither contribute much nor very much to positive behavioural outcome in children. seven respondents were undecided whether collaboration between parents and teachers could contribute to positive behavioural outcome in children.

For instance, six respondents indicated that PTA was not necessary and five indicated that it was not very necessary.

4.3.4 Necessity of Parents – Teachers Association (PTA)

4.3.5 Invitation of parents to school activities

Figure 7: The necessity of Parents – Teachers Association (PTA)

their involvement in school activities

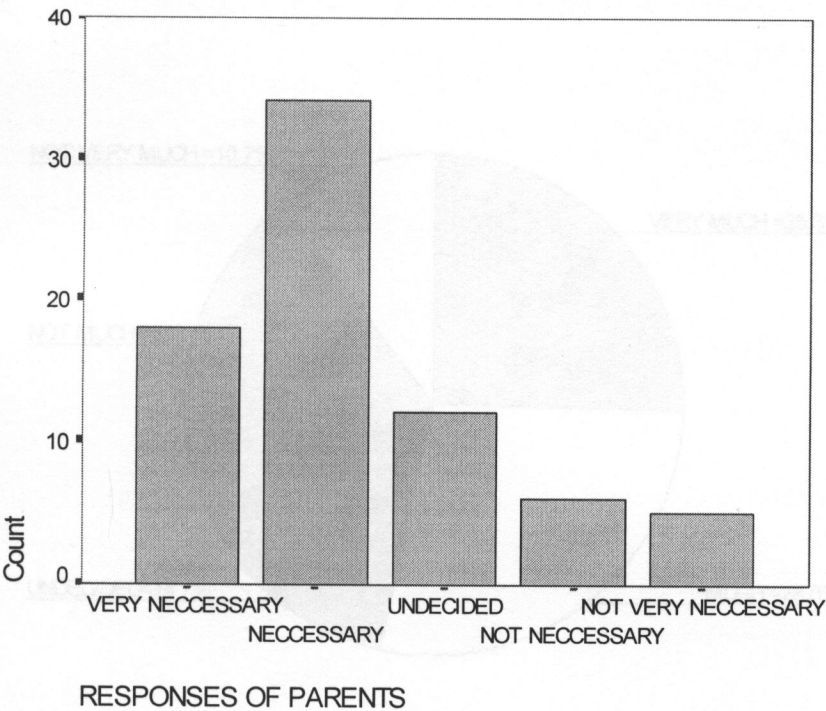


Figure 7 above shows that of the 75 respondents, 52 (69.3%) had their responses ranging from necessary to very necessary in regard to the necessity of PTA in schools. For instance, 18 (24%) indicated that PTA was very necessary and 34 (45.3%) indicated that it was necessary in schools. However, 12 (16%) respondents were undecided to whether PTA was necessary in schools.

their involvement in the education of their children. However, 14.7% of parents were

Data also show that 11 (14.7) respondents indicated either that PTA was not necessary or not very necessary in schools. For instance, six respondents indicated that PTA was not necessary and five indicated that it was not very necessary.

Findings in figure 8 above also shows that the majority (32%) of the respondents did

**4.3.5 Invitation of parents to school activities**

not consider invitation to school activities to enhance their involvement in education

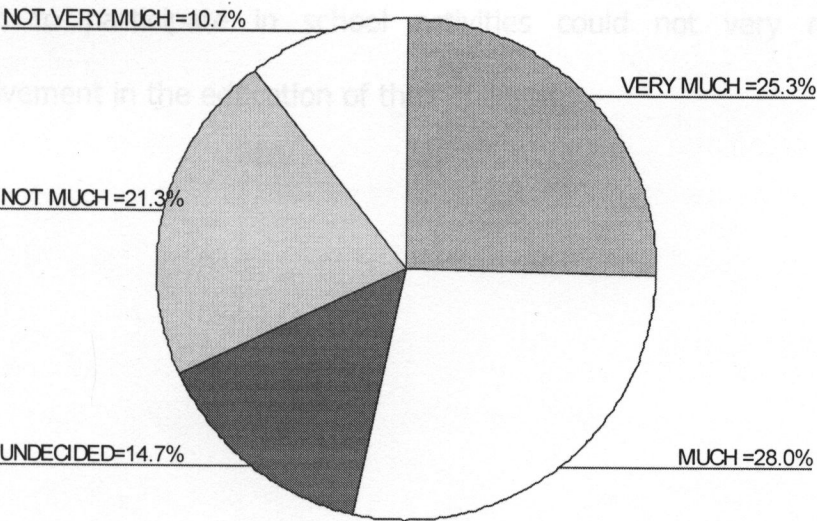
Figure 8: Views of parents whether invitation could enhance their involvement in school activities

them to participate in school activities would not enhance their involvement in the

education of their children. In addition, 10.7% of respondents indicated that inviting

their involvement in the education of their children. However, 14.7% of parents were

involved in the education of their children. However, 14.7% of parents were



Results in the pie chart above shows that the majority (53.3%) of the respondents had their responses ranging from much to very much. For instance, 28.0% of the respondents indicated that inviting them to participate in school activities could enhance their involvement in the education of their children. A further 25.3% of the respondents indicated that invitation to school activities would very much enhance their involvement in the education of their children. However, 14.7% of parents were undecided to whether inviting them to participate in school activities could enhance their involvement in the education of their children.

Findings in figure 8 above also shows that the minority (32%) of the respondents did not consider invitation to school activities to enhance their involvement in education of their children. For instance, 21.3% of the respondents indicated that inviting them to participate in school activities would not enhance their involvement in the education of their children. In addition, 10.7% of respondents indicated that inviting them to participate in school activities could not very much enhance their involvement in the education of their children.

