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*Mapping the Route for Sustainable Development Goals
(SDGs)*

**Research Directorate
University Journal Department.**

Chief Editor

Prince Wasajja James (PhD)

P.O Box 25454

Kampala, Uganda

Tel. +256772-695995

Email: princewasajja@ku.ac.ug

kujournaloffice@gmail.com

Website: www.ku.ac.ug

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Word from the Research Directorate

Once again I'm very pleased to present the third volume of the Kampala University Scientific Journal 2016 under the theme; **Agenda for Sustainable Community Transformation: Mapping the Route for Sustainable Development Goals (SDGs)**. The Millennium Development Goals have been phased out since last year, 2015, and now the United Nation nations has unveiled in the 17 sustainable Development Goals which include; No Poverty, No Hunger, Good Health and well being, Quality Education, Gender Quality, Clean Water and Sanitation, Affordable Clean Energy, Decent work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible consumption and Production, Climate Action, Life below Water, Life on Land, Peace, Justice and Strong Institutions and Partnerships for the goals. Since a University is meant to develop and disseminate universal knowledge, we are therefore direct partners in ensuring that these goals are well received and understood by the wider populace.

That why we have dedicated this publication to drawing a road map on how we can pave way into the initiation of these new goals. The issues that will follow under this volume will endeavour to develop the theme by pointing out where focus should be put in each of those Sustainable Development Goals. (SDGs)

I commend the work of the editors and those who contributed to this volume. I also call upon all contributors and reviewers to join this noble academic journey of discovery which will lead us into ensuring sustainable community development.

We strive for Excellence.

Bosco Binenwa (PhD).

Director of Research

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**COMPUTER TECHNOLOGY AND ACADEMIC
PERFORMANCE OF LEARNERS WITH VISUAL
IMPAIRMENT. A CASE STUDY OF WESTERN DIVISION
NTUNGAMO MUNICIPALITY- UGANDA.**

*By: Byaruhanga Aggrey Magyezi and Balikuddembe Nasser
(MCIT)*

Abstract

This study is to investigate the impact of computer technology and academic performance of learners with visual impairment. Objectives of the study included:-To establish the availability of the computer technology, performance of learners with visual impairment strategies and the use of computer technology device on performance of visual impaired learners. The study is qualitative in nature. The findings from the study and literature available revealed that illiteracy and poverty are the major factors hindering good performance of computer technology among learners with visual empowerment. The major conclusions arrived at are that there is lack of funds to purchase the computer, borrowing from other schools due to poverty and illiteracy of teachers on use of computers.

Key words; *Computer Technology, Performance, Visual Impairment*

Introduction and background

There is a global concern about education of all persons irrespective of their different disabilities, children with visual impairment inclusive. This aimed at improving the global welfare of all people, elimination of poverty, ignorance and disease prevalent in many developing countries.

Source: (Primary data, 2015)

As seen in the table 4.6 above 100% (n=55) of the key informants mentioned that they could not provide satisfactory services because there was not enough medical equipment, they were paid little salary and not enough space to treat the growing number of patients. Only 89% (n=46) mentioned that they were not enough drugs to treat the patients and 62% (n=34) saying they were few medical staff.

Conclusion

Research concluded that patient satisfaction was concerned with six components: interpersonal manner of health service providers, accessibility, physical environment, availability of medical care resources, quality of care and medical service expenses. Independent variables were predisposing factors such as age, gender, education level, occupation, marital status, and attitude; enabling resources including income, health insurance, traveling time, and transportation cost; and the need factors such as health problem and expectation.

The researcher, therefore, strongly supports the comments given by patients, in which the hospital should consider waiting time for seeing doctors and pharmacists as a priority issue that needs to be addressed as soon as possible in order to meet the patient's satisfaction. Also recommended that networking between the community hospital and local health centers should be strengthened in order to share the responsibility for providing health care to patients.

The OPD should add more service providers, regularly stock medical facilities, equipment and medications	3
--	---

Source: (Primary data, 2015)

As seen in the above table 4.5, respondents suggested an improvement in the quality of care and that health services should be available at all times Rank 1, the other suggestions were for the health providers to continuously have good interaction with the patients for proper health care management Rank 2. The respondents also suggested that medical equipment, drugs and instruments should be regularly stocked, this includes adding more staff to the health unit.

Information from Key informants

The researcher interviewed key informants on aspects of critical issues compromising satisfaction of service delivery at the OPD unit and what suggestions to improve their service delivery. 15 clinical officers, 10 doctors and 30 nurses were interviewed to obtain responses which were distributed according to their responses below in table 4.6

Response from Key Informants

Aspect	Clinical officers N=15	Doctors N=10	Nurses N=30	Total N %	
Lack of enough Drugs	10	10	29	49	89
Not enough medical equipment	15	10	30	55	100
Not enough convenient waiting space	15	10	30	55	100
Not enough medical staff	10	9	15	34	62
Little or low salary	15	10	30	55	100

Nobody ever dreamed that it made any sense to educate children with special needs especially the children with visual impairment. Chapman (1988) pointed out that meeting special educational needs in ordinary schools was much more than process of opening school doors to admit children previously admitted in special schools. The equal opportunities movement had not itself accepted people with disabilities, the children with visual impairment in particular, to be enrolled in inclusive setting. Furthermore Article 35 of the constitution of the republic of Uganda states that; persons with disabilities have a right to respect and human dignity, and the state and society shall take appropriate measures to ensure that they realize their full mental and physical potential. Article 35 (2) parliament shall enact laws appropriate for the protection of persons with disabilities. (constitution of the republic of Uganda) page 50. However "Chapman" claimed that even those who were enrolled were seen not to be in position to make educational activities but can also use the computer effectively.

Despite the above argument, efforts have been made to see that learners with visual impairment are enrolled in ordinary schools though their needs are not met.

In support of the above, the Jomtien conference (1990), held in Thailand highlighted on issues of inclusive education by pointing out on education of children with special needs regardless of the level and nature of the disabilities. Following the resolutions of the above conference many countries in the world, Uganda inclusive, started to address the imbalance in education, especially the provision education to children with special needs. In relation to the conference, children with disabilities were admitted in ordinary schools.

Literature Review

Quality education is a universal goal and therefore scholars argue that instruction of computer technology can be the key to quality education. Fiske Hammonds, (1997). Therefore the use of computer information in teaching improves on the performance of pupils in primary schools especially the visual impaired learners.

Many people learn of possible harmful effects of using computer technology in the class room. When this device is appropriately used interactively with guidance they have become tools for high development of high order of thinking skills, investment in education technology is also urged upon by policy makers as a path to educational quality. (Mergendilar) (1996).

In fact enthusiasts for educational technology argue that quality has and will continue to increase rapidly creating a new educational cultural (connick,1997) whatever problems exists with better administrative and technology planning there can be technology use of computer technology device in teaching and learning.

Technological believers perceive no intrinsic obstacles to total quality assurance using computer information technology in leaner's with visual impairment particularly in primary schools (Both and sanders, (1999).

Books (1999) sets forty several aspects of his vision of the future of education when we use computer information technology. He viewed that Education will become highly interactive, highly individualized, and highly flexible in interaction accessible to the leaner's with visual impairment.

services at the OPD contributed 64% on the levels of predisposing characteristics, enabling resources, patient satisfaction while 36% was contributed by other factors. The implication of the above relationship was that Health services at the OPD positively influence predisposing characteristics, enabling resources, patient satisfaction and therefore reminds the management of OPD of Banadir hospital of the need to effectively streamline efficiency and the performance strategies if they are to achieve higher levels of patient satisfaction.

Patient's opinion on improving the health services in the OPD of Banadir hospital

The respondents asked the respondents/ patients what they thought could be the best possible ways to improve on the health services being provided by the hospital. The researcher then ranked the respondents from 1-5 where Rank 1 depicted the highest mode of improving the hospital service while Rank 5 depicted the lowest mode of improving the health services at OPD section of Banadir hospital

Patients' opinion on improving the health services in the OPD of Banadir hospital

Aspect	Rank
Hospital staff should be good at all times.	5
Hospital staff should make the environment comfortable	4
Quality of care at the OPD should improve	1
The health service providers at the OPD should continue interacting with patients for health care management	2
Hospital should make health services accessible all times	1

A correlation analysis between predisposing characteristics, enabling resources, patient satisfaction and the health services at the OPD

		Predisposing characteristics, enabling resources, patient satisfaction	Health services at the OPD
Predisposing characteristics, enabling resources, patient satisfaction	Pearson Correlation	1	0.603**
	Sig. (2-tailed)		.000
	N	200	200
Health services at the OPD	Pearson Correlation	0.603**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed).