4.3.6 Rating of personal involvement in the education of their children

Figure 9: Rating of parents' personal involvement in education of their children with visual impairment

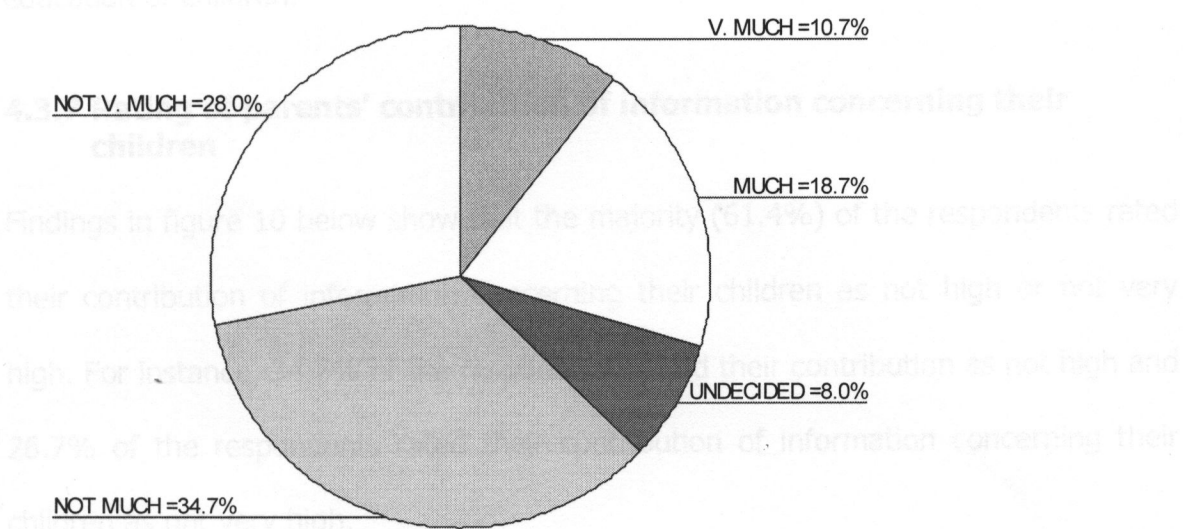


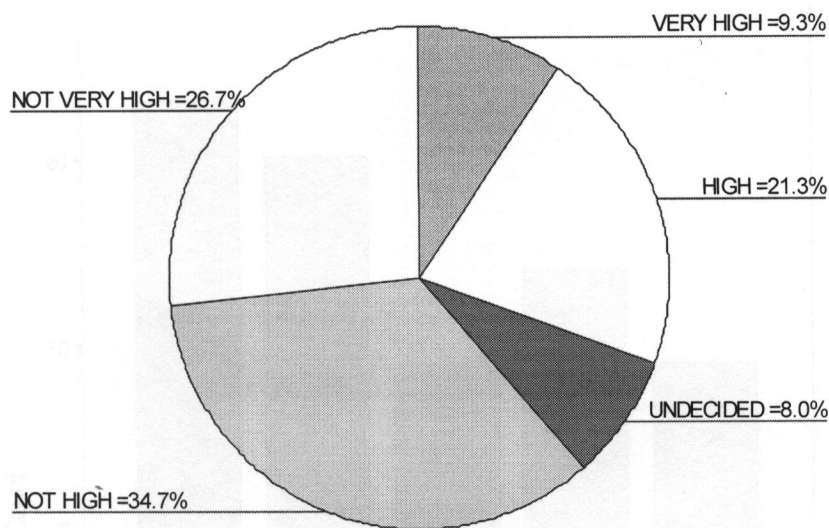
Figure 9 above shows that the majority or 62.7% of the respondents had their responses ranging from not much to not very much. For instance, 34.7% of the respondents indicated that their personal involvement in the education of their children was not much. A further 28.0% of respondents indicated that their involvement in the education of their children was not very much. Among the respondents, (8.05%) were undecided to whether they were involved or not in the education of their children.

The minority (29.4%) of the respondents represented by shaded area in figure 10 above either were very much or much involved in the education of their children with visual impairment. For instance, 10.7% of the respondents indicated that they were very much involved and 18.7% indicated that they were much involved in the education of children.

**4.3.7 Rating of parents’ contribution of information concerning their children**

Findings in figure 10 below show that the majority (61.4%) of the respondents rated their contribution of information concerning their children as not high or not very high. For instance, 34.7% of the respondents rated their contribution as not high and 26.7% of the respondents rated their contribution of information concerning their children as not very high.

**Figure 10: Parents’ rating of their contribution of information on their children.**



Findings in figure 10 above also show that the 30.6% of the respondents felt that they had either contributed much or very much as regards information concerning their children. For instance, 9.3% of the respondents rated their contribution of information concerning their children as very high. A further 21.3% of the respondents felt they had contributed highly as regards information concerning their children.

Data in figure 11 also show that of the 75 respondents, 27 (30.7%) indicated that they either did not want to be more involved or strongly did not want to be more involved in the education of their children.



**4.3.8. Parents’ wish for more involvement in education of their children.**

Figure 11: Parents’ wish for more involvement in education of their children

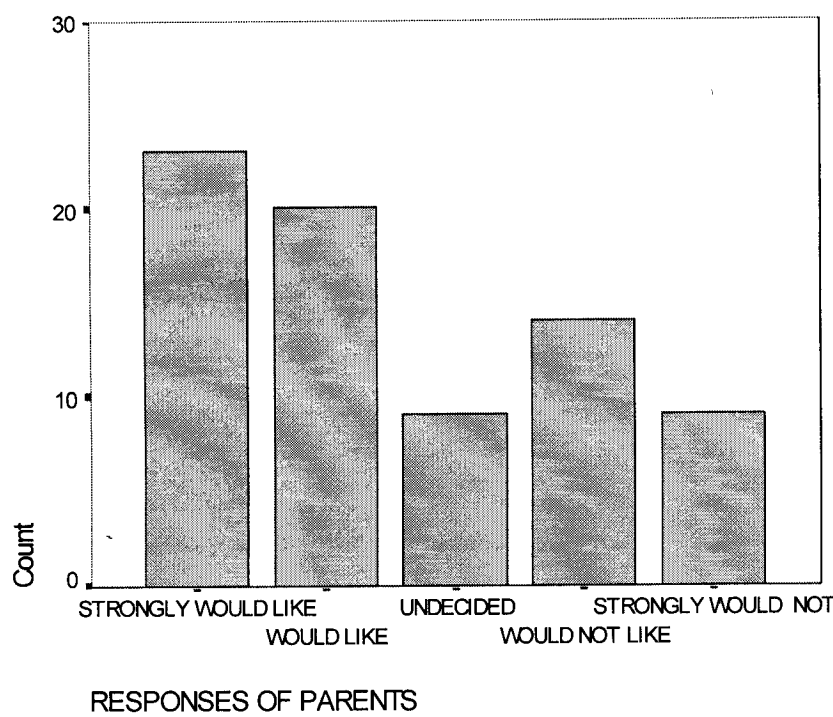


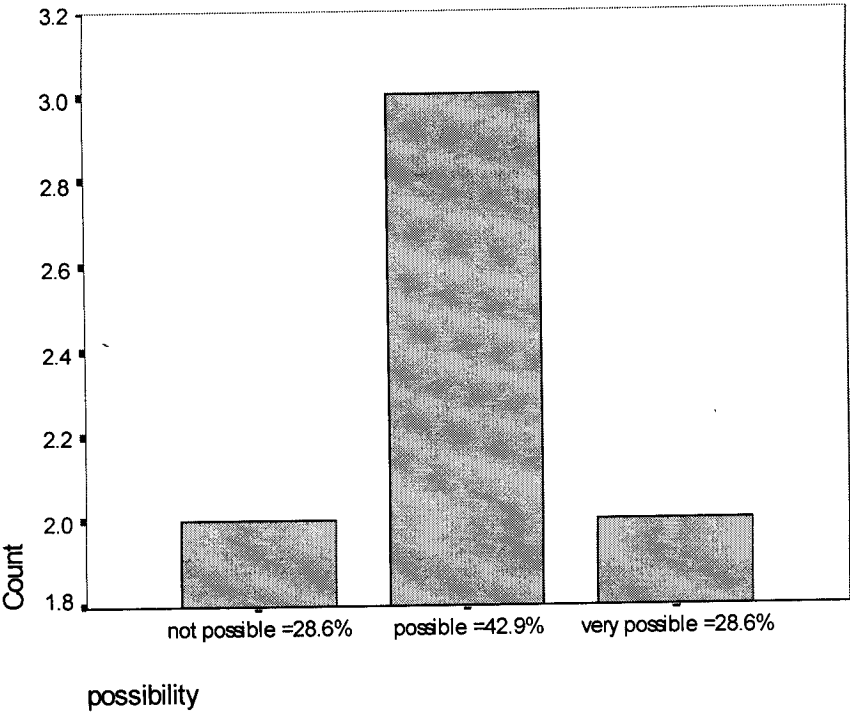
Figure 11 above show that 40 (57.4%) of the respondents indicated that they either would like to be more involved or strongly felt that they need to be more involved in the education of their children. Among the respondents, nine or twelve percent (9 or 12%) of the respondents were undecided whether to get more involved or not in the education of their children.

Data in figure 11 also show that of the 75 respondents, 23 (30.7%) indicated that they either did not want to be more involved or strongly did not want to be more involved in the education of their children.

**4.4.0 HOW TEACHERS COULD INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN**

**4.4.1 Possibility of involving parents in the education of their children**

**Figure 12: Possibility of involving parents in education of their children.**



Results in figure 12 above show that the 5 (71.5%) of the 7 teachers indicated that either it was possible or very possible to involve parents in the education of their children with visual impairment. For instance, 3 of the teachers indicated that it was possible to involve parents in the education of their children and two (2) or 28.6% of the teachers indicated that it was very possible to involve parents in the education of their children.

Further, data in figure 12 shows that, the minority (2 or 28.6%) of the 7 teachers indicated that it was not possible to involve parents in the education of their children.

4.4.2: Teachers’ views on enhancing involvement of parents through invitation.

Table 11: Teachers’ views on enhancing involvement of parents in the education of their children through invitation to PTA meetings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very much	3	42.9	42.9	42.9
	much	2	28.6	28.6	71.4
	undecided	1	14.3	14.3	85.7
	not much	1	14.3	14.3	100.0
	Total	7	100.0	100.0	
Total		7	100.0		

Data in table 11 above shows that 5 (71.4%) of the 7 teachers had their responses regarding enhancing involvement of parents in the education of their children through inviting them to PTA meetings ranging from much to very much. For instance, three (3) or 42.9% of the respondents indicated that if parents were invited to PTA meetings, it would very much enhance their involvement in the education of their children. In addition, two of the seven parents indicated that inviting parents to PTA meetings would enhance their involvement in the education of their children. The findings in table 10 above also show that one parent was undecided and another indicated that inviting parents to PTA meetings would not enhance involvement of parents much in the education of their children.