A strong positive relationship ($r=0.603^*$, $p<0.01$) was established because 0.603 is close to 1, with a p-value of 0.000 which is less than 0.01 implying that a positive relationship that was significant at 0.01 level existed between the predisposing characteristics, enabling resources, patient satisfaction and the health services at the OPD.

To further establish the significance of the predisposing characteristics, enabling resources, patient satisfaction and the health services at the OPD the coefficient of determination (r^2) was computed. Since $r=0.603$, $r^2=0.644$. This implies that Health

Connick (1997) advises that computer information technology development in schools is to develop learners with visual impairment can be managed by a small group who hold formal decision making power in schools.

Mortgommery (1992) confirms the saying that in the field of special needs, there is a debate about whether children with visual impairment should be offered a special curriculum or have excess to the same curriculum as pupils.

The researcher is conversant with curriculum areas that require modification especially computer technology could be to benefit learners in class which include content, objectives teaching methods, class room environment for teaching and learning process.

UNESCO (2002) Noted that our learning system has no patience to children with visual impairment .they are given opportunities.

Techniques for Teaching ICT

Teachers teaching learners with visual impairment use a variety of instructions and instructional approaches. According to Connick (1997) use of computer information technology depends on individual sharing responsibility for managing change and learning how to become effective as managers with in the limitations imposed between them by institutions structures.

Duals (2004) Advises that, Inappropriate use of computer information technology can perpetuate models of teaching and learning.

Teacher should use computer information technology devices to stimulate and develop writing skills using Braille and collaborate with others in leaning.

According to Warnock report (1978) in Hagaty (1993) It is observed that school teachers in Scotland felt in adequate prepared for learners with visual impairment.

A survey carried by the Danish international agency (DANIDA) 1989 on special needs education and related services in Uganda revealed that due to extreme shortage of financial resources , parents pay for their children’s educational materials and those parents are un able to meet requirements which results in not purchasing computers for children to use practically.

Hagaty et al (1990) assets that physical environment in some schools are overcrowded with harmful objects and other premises lack flexibility to facilitate the range of teaching approaches of computers that will be required for pupils with special needs especially visual impairment.

Impact of Computer Information Technology on the Performance

The computer information technology in most cases conjures up images robots machines remote control and technology with emotion excitement enthusiasm and type or anxiety anger and sense of threat.

Garson (2004) commends that, emotions on computer information technology tend to be positive and negative depending upon whether we see computer information technology in teaching as threat which in turn depends a great deal upon our past experience.

Predisposing characteristics, enabling resources, patient satisfaction towards the health services

	Item	No	Min	Max	Mean	Std. Dev
1.	The location of services is clean and has enough space to use	200	1	5	4	1.12
2.	I feel the atmosphere of this OPD is good	200	1	5	2.45	0.452
3.	There are clear signs and directions to indicate where to go in the service area of this OPD	200	1	5	3.2	1.11
4.	Physicians and their health staffs are available whenever I need during my visit	200	1	5	3.13	0.72
5.	I think my physicians office has adequate medical instruments and equipments needed to provide complete medical care	200	1	5	2.45	00.1
6.	Physicians are careful to check everything when examining and treating me.	200	2	4	3.25	00.1
87	Medications I receive are good and well packed	200	1	5	4.20	1.10

Source: Primary data, 2015

satisfied while 20% (n=40) were moderately satisfied. When asked whether they were satisfied with the process of making routine appointments with the doctors 50% (n=100) were highly satisfied while 30% (n=60) were lowly satisfied. 45% (n=90) were highly satisfied with the recommended places for medical care while 30% (n=60) were lowly satisfied. On the aspect of cleanliness 43% (n=85) were highly satisfied and moderately satisfied respectively, only 15%(n=30) were lowly satisfied. Again when asked whether they were satisfied with signs or directions to service 50% (n=100) were highly satisfied 30%(n=60). The most important aspect of patient satisfaction was physicians being available for service whenever possible 48%(n=90) were highly satisfied and 28%(n=56) 40%(n=80) were highly satisfied with the medical stock available, while 35%(n=70) were moderately satisfied.

The association between predisposing characteristics, enabling resources, patient satisfaction towards the health services at the OPD of Banadir hospital

The second objective of the study was to determine the association between predisposing characteristics, enabling resources, patient satisfaction towards the health services at the OPD of Banadir hospital. The items showed the average response from the respondents for each item in relation to predisposing characteristics, enabling resources, patient satisfaction. Descriptive statistics was applied by use of a 5 point anchor of the items in the questionnaires such that 1 represented (strongly disagree), 2 (disagree),3 (not sure),4 (agree) and 5 (strongly agree). Mean close to 1-2 signifies disagreement with the issue at hand 3 not sure and 4-5 indicate agreement with the issue at hand. The summary of the results are as below 4.3. The findings are shown in table 4.2 below:

From the view of Somekh and Davis (2003), technophiles exist in primary schools. Technophobes exhibit a tendency of self-identity as the use as the ones who know and can apply computer information technology in teaching for them without information technology, teaching is not effective and the classroom learning environment is boring. Technophobes view computer information as threat to their teaching profession and they view as it as a source of moral decay. They also view computer information technology as a threat to the pupil's ability to understand concepts in classroom.

Someck and Davis (2003) further contend that un critical enthusiasm in thinking and often low level use of computer information technology can be attributed to anxiety and anger among teachers and administrators can be attributed to problems associated with technology in the classroom in terms of issues such as poorly functioning equipment, over promotion of technology-based learning to pupils and lack of quality in course delivered by technology. Someck and Davis (2003) and Gardens (1998) observed that this tendency to non-use of minimum use of computer technology devices in schools or institutions.

Gardens (1998) advises that the tendency to cost ourselves as "pro" or "anti" computer technology is of course strongly influenced by practicalities such as whether or not we have guaranteed access to an information technology devices within our reach ,the availability or not a person who can provide us with support or not the device can easily be used. From Gardens (2003) view, the use of computer technology depends on the management and structure of the school in which the teacher is teaching.

Methodology

A qualitative type of design with a focus on case study was used. This is a design that focuses on language, perception, experiences, feelings, and actions of participants.

In this case study the data will be collected from population sample rather than the whole population. A case study was used because it is narrow in scope but more exhaustive and informative in nature. The study area covered western division Ntungamo municipality Uganda. The area of study stretches 2km kilometers from the main town .Bordering Rukungiri in the east, Kabale in the west, The area comprised of 30 schools of which five schools were selected for the study.

This because the researcher chose simple random sampling as suggested by Okech (2009) he selected only 25 teachers from five schools. The selected teachers were given questionnaires which were in form of interview. There after the researcher collected the interview sheet (questionnaires).

Findings

The Table below shows the availability and usage of computer technology in teaching pupils with visual impairment.

Table 1

	SCHOOL	NO.CHN WITH VISUAL V.I	COMPUTER USAGE	%
A	Little Angels	20	03	25%
B	Maato Primary School	15	04	33%
C	Nyakhanga	5	06	50%