**4.4.3 Teachers’ views on the benefits of parents’ participation in decision making on the behaviour of children.**

Table 12: Teachers responses in regard to the benefits of parents’ participation in decision making on the behaviour of children.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	v. much	4	57.1	57.1	57.1
	much	3	42.9	42.9	100.0
	Total	7	100.0	100.0	
Total		7	100.0		

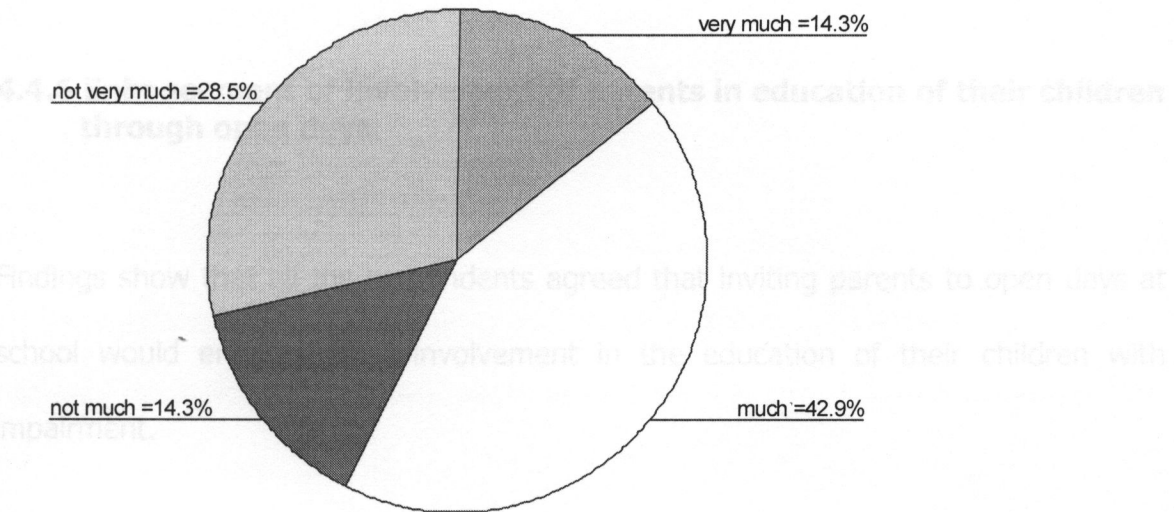
Table 12 above shows that all the 7 teachers indicated that inviting parents to participate in decision-making concerning the behaviour of their children could contribute to good behaviour in children.

**4.4.4 Teachers’ views in involving parents in curriculum design process**

Findings indicate that 6 (85.8%) of the respondents were not in favour of involving parents in curriculum design process. In addition, 14.3% of the respondents indicated that they would involve parents in curriculum design process.

4.4.5 Enhancement of child’s academic performance through parents’ observation

Figure 13: Teachers’ responses to enhancement of Children’s academic performance through parents’ observation



4.4.7 Teaching braille to parents

Results in figure 13 above show that majority (57.2%) of teachers indicated that inviting parents to observe how their children learn in class could enhance academic performance of children. For instance, 14.3% of the respondents indicated that if parents were invited to observe how their children learn in class, it could very much enhance academic performance of children. In addition, 42.9% of the respondents agreed that if parents were invited parents to observe how their children learn in class could enhance academic performance of children.

The minority (42.8%) of the respondents had contrary views. For instance, 14.3% of the respondents indicated that inviting parents to observe how their children learn in class would not enhance academic performance of children much. In addition, 28.5% of the respondents indicated that if parents were invited to observe their children in class, it could not very much enhance academic performance of children.

#### **4.4.6 Enhancement of involvement of parents in education of their children through open days.**

Findings show that all the respondents agreed that inviting parents to open days at school would enhance their involvement in the education of their children with impairment.

#### **4.4.7 Teaching braille to parents**

Results show that 5 (71.4%) of the respondents agreed that if parents were taught braille, they could participate in the education of their children with visual impairment. However, two of the respondents did not agree to the assumption that if parents were taught braille they could participate in the education of their children.

**4.4.8 Willingness of teachers to teach braille to parents**

Results indicate that 71.4% of the respondents were willing to teach parents how to read and write materials in braille. However, 28.6% of teachers were not willing to teach parents how to read and write materials in braille.

**4.4.9 Extent to which teachers would welcome suggestions from parents**

Findings show that all the teachers were willing to welcome suggestions from parents on the education of their children with visual impairment. For instance, 71.4% of the respondents indicated that they would very much welcome suggestions and 28.6% of the teachers indicated that they would welcome suggestions from parents on the education of their children with visual impairment.

**4.4.10 Other suggestions on involving parents in the education of their children**

Figure 14 below also shows that 14.3% of the teachers suggested that they could involve parents in the education of their children through cost sharing. A further 28.6% of the respondents indicated that they could involve parents by inviting them to PTA meetings.

Figure 14: Teachers’ suggestions on how to involve parents in education of their children with visual impairment.

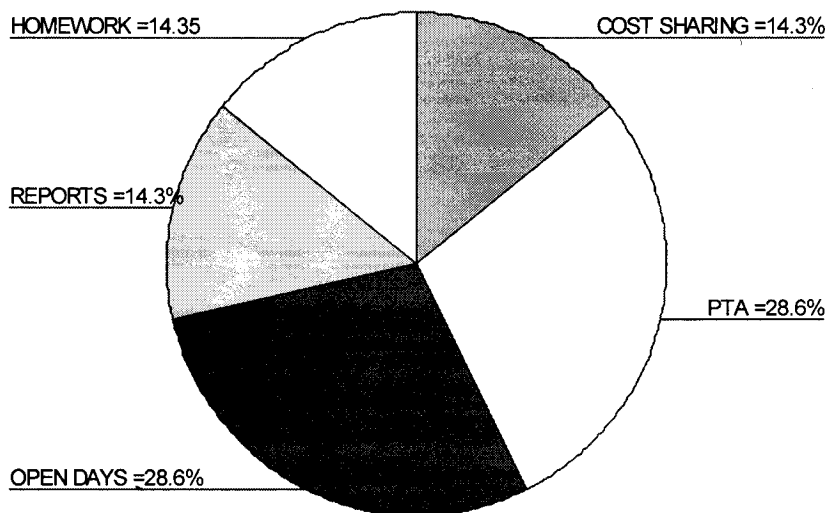


Figure 14 above shows that, 28.6% of the respondents indicated that they would involve parents in the education of their children by inviting them to open days at school. Out of all the respondents, 14.3% suggested to involve parents in the education of their children by sending them school reports and another 14.3% suggested involving parents in education of their children by encouraging them to participate in children’s home work.



## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 INTRODUCTON**

This chapter focuses on the discussion of the findings of the study. The order of the discussion follows the order in which the findings have been presented in the previous chapter namely; reasons for non involvement of parents in the education of their children, how parents could be involved in the education of their children, how parents and teachers would collaborate in the education of their children and how teachers would involve parents in the education of their children with visual impairment at Lions basic school for the visually impaired.

##### **5.1.0 REASONS FOR NON-INVOLVEMENT OF PARENTS IN THE EDUCATION OF THEIR CHILDREN WITH VISUAL IMPAIRMENT.**

Several reasons were given by parents to justify their non-involvement in the education of their children with visual impairment. The reasons have been outlined in the following paragraphs.

##### **5.1.1 Break down of trust between parents and teachers**

The study revealed that 41 (57%) of the 75 parents agreed that break down of trust between parents and teachers was one of the reasons for their non-involvement in

the education of their children with visual impairment at Lions basic school for the visually impaired in Ndola. These findings were consistent with those of Baker, Afflerbach and Reinking (1996) who reported that the greatest reason for academic failure among inner – city African American children was break down of trust between the communities into which these children were coming from and the cultural mainstream represented by the educational establishment. There is need therefore, to investigate causes of such break down of trust between school and the parents of children with visual impairment so that the problem of non-involvement of parents in the education of their children is solved at Lions basic school for the visually impaired.

#### **5.1.2 Lack of skill in reading and writing materials in braille**

The results of the study revealed that out of 75 parents, 51 (68%) indicated that unless they knew how to read and write materials in braille they would not get involved in the education of their children. These findings were consistent with those of Wormsley and D’Andrea, (1997) who argued that unlike sighted children and those children with partial sight, whose parents could mostly read materials in print, blind children learning to read through braille could not share their reading experiences with their parents unless the parents made special effort to learn braille. Teachers also agreed that lack of skill in reading and writing materials in braille could have caused most parents not to get involved in the education of their children. For instance, 71.4% of the teachers indicated that if parents were taught braille, they

could participate in the education of their children. Consistent with the results of the interview between the researcher and Katongo on 26 February 2004, was that 71.4% of teachers were willing to teach parents to read and write materials in braille. Based on these results, it is therefore, important that parents take advantage of the willingness of teachers to teach them braille. Teachers should also take advantage of the willingness of parents to learn braille in order for them to get involved in the education of their children with visual impairment.

### **5.1.3 Belief that the disability of children was due to sins of parents**

The results of the study revealed that the 47 (63%) of the 75 respondents believed that the sins of parents were the cause of the disability in children with visual impairment. Consistent with these findings was the verbal response of one of the parents in an interview on 12 March 2004, in which she said that:

incest, adultery or any mischief by married men or women usually results in giving birth to a child with a disability. Since mischief is commonly done in secrecy, disability in a child becomes evidence of sins committed by parents. Most parents with children with disability therefore, feel guilty of causing the disability in their child and as a result they usually avoid being associated with such a child in society.

Such a belief was one of the contributing factors to non-involvement of parents in the education of their children at Lions basic school for the visually impaired. These results were consistent with those of Lowenfeld (1974) who reported that the deep-rooted belief based on religious convictions and superstition that sins or mistakes committed by parents were responsible for children's visual impairment contributed

to the problem of non-involvement of parents in the education of their children with visual impairment. It can be argued therefore, that most parents at Lions basic school for the visually impaired need to be educated on the causes of disabilities especially visual impairment in order to demystify the belief that disabilities were a result of sins of parents.

#### **5.1.4 Education of children with visual impairment not a responsibility of parents**

The findings of the study showed that 42 (56%) parents indicated that education of children with visual impairment was not a responsibility of parents but of government and teachers as one of the reasons for their non-involvement in the education of their children with visual impairment. The findings were similar to those reported by Kalabula (1989) and MOE (2003). For instance, Kalabula (1989) points out that by 1953, the Northern Rhodesia Government was giving grants to mission agencies to enable them run institutions of learning. MOE (2003) also points out that by 2003, there were 30 residential special schools in Zambia and the Ministry of Education was still taking responsibility of education of children with visual impairment. Following this background, it is clear that the attitude of parents has not changed from being dependent on missionaries, government and other supporting groups to being responsible for the education of their children.

### **5.1.5 Long distance between school and parents' residences.**

The results of the study indicated that 45 (60%) parents gave long distance between school and their residences as one of the reasons for their non-involvement in the education of their children. Indeed this reason to some extent may be true if the correlation between distance and cost of transport to the school was taken into account. For instance, the cost of transport for one person from Livingstone to Ndola town in which Lions School is located was K100, 000.00. In this case, it would cost a parent a minimum of K200, 000.00 in terms of transport costs to reach Lions School for the Visually impaired and return to Livingstone. Being a national school, Lions Basic School caters for children from all over the country and the factor of long distance coupled with escalating cost of transport could indeed adversely contribute to involvement of parents in school activities.

Parents also indicated other reasons for their non-involvement in the education of their children with visual impairment. For instance, throughout the study parents added that financial problems, lack of invitation to school, and lack of sensitization to school activities contributed to their non involvement in the education of their children with visual impairment. These findings were similar to those revealed in an interview the researcher had with Katongo on 26 February 2004. Katongo pointed out that, since 2002 parents stopped attending PTA meetings at Lions basic school for the visually impaired because the school withdrew the facility of refunding transport expenses to parents for bringing their children to school. Refunding transport expenses to parents who brought their children to school was stopped

because it became too expensive for the school to sustain such costs. In addition, the intention of the school was that parents get involved in education of their children by meeting the transport costs of bringing their children to school. The intention of the school was commendable and should be encouraged in order for parents to realize that meeting some of the costs related to school of their children is part of their involvement in the education of these children.

## **5.2.0 VIEWS OF PARENTS ON HOW THEY COULD BE INVOLVED IN THE EDUCATION OF THEIR CHILDREN**

### **5.2.1 Encouraging their children in school work**

The results of the study showed that 52 (70%) of the parents agreed that if they would encourage their children in school work, it would greatly contribute to high academic achievement. These results were consistent with those of Zellman and Waterman (1998) who reported that among American, Asian, Chinese and Japanese children, Asian children whose mothers were involved in their school work attained higher achievement levels in mathematics than the children whose parents did not get involved in their school work. It is therefore, necessary that parents encourage their children in school work. The example of Mr. and Mrs. Mpwapu of Kitwe in the Copper belt region of Zambia, who encouraged their child, provided him with school requisites and gifts for high academic performance at school to the point that the child was so encouraged in education that he performed so well in national examinations should be emulated by all parents.

### **5.2.2 Involvement in decision making.**

The results of the study showed that 69.3% of the parents wanted to be involved in the decision making process concerning education of their children with visual impairment. Similar studies (Morrison and Bryant 1998, Fantizzo, Tighe and Childs 2000, Leseman and De Jong 1998 and Saracho 1997) in Senegal and Le Fevre (2000) showed that involving parents in the education of their children through decision making was important in improving the education of their children. In addition, the findings suggested that involving parents in decision making process could be a solution to the problem of non-involvement of parents in the education of their children with visual impairment at Lions basic school for the visually impaired. It is clear from these results that parents were willing to be involved in decision making process of the children. The challenge therefore, is to both the school and parents. The school should initiate forums in which parents could be invited to participate in issues that demand their input in terms of decision making. For instance, revive the Parents - Teachers Association. On the other hand, parents should also make effort to attend such forums when the school invites them.

### **5.2.3 Other areas parents preferred to be involved in school activities.**

Results of the study revealed that all the parents preferred to be involved in school activities. For instance, in PTA meetings, decision-making, parents' days, cost

sharing, making suggestions and school projects. The findings were consistent to those of Horner, Nancy and Stilwell (1986) who found out that parents preferred a significant involvement in decision-making and other school activities. The willingness of parents to be involved in school activities is great strength for advocates for involvement of parents in the education of their children.

### **5.3.0 COLLABORATION BETWEEN PARENTS AND TEACHERS**

The results of the study suggested that most parents were willing to work together with teachers in the education of their children with visual impairment at Lions basic school for the visually impaired. Several areas were suggested in which parents and teachers could work together. Below are the areas suggested by parents in which they could work together with teachers.

#### **5.3.1 Decision making**

Findings in the study indicate that 52 (69.3%) parents were willing to work together with teachers in making decision concerning education of their children. This figure shows that the majority of the parents were willing to work together with the teachers. The results were consistent with those of Senechal and Le Fevre (2002) who suggested that parents and teachers could work together to educate their children. It can therefore, be argued that, involving parents in decision making could be an effective solution to the problem of non-involvement of parents in the education of their children with visual impairment.



### **5.3.2 Contributing to positive behavioural change in children**

Results of the study showed that 52 (69.3%) parents and all the seven teachers indicated that they would work together in making decisions concerning the behaviour of their children with visual impairment. In addition, the results suggested that both parents and teachers recognized that working together could greatly contribute to positive behavioural outcome in children. In line with the argument of Hornby (1995), collaboration between parents and teachers could also encourage parents to contribute valuable information about their children with special needs because they knew their children from birth.

### **5.3.3 PTA MEETINGS AND IN OTHER SCHOOL ACTIVITIES**

The study revealed that all the parents and all the teachers were willing to work together in PTA meetings and other school activities such as children's homework, cost sharing, in open days and designing curriculum. These findings were consistent with those of Hornby (1995) who found out that most parents collaborated with teachers by reinforcing classroom programmes at home such as home-school reading programmes. It can therefore, be argued that if parents were involved in school activities, it could to a greater extent solve the problem of non-involvement of parents in the education of their children with visual impairment.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 CONCLUSION**

This chapter concludes the findings of the study and makes recommendations based on the findings. The conclusion is closely tied to the purpose of the study, which sought to find out reasons for non-involvement of parents in the education of their children with visual impairment at Lions basic school for the visually impaired. In addition, it sought to identify ways of involving parents in education as a solution to the problem of non-involvement of parents in the education of their children.

Throughout the study, parents cited break down of trust between teachers and themselves, lack of skill in reading and writing materials in braille, self-accusation due to the belief that disability of their children was a result of parents' sins, belief that education of children with visual impairment was not a responsibility of parents but government and teachers to be reasons for their non involvement in the education of their children. In addition, long distance between school and parents' residences was identified as one of the causes for non-involvement of parents in school activities. Other reasons given by parents were financial problems, lack of invitation and sensitization to school activities.