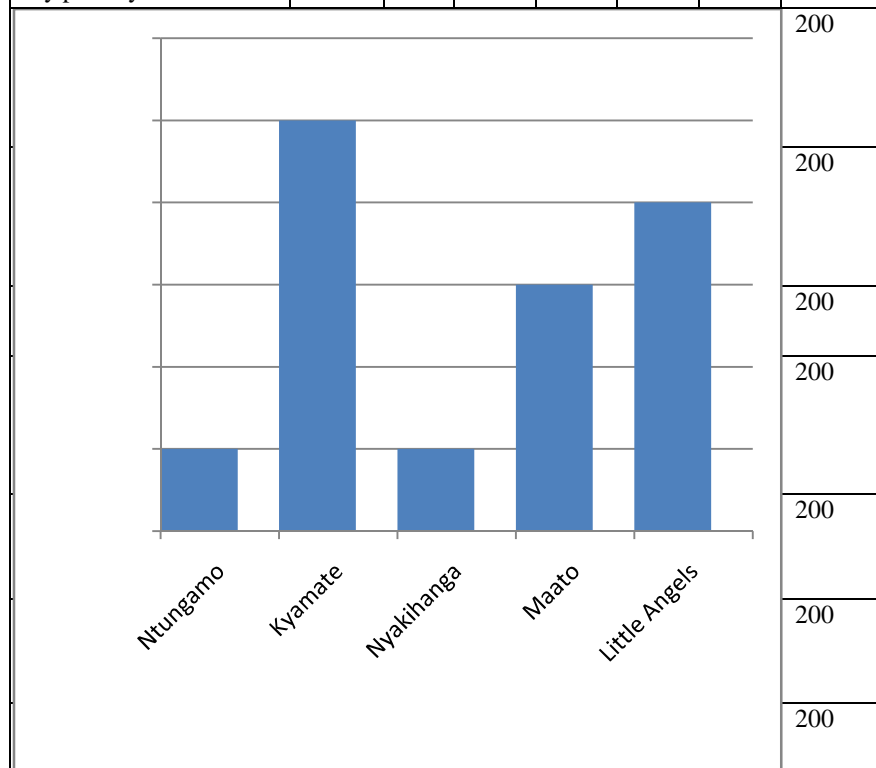
There are clear signs and directions to indicate where to go in the service area of this OPD	100	50	40	20	60	30	200
Physicians and their health staffs are available whenever I need during my visit	96	48	56	28	48	24	200
I think my physician's office has adequate medical instruments and equipment needed to provide complete medical care	80	40	70	35	50	25	200

Source: (Primary data, 2015)

The results shown in table 4.2 above reveal that, respondents were highly satisfied 40% (n=80) while 30% (n=60) and 30% (n=60) were moderately satisfied and lowly satisfied respectively. Response on whether respondent was receiving medical care 50% (n=100) were highly satisfied while 25% (n=50) were moderately satisfied and lowly satisfied. Response on the physician and their staff should pay more attention to privacy showed that 55% (n=110) were highly satisfied while 40% (n=25) were moderately satisfied. Respondents were asked if they felt free to complain about their health problems to the physician 55% (n=110) mentioned that they were highly satisfied. 45% (n=90) mentioned that they were highly satisfied the staff responding to critical questions regarding their health, 55%(n=110) were moderately satisfied. Again when asked whether they were satisfied with waiting area 43% (n=85) answered that they were highly satisfied and moderately satisfied respectively. Respondents were asked whether they waiting period was long 80% (n=160) were highly

Frequencies of patient satisfaction towards the health services at the OPD of the Banadir hospital

item	Highly Satisfied		Moderately satisfied		Lowly satisfied		Total N=200
	N	%	N	%	N	%	
Physicians examine and treat me in a friendly and courteous manner	80	40	60	30	60	30	200
When I am receiving medical care. Physician and their staff should pay more attention to my privacy	100	50	50	25	50	25	200



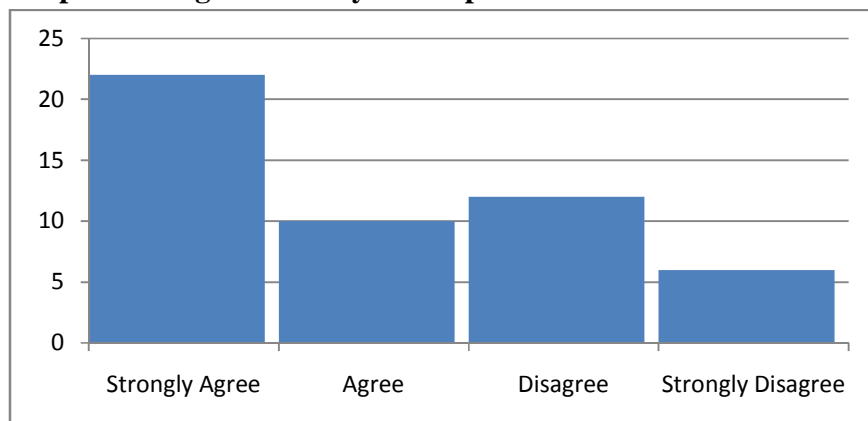
	Primary School			
D	Kyamate Primary School	25	02	16%
E	Ntungamo Primary School	5	0	0%

Results from the table shows that 25% of the pupils in School A responded that they have used a computer only thrice in a term. In the same table, 33% in school B revealed that they have never used a computer.

Graph showing usage of computer technology

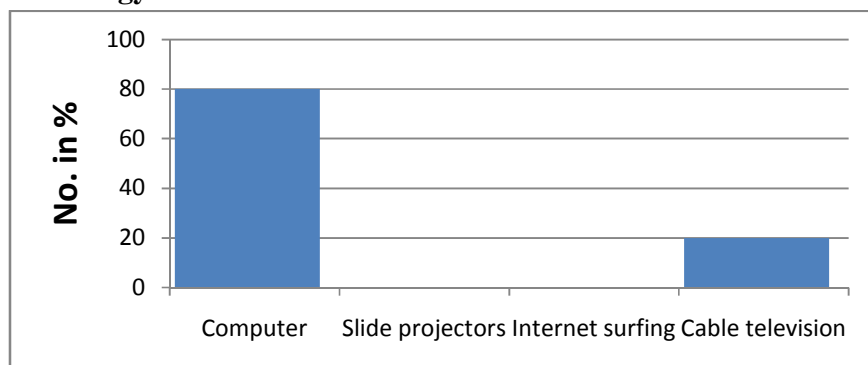
From the above table it shows that Kyamate has the highest percentage in the usage of computers while Ntungamo and Nyakihanga have the least percentage in the usage of computers. This is due to some of the problems the researcher has to address.

Graph showing availability of computers in schools



From the above graph, a majority of the respondents strongly agree that computers are available.

Graph showing teachers' responses to computer information technology available in the school.



The study used both purposive and systematic sampling technique. A sample of 200 respondents was selected. In selecting the respondents groups, purposive sampling was used on the second category of respondent who are the medical officers, Doctors and nurses, since the entire accessible population (target population) was used as respondents. Systematic sampling was used to other respondent categories like the patients because respondents were selected basing on their age, gender, socioeconomic status, religion, nationality and educational attainment.

Findings

The level of patient satisfaction towards the health services at the OPD of the Banadir hospital

As regards objective one of the study which was to assess the level of patient satisfaction towards the health services at the OPD of the Banadir hospital. The items showed the average response from the respondents for each item in relation to patient satisfaction towards the health service. The items were rated on the 5 point Likert scale strongly disagree, disagree, not sure, agree and strongly agree.

Using item means of satisfaction, an assessment of the level of patient satisfaction towards the health services at the OPD of the Banadir hospital was carried out. The items were rated on the 3 point Likert scale rated as highly satisfied, moderately satisfied and lowly satisfied. The findings are shown in table 4.2 below:

positive outcomes to therapeutic regime, reduced anxiety enhanced ability to cope with symptoms, enhanced recovery after surgery and enhanced recovery after recovery after outpatient procedures (Richardson, 2010). Patients dissatisfied with the information received at neurological outpatient clinics were found to be less likely take medication as advised (Fitzpatrick, 2001).

Methodology

The research design used a cross sectional and descriptive design. In this case both qualitative and quantitative methods were used. Research Instruments such as questionnaires and structured interviews enabled the researcher gather large scale data in a relatively shorter time frame. The target population 400 respondent included all patients who had visited the OPD health services from January 30th to June 2015 (excluding weekend patients) and other staff members. Sample included patients who have consumed OPD clinic services of the hospital and were available at the time of data collection. Parents or guardians of respondents below 14 years were respondents as well.

The sample for this study was patients who visited the Banadir hospital. The researcher used Morgan's and Krejcie sample size determination was used. The formula $S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$

$$d^2 (N-1) + X^2 P (1-P).$$

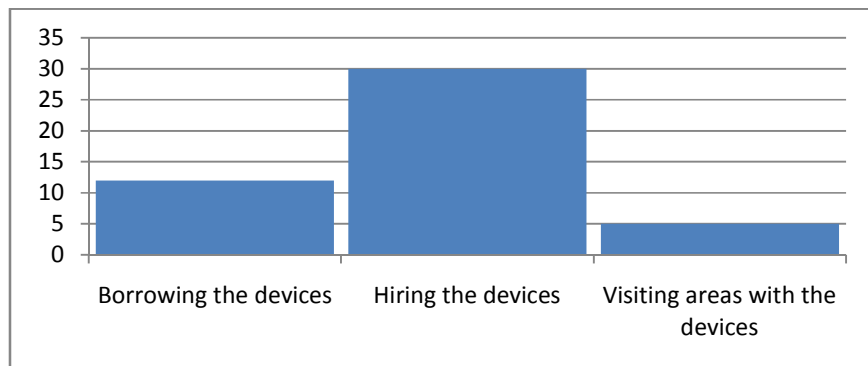
Where S= required sample size, X^2 = the table value of chi-square for 1 degree of freedom at desired confidence level (3.841), N= study population size (420 Patients in the OPD DHIS 2:2014)

p= population proportion (will assume to be 0.50 since this will provide maximum sample size).

d^2 = the degree of accuracy will be expressed as a proportion 0.050,
 $3.841 * 420 * 0.5(0.5)/(0.05)^2 = 419 + 3.841 * 0.5 * 0.5 = 202$ so 200 respondents were selected for the study.