Despite the many reasons given by parents to justify their non-involvement in education, most parents and teachers were willing to work together in order to educate the children with visual impairment. The findings of the study revealed that the relationship between parents and teachers was good. The existence of good relationship could be a recipe for parents and teachers to work together for the benefit of the children with visual impairment at Lions basic school for the visually impaired. It was also delighting to note that parents were willing to participate in PTA meetings, school projects, reinforcing school – home programmes especially pupils' homework, decision making processes and even in cost sharing activities. The challenge was given to teachers to invite parents to participate in school activities. Further, the willingness of teachers to teach braille to parents and that of parents to learn braille was one of the most important solutions to the problem of non-involvement of parents in the education of their children. However, appreciation should be given to the respondents who had contrary views from the majority. Contrary views provide checks and balances, which in turn could help parents and teachers to improve in their attitudes, relationships and beliefs. It is hoped therefore, that the findings of the study could contribute to a solution to the problem of non-involvement of parents in the education of their children with visual impairment at Lions basic school for the visually impaired.

## **6.2 RECOMMENDATIONS**

This study proved beyond reasonable doubt that it is possible for parents to be involved in the education of their children with visual impairment at Lions basic school for the visually impaired. On the basis of this premise, the following recommendations directed to the Ministry of Education, parents and teachers may be necessary to consider.

6.2.1. The Ministry of Education and the school management should educate teachers that the responsibility of educating children lies in both the parents and teachers.

6.2.2. Government and teachers should encourage the concept of cost sharing to enhance the spirit of responsibility towards education of children with visual impairment. It was hoped that cost sharing would succeed since some parents were willing to participate in school activities that demanded cost sharing.

6.2.3 There is need for the Ministry of Education through its Evaluation and Standard Officers (ESO) to sensitize parents on the causes of disabilities in general and visual impairment in particular in order to demystify the belief that the disability in children was due to sins of parents.

6.2.4. Based on the premise that most parents either did not know or did not agree that reading loudly to children contributes to high academic achievement, it is recommended that teachers help parents to understand and appreciate it for the benefit of their children.

- 6.2.5 The school management should revive PTA meetings to enable parents to be involvement in decision making on issues concerning their children.
- 6.2.6 The Ministry of Education should provide resources to support the teachers who will be engaged in teaching parents to read and write materials in braille.
- 6.2.7. The school management should introduce an open day in the school to be held at least once in a term in order to allow parents to visit the school and see what their children are able to produce or show.
- 6.2.8. Parents and teachers should get together and identify school projects in which they would work together to improve the welfare of their children while at school.

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**APPENDICES**

**Appendix I: Questionnaire for parents.**

Dear Respondent,

I am a postgraduate student at UNZA. You have been selected to participate in providing information for research. The research is part of my studies.

This questionnaire is intended to collect information on how parents of children with visual impairment at Lions basic school for the visually impaired in Ndola can be involved in the education of their children. The information to be collected will be used for academic purposes only and confidentiality on the part the respondent shall be upheld.

**INSTRUCTIONS:**

(I) Tick in the appropriate box for your response to the questions or statements with boxes in the questionnaire.

(II) Write brief responses to the questions that are in this questionnaire in the spaces provided

---

**A. RESPONDENT’S IDENTIFICATION**

**Q1.** What is your sex?  
Male [ ] Female [ ]

**Q2.** What is your age?  
20 or young [ ] 21 – 24 [ ] 25 – 29 [ ] 30 –34 [ ] 35 or older [ ]



**Q3.** What is your marital status?  
Single [ ] Married [ ] Divorced [ ] Widowed [ ]

**Q4.** How many children do you have? .....

**Q5.** What is the sex of your child at Lions basic school for visually impaired?  
Male [ ] Female [ ]

**Q6** What is your highest academic level?  
Junior secondary school certificate [ ]  
Form 5/Grade 12 school certificate [ ]  
College certificate [ ]  
Diploma [ ]  
First degree [ ]  
Master’s degree [ ]  
Doctòral degree [ ]

**B. Date of interview**

**Q7** Indicate date when interview was conducted ...../...../2004

**C. Town of residence**

**Q8** Name the town you live in .....

**D. Questions related to reasons for non- involvement of parents in the education of their children with visual impairment at Lions basic school.**

**Q.9** Do you agree that break down of trust between parents and teachers?  
makes you not to get involved in the education of your child.  
Strongly agree [ ] Agree [ ] Un decided [ ] Do not agree [ ]  
Strongly do not agree [ ]

**Q.10** Do you agree that unless a parent knew how to read braille, he or she cannot get involved in the education of their child.

Strongly agree [ ☐ ] Agree [ ☐ ] Un decided [ ☐ ] Do not agree [ ☐ ]

Strongly do not agree [ ☐ ]

**Q.11** The belief that the disability of a child is as a result of sins of parents makes me not attend to my child’s school activities.

Strongly agree [ ☐ ] Agree [ ☐ ] Un decided [ ☐ ] Do not agree [ ☐ ]

Strongly do not agree [ ☐ ]

**Q.12** Education of children with visual impairment is not the responsibility of Parents but government and teachers

Strongly agree [ ☐ ] Agree [ ☐ ] Un decided [ ☐ ] Do not agree [ ☐ ]

Strongly do not agree [ ☐ ]

**Q13** The long distance between school and my residence makes me as a Parent not to get involved in the school activities at Lions basic school for the visually impaired.

Strongly agree [ ☐ ] Agree [ ☐ ] Un decided [ ☐ ] Do not agree [ ☐ ]

Strongly do not agree [ ☐ ]

**Q.14.** List any other reasons for you as a parent for not to getting involved in the education of your child with visual impairment.