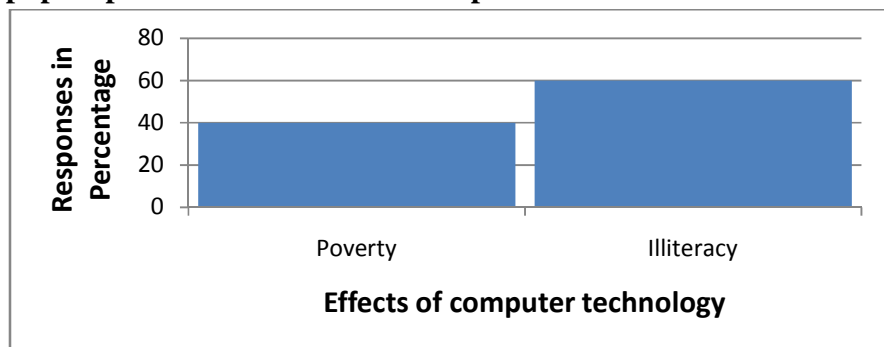
The table above shows that 80% use the computer and the other 20% use cable television. Later the researcher agrees that computer could be the best under the instruction of teachers.

Graph showing improvisation measures of using computers



The graph clearly shows that hiring the device would be cheaper to reduce the cost in case of damage of the computer devices.

Graph showing the impact of computer technology device on pupils' performance with visual impairment.



60% of the respondents are illiterate in the use of computers and these results in poor usage in teaching learners with visual impairment.

Conclusion and recommendations

The findings from the study and literature available revealed the following; illiteracy, poverty are the major factors hindering the computer technology to academic performance of learners with

- Physical environment-features of setting in which care is delivered(e.g. clarity of signs and directions, orderly facilities and equipment, pleasantness' of atmosphere; and
- Availability-presence of medical care resources(e.g. enough medical facilities and providers)

Accessibility

According to Ware and Fitzpatrick framework with concerns issues such as physical access to hospitals, GP surgery hours, appointment systems, receptionists, changing doctors, home visits and appointment waiting lists. Poor parking (Horts et al, 1987), public transport (Larsen et al, 2003) and waiting times at health centers (Larsen et al, 2003) have been found to be associated with patient dissatisfaction.

Patients' opinion about qualify services would be instantly changed if the patient continuously experiences same services with different ways of serving. Self involvement really matters in determination of ones' way of perceiving quality of care they received. Ways of judging patients' satisfaction is convincible if the evident provided is the latest, particular, reachable, and comprehensible.

Patients' education/information

The patient's right to be informed constitutes one of the most important rational for patient's education. Beyond patient's rights, issues of patient education are relevant to legal mandates such as informed consent". Patient education has further shown to have cost benefit to society in terms of reduced number and length of stay in hospital. More use of hospital services, less absenteeism from school or work, reduction in accidents (Bartlett, 2005). Other studies have shown that patient education has been linked to with

Components of satisfaction

Several classification of components have been proposed, some appropriate only for specific health care contexts, others aiming at applicability. Abdellah and Levine(1965) attempted an early identification of key components, proposing adequacy of the facilities, effectiveness of the organizational structure, professional qualifications and competency of personnel and the effect of care on the consumers (Abdellah, 1965). While reviewing patient satisfaction the USA in 1957 and 1974, Risser (2008) reported that four components emerged: cost, convenience, provider's personnel qualities and nature of interpersonal relationship as well as the providers professional competence and perceived quality of care (Risser, 2008).

According to Ware et al (1983) in a review on the dimensions of satisfaction he mentions the following:

- Interpersonal manner features of the way in which providers interact personally with patients(e.g. respect, concern, friendliness and courtesy);
- Technical quality of care competence of providers and adherence to high standards of diagnosis and treatment (e.g thoroughness, accuracy, unnecessary risks, making mistakes)
- Accessibility/convenience-factors involved in arranging to receive medical care(e.g. waiting times, ease of reaching providers;
- Finances- factors involved in paying for medical services;
- Efficacy/outcome of care- the results o services provided(e.g. improvements in or maintenance of health);
- Continuity of care-constancy in provider or location of care;

visual empowerment. The major conclusion arrived at are that there is lack of funds to purchase the computer another was borrowing from other schools more so there is illiteracy of teachers on use of computers, poverty and lack of funds in school could affect the use of computer technology device. The study therefore recommended teachers should be trained in use of computers. Classrooms are modified to accommodate the computers. Government secure funds for buying computers. Duxbury Braille translator should be installed in computers to benefit visually impaired learners. All in all there is a need to involve all stakeholders in all stages of planning implementations and evaluating of effective educational methods and other provisions of the education of children with visual impairment.

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Determinants of satisfaction

Expectation

Expectations emerge repeatedly having a fundamental role in expression of satisfaction. According to Stimson and Webb (2005) were among the first to suggest that satisfaction is related to the perception of the benefits of care and the extent to which these meet the patients expectation (Stimson et al, 2005). According to Abramowitz et al (1987) patients hold different expectations and satisfactions with specific aspects of care, but that expectations and satisfaction with specific of care play independent roles in predicting patient satisfaction(Risser,2008) (Fitzpatrick,1987). Expectations make a complex concept of satisfaction (which is a component of quality assurance) as an evaluation tool.

Patient's characteristics

It is commonly believed that satisfaction with health care may be dependent on variables such as social class, marital status, gender and age. According to scholars most consistent characteristics is patient age, literature from various countries suggests that older people tend to be more satisfied with health care than younger people (Hall, 2003). Again Cartwright and Anderson (1993) found that older patient respondents expected less information from their doctor (Cartwright et al, 1993). Hopton et al (1993) and Khayat and salter (1994) found that younger people are less satisfied with issues surrounding the consultation in the primary care setting (Hopton, 1993). Older people are found to be more satisfied with the most aspects of hospital care (Williams, 1991).

Literature Satisfaction

According to Linda-Pelz (1982) defined patient satisfaction through content analysis of satisfaction studies, five socio- psychological variables were proposed as the probable determinants of satisfaction with health care. These are occurrences which actually takes place and perhaps individuals more importantly the individual's perception of what occurred, expectation which is belief about the probability of certain attributes being associated with an event or object. Risser (1991) defined patient satisfaction as the degree of congruency between a patient's expectation of ideal nursing care and his perception real nursing care that he receives (Risser et al, 1991). Swan(2005) suggested that patient satisfaction is a positive emotional response that is desired from cognitive process in which patients compare their individual experience to a set a set of subjective standards (Swan et al, 2005)

Nowadays, hot issues like qualified health care service and patients' satisfaction are being crucially discussed throughout the world. Many different institutions have adopted a means to reflect on their service providing. Hi-tech, humanistic approach, educational backgrounds, communication, and means of transferring qualified service quality to the patients constitute the vitality of patients' satisfaction (Al-Bashir M, Armstrong D, 1991). Efficacy, effectiveness, efficiency, optimality, acceptability, legitimacy, and equity are the seven main factors suggested by Donabedian. Significant changes in health care service evaluating and enhancement are opening a new health care portrait for the service user. Formally accepted principles and apparatus to assessing and improving of health care service users are dated to the American College of Surgeon's 1971, Hospital Standardization Program when it evolved into the Joint Commission on

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Key words; *Patient Satisfaction, Health Services, Out- Patient, Treatment, Quality*

Introduction

According to WHO, patients are aware of their needs and rights. They know that health care facilities are established to provide satisfactory and quality health services to them. If health facilities fail to do so they are considered unsuccessful (WHO report, 1998). A completely satisfied patient believes that the organization has the potential to understand patient needs and wants. Delegates at a WHO conference in 1990 stressed future development in health to be human centered by investing in health, patient care, patients' rights to delivery of health care leading to patient satisfaction (Chanawongse K, 1994).