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**E Questions related to how parents can be involved in the education of their children with visual impairment**

**Q15** .Do you agree that encouraging your child with visual impairment in his or her school work contributes to high academic achievement?

Strongly agree [ ] Agree [ ] Un decided [ ] Do not agree [ ]

Strongly do not agree [ ]

**Q16.** Does reading loudly to your child with visual impairment contribute to his or her high academic achievement?

It does contribute very much [ ] It does contribute much [ ]

Do not know [ ] It does not contribute much [ ] It does not contribute

very much [ ]

**Q17.** Mention some of the school activities you are currently involved in at Lions basic school.

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**Q18.** Suggest how you would prefer to be involved in the education of your Child at Lions basic school for the visually impaired in future.

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.....  
.....  
.....

**F Questions related to how parents and teachers would collaborate in the education of children with visual impairment at Lions basic school for the visually impaired**

**Q19** How do you relate with teachers of your child at Lions basic school for the visually impairment.?

Very well [ ] well [ ] Un decided [ ] Not well [ ] Not very well [ ]

**Q20** Would you like teachers to involve you in decision – making concerning education of your child at Lions basic school for the visually impaired?

Very much [ ] Much [ ] Un decided [ ] Not much [ ] Not very much [ ]

**Q21** Would working together between parents and teachers in the education children with visual impairment contribute to positive behavioural outcome?

It would contribute very much [ ] It would contribute much[ ]Undecided [ ]

it would not contribute much [ ] It would not contribute very much [ ]

**Q22.** Is Parents – Teachers Association necessary at Lions basic school for the Visually impaired?

Very necessary [ ] necessary [ ] Un decided [ ] Not necessary [ ]

Not very necessary [ ]

**Q23** Would inviting you to participate in school activities at Lions basic school for the visually impaired enhance your involvement in the the education of your child?

Very much [ ] Much [ ] Un decided [ ] Not much [ ] Not very much [ ]

**Q24** How involved do you personally feel you are in your child’s school life?

Very much [ ] Much [ ] Un decided [ ] Not much [ ] Not very much [ ]

**Q25** How do you rate your contribution of information concerning your child to the class teacher of your child with visual impairment?

Very high [ ] High[ ] Un decided [ ] Not high [ ] Not very high [ ]

**Q26.** Would you like to be more involved in your child’s school life?

Strongly would like to be [ ] Would like to be [ ] Un decided [ ]

Would not like to [ ] Strongly would not like to [ ]

**Appendix ii:**

**QUESTIONNAIRE FOR TEACHERS AT LIONS BASIC SCHOOL FOR THE VISUALLY  
IMPAIRED.**

Dear Respondent,  
I am a postgraduate student at UNZA. You have been selected to participate in providing information for research. The research is part of my studies at UNZA. You are therefore, kindly requested to complete this questionnaire. This questionnaire is intended to collect information on how teachers could involve parents in the education of their children with visual impairment at Lions basic school for the visually impaired in Ndola. The information to be collected shall be used for academic purposes only and confidentiality on the part of the respondents shall be upheld.

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**INSTRUCTIONS:**

- (I) Tick in the appropriate box for your response to the questions or statements with boxes in the questionnaire.
- (II) Write brief responses to the questions that are in this questionnaire in the spaces provided

**A. RESPONDENT’S IDENTIFICATION**

- 1. What is your sex?  
male [ ] female [ ]

2. What is your age?  
 20 or younger [ ] 21-24 [ ] 25-29 [ ] 30 – 34 [ ] 35 or older [ ]
3. What is your marital status?  
 Single [ ] Married [ ] Divorced [ ] Widowed [ ]
4. How many children do you have? .....
5. Which town do you live in? .....
6. Indicate the date when interview was conducted .....

**B      Questions related to how teachers would involve parents in the education of their children with visual impairment.**

7. Is it possible to involve parents in the education of their children with Visual impairment?  
  
 It is very possible [ ] it is possible [ ] undecided [ ] not possible[ ]  
 not very possible [ ]
8. Would inviting parents to Parents–Teachers Association meetings enhance their involvement in the education of their children with visual impairment?  
  
 Very much [ ] much [ ] am not sure [ ] not much [ ] not very much[ ]
9. Would inviting parents to participate in decision-making concerning the behaviour of their children contribute to good behaviour in children?  
  
 Very much [ ] much [ ] undecided [ ] not much [ ] not very much [ ]
10. Do you agree that teachers should involve parents in curriculum design Process?  
 Strongly agree [ ] agree [ ] undecided [ ] do not agree [ ]  
 strongly do not agree [ ]

11. Would inviting parents to observe how their child learns in class enhance academic performance of a child?

Very much [ ] much [ ] undecided [ ] not much [ ] not very much [ ]

12. Would inviting parents to open days at school enhance their involvement in the education of their children with visual impairment?

Very much [ ] much [ ] undecided [ ] not much [ ] not very much [ ]

13. Does involving parents in the education of their children with visual impairment contribute to their children’s high academic achievement?

Very much [ ] Much [ ] undecided [ ] not much [ ] not very much [ ]

14. Do you agree that if parents were taught braille, they would participate in the education of their children with visual impairment?

Strongly agree [ ] agree [ ] undecided [ ] do not agree [ ]  
strongly disagree [ ].

15. Are you willing to teach parents how to read and write materials in braille?

Very much willing[ ] willing [ ] undecided [ ] not willing [ ]  
not very much willing [ ]

16. Would you welcome suggestions from parents on the education of their children with visual impairment?

Very much [ ] much [ ] undecided [ ] not much [ ] not very much [ ]

17. Write any suggestions how you can involve parents in the education their children.

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**THANK YOU FOR YOUR CO OPERATION**