There was a general agreement that measurement of patient satisfaction fulfills several distinct functions (Risser, 1986). Satisfaction can simply describe health care services from the patient's point of view and patient satisfaction may be thought to measure the process of care. Problem areas can be isolated and ideas towards the solutions may be generated (ibis, 1994). Evaluation of health care is regarded as the most important function of health care research. Banadir Hospital in Wadajir district is in the process of being accredited to a referral hospital. In connection to this, the study on patient satisfaction towards the outpatient department is beneficial to provide reliable information to improve health service quality in the district and country of Somalia as a whole.

PATIENT SATISFACTION TOWARDS HEALTH SERVICES AT THE OUTPATIENT DEPARTMENT; A CASE STUDY OF BANADIR HOSPITAL IN WDAGIR DISTRICT, SOMALIA

By Idil Abdi Mohamed and Harriet Mukoma (MPH)

Abstract

The study examined the patient satisfaction towards the health services at the out-patient department of Banadir Hospital in Wadajir District Mogadishu Somalia. The objectives of the study were to; assess the level of patient satisfaction towards the health services at the OPD of the Banadir hospital, to determine the association between predisposing characteristics, enabling resources, patient satisfaction towards the health services at the OPD of Banadir hospital, to describe patients' opinion on improving the health services in the OPD of Banadir hospital. The study used a cross sectional and descriptive design which was often used in assessing respondents' views towards the patient satisfaction towards the health services at the out-patient department of Banadir Hospital in Wadajir District Mogadishu Somalia. As regards satisfaction, some respondents were satisfied with treatment given to them by the doctors, privacy, they were enough seats in the waiting area. It was concluded that Patient satisfaction is the key indicator that can reflect the health service quality at any level of health care facilities in Banadir hospital. A number of recommendation were made which included networking between the community hospital and local health centers should be strengthened in order to share the responsibility for providing health care to patients. Interpersonal manner of doctors and nurses also should be considered to improve as much as possible.

CHALLENGES OF PEACEFUL RESETTLEMENT OF INTERNALLY DISPLACED PERSONS IN NORTHERN UGANDA: A CASE OF ARUU COUNTY, PADER DISTRICT

BY: Peace Beatrice Acikosibo (MA (DS) MA (PCS))

Abstract

The topic of this study focused on the challenges of peaceful resettlement of the Internally Displaced Persons (IDP) in Northern Uganda, and was centred in Aruu County in Pader District. The rebellion staged by Lord's Resistant Army (LRA) in the Northern region against the government of Uganda for the last twenty years resulted into massive displacement of the population of Northern Uganda and movement of people from their homes into protected camps (IDP camps) in relatively safer parts of the region with about 1.8 million people living as IDPs. The main objective of this study was to establish the challenges to peaceful resettlement of the IDPs. A descriptive case study was designed and a largely qualitative data collected from 218 respondents selected among the IDPs. Data was collected from interview schedules, guided focus group discussions, and key informants. The responses included fear of relapse of conflict; and disruption of the economic, social, and cultural fabrics, the prevailing poverty, unemployment, and the weakening of the extended family system, and collapse of the social infrastructures. The study concluded that there were mixed feeling about peaceful resettlement, although the concept was welcome to a greater extent. It was recommended that, prior to resettlement; there should be elaborate preparations to assure peace and security and to establish facilities for social services.

Key Words; *Peace, Resettlement, Displacement, Resolutions, Rehabilitation*

Introduction

Northern Uganda and the Acoli land in particular has been a scene of tragic protracted rebellion. The complex, deep rooted rebellion, which has been changing in nature, intensity and leadership started since 1986, when the National Resistance Movement (NRM) government came into power and has lasted for nearly 20 years now (2006). The Lord's Resistance Army (LRA) rebellion has been one of the bloodiest rebellions ever fought on the soil of Uganda, Human Rights Watch, [1997]. The conflict has been characterized by indiscriminate killing and mass abduction, Human Rights Watch,[2003] and intimidation, indoctrination of the victims, sex slavery, rape and so forth, Bainomugisha, et al, (2005), where hundreds of people have been killed, abducted and maimed, Allen, [2005]. As the Lord's Resistance Army activities stepped up, some people voluntarily moved to relatively safer zones in fear of loss of their lives and property. Whereas others remained in their villages, some fled to other parts of Uganda such as Masindi, Kampala and are now self settled there. Others have taken refuge in places like Canada in North America, London and other European cities.

The LRA, a rebel group in the northern region had been waging a rebellion against the ruling government of Uganda for the last twenty years or so. This war resulted into massive displacement with about 1.8 million people living in the IDP camps where they are exposed to a range of problems, CSOPNU, [2008-2010]. Between 2005 and 2006, over 600,000 IDPs have been resettled in Lango and Teso sub regions. This costly immensely conflict has had a gross impact on the economy of the country. In the implementation of recovery program alone the total funding costs US dollar 1.7 million.

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Literature Review

Perception of the need for resettlement of IDPs

Perceptions relate to our understandings or thoughts or world views about our social realities. Individuals and groups use their basic beliefs to guide their actions. People cannot be without a world view yet more often than not, the basic beliefs remain unarticulated, Denis, (1997). World views are guided by values, beliefs, and intuitive understandings of reality are expressed in everyday life in responding spontaneously to concrete situations. Without inquisitiveness, and understandings, differences in beliefs and world views can lead to frustration, domination and oppression.

Resettlement as a component of peace building

The University of Peace, Africa Programme [2005], highlights the key elements of peace building as: policies, programmes and associated efforts to restore stability and the effectiveness of social, political and economic intuitions and structures in the wake of a war. Among others , peace building aims at ensuring conditions for negative peace [absence of violent conflict] and positive peace [comprehensive conditions for structures and conditions that build peace] .In this essence, peace building therefore involves a range of donor agencies ,international, regional, community and grassroots civil society organisation. Among the many foci activities involved in peace building are decommissioning of the arms, demobilisation of the combatants and reintegration UNIFEM,[2004], rehabilitation, and reconstruction, Sendabo, [2004] resettlement, programme, providing humanitarian relief, protecting human rights, fostering reconciliation to mention. Our focus in this study is the peaceful return and resettlement of the

IDP communities as an aspect of peace building in northern Uganda.

The political insurgencies in north and north eastern Uganda have instigated the government of Uganda to set the Peace Recovery Development Plan (PRDP) to address the issues of insurgencies in the conflict ridden areas for a lasting peace in the affected regions. Among other things, the Peace Recovery Development Plan (PRDP) seeks to:

- 1) To ensure that government institutions in the region function properly.
- 2) To rebuild and empower the communities.
- 3) To ensure the revitalisation of the economy
- 4) To undertake peace buildings and reconciliation initiatives.

In my opinion, given the amorphous cost of implementation of the activities vis a vis the limited resource envelop, coupled with the donor fatigue and the diminishing financial support from international bodies, the government needs to be realistic and prioritise these activities for a successful implementation of the (PRDP) Programme. Besides (PRDP) Programme should have been more concerned with the direct issues related to peace building initiatives, for example, more funding should have been committed into issues like alternative dispute resolution.

The warring parties together with the affected communities should have been more engaged in constructive dialogue. This would go along way to enable proper communication to redress the wounds torn apart by years of rebellion, trust and confidence building. If there is no change in thinking , peace initiatives will continue to be based on narrow assumption s , little or no attempt will be made to

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is for Okonkwo and his wives. Okonkwo rules his household with a heavy hand. His wife, especially the youngest, lives in perpetual fear of his fiery temper, and so do his little children. This oppression and marginalization mentioned above prevent the society from being developed due to that family disunity basing on men independence and women dependence which differ from the pre-colonial period where all members of the family; men and women work together for their family' interests.

address the core causes of insecurity even if failure to do so threatens peace and marginalises the affected communities.

This indicates an urgent need for coordination and also an integrated capacity to think far ahead than only though issues that simply cut across current areas of government. There is certainly a need for a central strategic policy organisation focusing specifically on the coming issues of national political security amidst turmoil of years of rebellion.

In 2004, the government of Uganda put in place policy for IDPs so as to ensure their safe return and resettlement. The policy objectives are:

1. To minimize internal displacement.
2. To minimize the effects of internal displacement by providing an enabling environment for upholding the rights and entitlement of the IDPs.
3. To promote integrated and coordinated response mechanisms to address the causes and effects of internal displacement.
4. To guide development of sectoral programs for recovery, through rehabilitation and reconstruction of social and economic infrastructures in support of return and resettlement of IDPs
5. To assist in the safe and voluntary return of IDPs.

According to Ziek, (1997), although it is often assumed that everyone wants to return 'home', no attempt will be made to assess the validity of this assumption since it appears in the absence of other options to be largely irrelevant. Ghanem, (2003) stated that voluntary repatriation has been promoted by governments, NGOs, and UN agencies as the ultimate solution to refugees'

displacement. A returnee in this respect is perceived as a reverse condition of refugee. And so, while the refugees are seen as uprooted and displaced, returnees are considered to be naturally re-rooted and or placed back in the right order of things. These assumptions are highly problematic yet this same view seems to be held by the Ugandan government on voluntary resettlement of IDPs. Thus this study sought to determine the perception of the need for resettlement of IDPs among the various stakeholders.

The experiences of the war affected communities are tough. According to Riedesser et al, [1996], when the bio-psycho-social existence of a person is affected by the enormous impact of psychic-traumatic experiences, such as in a situation of protracted social conflict, we can expect a pattern of psycho-biological reactions Boia, [1996]. This is a Post Traumatic Stress Disorder [PTSD], first named so as a result of observation, and experiences met with the Americans who fought in Vietnam. The definition has since expanded to cover many traumatising experiences. Symptoms of PTSD include: exaggerated fears /responses, general anxiety, re-experiencing the initial trauma, via intrusive memories of the events, and intense distress /depression if exposed to situation that recall the event. The symptoms of PTSD vary depending on the strength and length of trauma and may involve psycho-social function areas of the affected person. This in turn affects how a person fits in her /his cultural and social setting, Barton, [1999]

The challenges to peaceful resettlement of the IDPs

Peace and war are among the oldest dreams and most difficult challenges of human experiences. Tensions between conflict and peace have occupied the human mind and energy in search for

be given his father inheritance but for a girl, it is prohibited. This women oppression through being beaten without any protection and another crime against women demonstrate the readers that culture changing of Igbo people brings about the societal destruction since the Nigerians accept to follow their colonizers' policies which make women lose their rights from the society.

This disunity brought by the British colonizers in Nigeria causes many problems in the society, for example if you try to look at the situation of pre-colonial period, you at once notice that men and women work together for their family development and interests. Though white men criticize the polygamy in Nigeria, they do not think of the men and women equality. The first time before the British arrival, Ibo are known as people who have very rich of culture, but it cannot stand for a long time because the white men arrive and destroy all. The downfall of Ibo society is a product of both the white man's external influence and increasing internal disunity. In the Igbo world, men are dominant sex and they rule over their families, including their wives. Women are relegated to a more or less servile position, often living in fear of their husbands. Though the protagonist of *Things Fall Apart* known as Okonkwo; his quick temper with his family is never portrayed as admirable, he unquestionably has the right to be aggressive at home. Oftentimes women and female children are synonymous with the kitchen. Some of these women are voiceless no matter the treatment meted to them. In effect domestic violence in Nigerian society is applied as a mechanism for controlling the ambitious tendencies of some women. It is clear that when the British colonizers arrive in Igbo, they turn things around by treating men as "main providers" and women as housewives and dependents, they take away women's power and along with this women have to undoubtedly respect men, and one example which may be provided

internal and external forces including exposure to Christian settlers, violent actions, and a lack of social structure. The external Christian settlers cause a downfall due to the negative effects that they leave on Okonkwo and the society. The internal violent actions of Okonkwo cause him to grow farther and farther away from everybody else as well as creating him to be unstable. Finally, Okonkwo's lack of social structure clearly reflects that of the Ibo because he is unable to raise loyal children and cannot maintain a structural mentality when placed in a troubling situation. It is for these reasons that Okonkwo, who strives for perfection, effectively represents the Ibo culture as a whole because he is destroyed by internal and external forces. Some people say that women must accept their inferior position in society because it is part of their culture. This is very problematic. Women play an important part in their culture. Women have the right to strive for liberation within in their own cultures. Women have the right to shape and change the cultures to which they belong. If something in a culture oppresses women, we oppose it just like we oppose anything that oppresses men.

As far as women are concerned in this research, it is clear that in the pre-colonial period women play different roles in Igbo society and they are also given a value. However, they have to concentrate on domestic activities such as cooking and looking after the children but some family members try to help women to fulfill this duty of bringing up their children. When the European colonizers arrive in Nigeria, they change many things related to the society and culture. Henceforth, women start losing their value in the society whereby men dominance obviously takes place against women. According to the British colonizers in Nigeria, the society has to be more patriarchal than matriarchal. This means that women are deprived from parents' inheritance and they should do everything regarding the men's needs. The boy child is allowed to

stable human communities. The search for human development has also been met by various approaches to quell violent conflict.

Azar in (1991) highlights that; the contemporary conflicts in the world have a social origin. It has been observed that, prolonged and often violent struggle by communal groups for such basic needs as security, recognition and acceptance, fair access to political institutions and economic participations are underlying sources of protracted conflict, some of these views have also been reflected by Commission on Human Security, (2003) and International Peace Academy, (2002). In particular we need security needs for a broad understanding of development and political access. It is therefore imperative that the security issues in northern Uganda ought to be adequately addressed in order to have a safe return and resettlement. As it appears in the constitution of UNESCO ... *'Since wars begin in the mind of men, it is in the minds of men that the defences of peace must be constructed'*... (UNESCO, 2003).

Peace is a state of tranquility of a just and dynamic order, liberty, security, development for all, respect for rights of men and women. In the Christian life, peace is common with God and Jesus is our source of peace. The concept of Christian peace and peace education emphasizes peace in ones heart, and peace with the rest of the world. Farah, [2001] and Honwana, (1999), argued that peace means reconciliation, humility, humbleness and lowering ourselves to what people expect from us. It is the work of peace which each individual is called into build and maintain at all levels including individual, family, community, national, regional, and even global levels. Attainment of peace requires a personal attitude of justice, sensitivity to others, freedom from prejudice, need for reconciliation and much more.

Conflict and peace are like double-barrelled swords. It is worth noting that, the aim of conflict resolution is not the elimination of conflict, which would be both impossible and sometimes undesirable. Rather, the aim of conflict resolution is to transform actually or potentially violent conflict into peaceful processes of social change. This is an unending task as new forms and sources of conflict arise. The production and sale of conventional weapons throughout the world is alarming and evidently growing phenomenon, National conference of Catholic Bishops, [1985], and, Zeelen, [2004], clearly puts it that, the traffic in these weapons seems to be growing on an increasing rate and seems to be directed mostly to developing countries due to the continued armed conflicts in these areas. Whereas in the 1995, constitution of the Republic of Uganda, it is clearly stated that, government shall be in charge of security, defence, arms and ammunitions, control of small arms may be a complex issue.

According to Kingman, (2005) in post war peace building, support efforts and attention should be directed to the people in the armies who fought the war. In the opinions of Ngoma, [2004], demobilization and reintegration of the ex-combatants is often one of the urgent central and sensitive processes, be it, after a defeat of one of the parties or a peace settlement. He notes that during and after downsizing operations, policy makers have to deal with complex set of issues such as encampment and provision of basic needs, the logistics of resettlement, weapons collection and control, conflict resolution, support for re-integration, employment opportunities, psychological problems and coordination of external assistance. For transition from war to peace, we need the best practices in providing assistance to the war veterans in Uganda, observed Keener, et al [1996], Kimberly, [1996], also commented

receives financial support from the government or from the man who impregnated her. Regarding the novel of *Things Fall Apart*, one can make a clear comparison of women consideration of the past and the present whereby in the past time women were taken as nothing but today women have started being given their rights as their counterparts, men. Though the majority of women are still domesticated like in the previous traditional time.

Conclusion

The rights of women and female folks in the socio-political space of Nigeria on her democratic agenda has been a matter of public debate and, hence attracts serious concerns by individuals, academic, public analysts and the wider international community as a whole. The plight of Nigerian women, like their counterparts in other parts of developing countries, have been characterized by lack of adequate representation, lack of access to well-developed education and training systems for women's leadership in general; undue dominance of men in the socio-political scheme of things; Poverty or lack of money or resources; lopsided political appointments and the general imbalances associated with very unjust treatment of the female citizens in its entirety. There is no doubt that this trend negates the collective interests of human fundamental rights and the rights of equality, freedom and personal dignity of women in society this is the reason why the writer likes to write about women oppression as it is found in Igbo society, in Nigeria whereby women have no speech to defend their spoiled rights and marginalization based on gender as the analysis keeps making clear in the previous chapters.

In the novel *Things Fall Apart* by Chinua Achebe, Okonkwo, who consistently strives for perfection, is a microcosm of the Ibo society because both suffer a downfall of major destruction from

gender was attributed leads Okonkwo to kill himself for fear of being considered weak or a woman.

The Women of Umuofia and the Women of Today

Throughout many years women have always been inferior to men in all cultures and places. Maybe it's because men are physically stronger than women and have always had the ability to control them that way. There are also sayings that men are more intelligent than women but that is an arguable statement. Whatever the case, women have always been a few steps behind men since years ago and still today.

In the society of the Umuofia, women were treated more as objects and tools than human beings. Women were personal slaves to all the men and each man had more than one wife because the more wives a man had, the more respect he received from the rest of the village. A woman's purpose in the Umuofia society was to cook her husband's dinners, grow crops in the fields, and care for the children. Wives were mistreated, disrespected, and even beaten at any man's will. The only time a woman was safe from a beating would be during week of peace.

There ways and lifestyle is almost completely different then the women in today's society. In most cases a man has only one wife and women with any self-respect would not stand for a second wife. Women are not beaten like they were in the Umuofia society since it is now against the law to disrespect your wife in such a manor. They have jobs and no longer need to depend on their husbands for money or well being. The women of today are very independent and are treated as equals according to the law. A woman can easily achieve a career and receives the same opportunities as any male today. Also, a single woman with a child

that this can be archived if ex-combatants are properly reintegrated into the socio-economic and political fabrics of their communities, and, the same view is reiterated by Kostner, et al, [1996].

Challenges of building peace in communities where conflict has been the order of the day especially in regards to human rights violation is an inevitable aspect. This is so because human rights are basic fundamentals of the society without which people can not live in dignity as human beings. They are universal moral rights which every person every where, at all times ought to have, something of which no one may be deprived without grave affront to justice, some thing which is owing to every human beings simply because he/she is human, Lund, [1999). Human rights are foundations for freedom, justice, and peace, whose respect allows the individuals and communities to develop fully. Several attempts have been made in Uganda to protect and promote human rights, they include: the legal frameworks such as the constitution of the Republic of Uganda, the roles played by civil society, individuals and media. An agency such as the Human Rights Network in Uganda, (2006) is also working towards ensuring human rights activists contribute to the protection, respect and promotion of human rights in East African region. The Uganda Human Rights Commission is also mandated by the Article 52 (1) (c) of the constitution of the Republic of Uganda to establish a continuing programme of research, education and information to enhance respect of the human rights. Besides the civil society, media and individuals are working hard to ensure that human rights are protected.

Methodology

The researcher used a descriptive case study design. A largely qualitative approach of data collection was adopted. The quantitative design was engaged to ascertain the magnitude of the

problem. Particularly, the institutional records were reviewed to get descriptive statistics, whose interpretation and meanings were assigned by the researcher.

The target population was the Internally Displaced Persons, while, the sampled population was the block leaders of the IDP camps. These included; 22 key informants drawn among the district leaders, block leaders and camp commandants. A total of 218 respondents were selected from the camp leadership of the three selected IDP camps.

The purposive sampling was utilized in the selection of the district, the sub counties, IDP camps and the key informants, (especially those among the district leaders and the camp commandants).

The main instruments which were used for collecting information from IDPs and key informants among the district leaders were the interview schedule and focus group discussion guide. The data which was gathered was analysed using thematic coding, descriptions or narrations, interpretations and supporting them with quotations and explanations or descriptions.

Findings

IDPs had a mixture of feelings about the perception of the need for resettlement of their community. However, while the majority wanted to go back home, others did not want to go for various reasons. Fear of unexpected resurgence of the rebellion, lack of infrastructural facilities in the settlement areas (safe water, schools, medical facilities and other social amenities), food insecurity and increased family responsibilities among the single parents, experiences of the rebellion and IDP lifestyle were found to impose constrain during resettlement.

family and Okonkwo soon becomes very fond of the boy, although he would never show it since showing any feelings meant that a man was an agbala according to Okonkwo. Okonkwo became close to Ikemefuna quickly because they were able to bond by sharing their manly fighting stories and activities. Okonkwo is always happy to spend time with his sons because they showed him that they would “be able to control [their] women-folk... [because] no matter how prosperous a man was, if he was unable to rule his women and his children (and his women) he was not really a man.” (*Things Fall Apart*, p.53). When you analyze this page, the only result found is that women should be controlled and taken like properties. In the Igbo society, women are mainly regarded as servant, children bearers and housekeepers as well.

Male dominance and women suppression

According to <http://www.writework.com/essay/things-fall-apart-oppression>, it's stressed that a man is the head of the family and his wives do his bidding” (*TFA*, p.132). Here, Uchendu describes the male dominance and female suppression in Chinua Achebe's book *Things Fall Apart*. Uchendu exemplifies one of the few male characters who understood and displayed gratefulness for the important role women played in his Igbo society. In this Igbo culture based on male prosperity—men were higher up on the social scale and earned more respect and honor if they possessed more riches, titles and wives. Women are regarded as unnecessary except for rearing children and performing tasks such as the equivalent of domestic chores. Suppression of women, false perceptions of their ability, and blatant disrespect for their rights are all reasons that masculine dominance is a highly important theme in Achebe's book. This poor consideration that the female

Achebe shows us that even though women in Umofia and other tribes do not have much freedom and do not play big roles, they do, however, make up the Igbo society and hold it together.

From the beginning of the novel, Achebe has given Okonkwo, the protagonist (being male), all the importance and manly actions as that of a leader. This has directly put the women (mainly his wives) on a lower level than him. In Chapter two, Achebe gives Okonkwo the chance to explain his character by telling the reader about his father. He associates his father with a woman because women, according to him and his culture are weak. "Even as a little boy he has presented his father's failure and weakness, and even now he still remembered how he had suffered when a playmate has told him that his father was an *agbala*" (*Things Fall Apart*, p.13). *Agbala* literally means "woman". If a man is called an "agbala" it means that he is weak and that he has not taken a title. Calling men "agbala" shows the reader how weak the women were in comparison to the men in society and how, without doing anything or even given the chance to prove themselves, they were at the bottom of society. Within the families and villages, women are given the "easy" jobs of cooking, cleaning and looking after the children. Men, on the other hand, have to support their families, harvest and uphold their titles. Wrestling is a common activity that was held for the men to play and the women to watch. This activity shows the villages, and the women, how macho the men really are. Activities like this in the societies also brainwashed the women into thinking that their men really were the leaders of the family and that they could never do anything like their husbands, fathers and brothers. Significance is given to the male gender again when Ikemefuna became one member of Okonkwo's family. Ikemefuna is given to Okonkwo to look after because his father had murdered a woman from Umofia. The young boy quickly merges in with the

Further evidences showed that going home needs prior consultations, and planning, for example for housing construction, opening up roads for resettlement, equipping people with tools for farming, and construction, sensitisation and awareness creation.

In light of the above observation, a respondent in a focus group had this to say,

...Nyara apwoyo bino ... "pi kare malac, ki bedo ka penyo wan kit ma wan wamito dok gang kwede, man aye oweko gamente tye katic kiryeko me dwoko dano gang ki i-camp ...ki tic eni ki I tam wa obi kelo jemu kace pe gutiyo kitam pa dano '...

Translated as:

...my daughter, it is good you have come ... for long we have not been consulted about how we want to get back home, no doubt that is why the government is using a top down approach to plan for resettlement of the IDPs... such a practice, in our opinion will cause resentment if our views are not taken seriously... (Oywelo/Aug/2006)

Where IDPs are living in the camps or organized settlement, conditions can be damaging to their physical, psychological and social health. To this effect, IDPs observed the need to be settled back home so that they can restore their health, culture and keep relationships with their kin. To them, returning home is significant, because currently, the food intake in terms of quality and quantity are low, but on return and resettlement, people will be able to engage in agriculture for example farming, rearing animals and birds (cattle, goats, sheep, poultry, fishing to mention) to get

balanced diet. They will also easily control the rate of spread of STDs such as HIV/AIDS, Syphilis and communicable diseases (cholera, malaria) through restoring family and marriage institutions. In addition have access to quality education since at the moment children are over crowded at schools / learning centres.

Contrary to most documents produced which define women and children as most vulnerable, the findings showed the suffering of men to be a major problem that is not taken care of by any psycho-social intervention. While in the IDP camps, the men were particularly found to be vulnerable socially, psychologically, politically, economically or otherwise. Uprooted from their homes, having lost access to their accustomed livelihoods, they were often viewed as burden by the government responsible for their protection. Traditionally, men are expected to remain strong amidst turmoil, and comply with their position as family heads. In a situation where they can not control the physical insecurity, they are likely to be blamed even by their wives and children for being weak. Even so, amidst powerlessness, they are to be all seasoned fathers and husbands who exercise control over their families including over potential other wives with their children. Men are furthermore expected to provide materially for their families so as to also earn the protection of the state.

The findings showed that, during return and resettlement, there is a high likelihood of security threats of both military and non military nature. The military security threats as revealed by the findings comprised a high likelihood of military security threats from the government spies among the UPDF and the police, attacks from LRA remnants, robbers /thieves “*bowketch*”, and from fellow community members (tribal groups) in vengeance, unexploded

African women's oppression was depicted in literature in many ways. Women in Literature: Reading Through the Lens of Gender, edited by Jerilyn Fisher and Ellen S. Silber show women are depicted in literature by giving examples from different literary works. One of these literary works that had been given as an example of women in literature, that also presents the status of women in Igbo society is *Things Fall Apart* (1959), by Chinua Achebe. In one section of the book which is suggestively entitled "Fragmenting Culture Fragmenting Lives," the writers tackle the issue of gender in this novel. They say that "one of the norms of Igbo culture is the sharp division between what is feminine and what is masculine. From simple farm crops to complex human actions and emotions *Things Fall Apart* portrays a culture where real and symbolic gender distinctions abound" (283). So, the Igbo society differentiates between feminine and masculine in all the aspects of life, including the crops. In other words, all what shows strength is related to men and all what shows weakness is related to women. Women, according to the Igbo society, represent the weakness in the culture of their society. Thus, these men supremacy causes the women underwent their counterparts 'oppression.

The relationship between Men and Women in Igbo society

According to Amy F. (2011, English 12) *Things Fall Apart* by Chinua Achebe was originally written in 1958 to illustrate the colonization of the African lands by Britain. However, throughout the novel Achebe shows how there were struggles between gender, identity and class. The main struggle that the Igbo people witnessed everyday of their lives was the relationship between the men and women in the African culture. In most ways the Igbo view of the relationships between men and women is very different to the Western view of the relationships between men and women.

although it seems perfectly normal and acceptable for the men to beat up their wives on other times of the year. Similarly, it is okay for the men to talk down to the women, and treat them however they want. The men are in control, and women have no say when it comes to decision-making around the house.

It is an insult for a man to be called a woman. For instance, Okonkwo call his own father, Unoka, a woman because of the way he lived, taking loans and surviving in debts. He is ashamed of him and of being his son, so Unoka is only worth the title of a female. Another example is where Okonkwo kills his new 'son', Ikemefuma and command himself to not "become like a shivering old woman.

Methodology

This study is taken both an analytical and work of criticism. As a literary work the researcher reads the novel of Chinua Achebe known as *Things Fall Apart* with much criticism and analytical process. In other words, a literary criticism methodically, precisely, and literally is aimed at helping how the writer shows the data used. The data of this study is taken from Chinua Achebe's novel entitles *Things Fall Apart*; it is contained 197 pages and published in 1958 by Penguin Books Ltd. The data of this study is all in sentences form of written dialogues, monologues and expression, which are collected from novel *Things Fall Apart*. The writer of this research has tried to look for other scientific books which talk about the Igbo women who experience different forms of oppression and how this endangers and destroy the society unity and development as well.

Analysis

ordinances such as land mines, bombs, bullets, and attacks from the Karamojong warriors / raiders for resources.

In line with the above explanation, a respondent was quoted to have said:

... "Wa tye ki lwooro adek iyim wa! Lorek mwony, lokwo Karamojong, adongi bowkech ma gi tye ki jami lweny"...

Translated as:

"...we have three security threats lying ahead of us! Hot pursuit by military spies, the Karamojong worriers / raiders, remnants of LRA and the "bowketch" armed robbers / thieves..."
(Ocan/Aug/2006)

Since the community has been militarized, many uncertainties kept the population psychologically and physically vulnerable. A common concern was how successful the process of disarmament, demobilization and reintegration of ex-combatants will be and how the security of the people shall be ensured.

Basing on the study findings, it was thus suggested that: The government and the policy makers should regularly monitor the programme of return and resettlement and give feedback on the progress of the programme to the public. This should start right from on set of the programme, during and after the programme is phased out. This is important because the policy makers will be able to take corrective measures against problems that could hinder the successful implementation of the programme.

Besides, the Policy makers and other development partners should create awareness among the targeted population in various fora before the actual implementation of such a programme. This will enable the targeted population to embrace and own the process of the programme. It should be noteworthy for any programme to archive its objectives; the needs of the targeted population should be reflected. This involves how the beneficiaries wish to have the programme implemented.

The study established that IDPs had varied ideas about their return and resettlement. The major obstacles ranged from external factors like unexpected renewed rebel resurgence, attacks from neighbouring tribes especially the Karamojongs, injuries from unexploded grenades and bombs and inadequate financial support for peace building and rehabilitation. The IDPs however had opportunities of access to social services and employment in their settlements. The IDPs suggested that resettlement could be successful if well planned and implemented with their participation. The challenges to the peaceful resettlement of IDPs centred on the IDPs fears of the unknown and in the uncertainties in the external support they anticipated during the exercise from the government and the non-governmental organisations as well as the international community.

Recommendations

The resettlement of the people needs to start just when the dry season begins and early information should be given to the people so that they get prepared psychologically, and also organize themselves for the process. The dry spell enhances easy accommodation and movement unlike in wet seasons. Since the environment is clear, it is easy to identify the remnants of ammunitions and take preventive measures. Identifying or creating

For the Igbo, there are a few key ideas that form the basis of an ideal family: mutual respect for each other, a reverence for all past fathers, and unity. The father is not only the provider for the family, but defender of its honor and teacher of his sons. The mother's main duty is to add to the family line by bearing healthy children and also to please her husband. Children are the inheritors of the future and are raised to continue the values of the older generation. This family unit is the most fundamental unit of society and its structure can be expanded to fit a whole community or even a pantheon of gods.

According to Soren, H. (2010) Women in the Ibo society are lower in the hierarchy than men; however, they are still holders of very important roles in the Ibo society. Women seem to be useless and without any power, but at a further look into their role, a bigger significance is revealed. Even though wife beating is allowed and women are discriminated in several other ways, they still possess significant roles, such as householders, educators of the children and caretakers of crops. Women also function as spiritual leaders and other important roles in the Igbo religion.

Women in *Things Fall Apart* are in general thought of as the weaker sex. At a first glance, women are the laborers, and the producers of children. They are not respected as real people, but are more just the men's property. All they have to do is to be good housewives, and make sure to please their husband at all times. For this reason, women have no identity of their own; but are defined by the status or position of their husband. Women are discriminated in several ways throughout the novel. As an example on page 21, Okonkwo beats up his first wife for not returning home to cook the afternoon meal. In this specific example, he has to pay a penalty for beating up his wife during the 'week of peace',

In keeping with the Igbo view of female nature, the tribe allows wife beating. The novel describes two instances when Okonkwo beats his second wife, once when she does not come home to make his meal. He beats her severely and is punished but only because he beats her during the Week of Peace. He beats her again when she refers to him as one of those "guns that never shoots." When a severe case of wife beating comes before the egwugwu, he finds in favor of the wife, but at the end of the trial a man wonders "why such a trifle should come before the egwugwu." (*Things Fall Apart*, p.89). Okonkwo disrupts the Week of Peace by beating his wife. For violating the sacred holiday, he is forced to pay a penalty. Although Okonkwo knows that he is in error and regrets his act against the gods, he does not show his regret to the villagers because he does not want to appear weak. But his pride makes his neighbors believe that he no longer reveres the gods and that his success has gone to his head.

Achebe shows that the Ibo nonetheless assign important roles to women. For instance, women painted the houses of the egwugwu (Achebe, TFA 84). Women in *Things Fall Apart* are the primary educators of children. Through storytelling and behavior, they educate and socialize the children, inspiring in them curiosity about social values, relationships, and the human condition. The stories the women tell also develop the artistic consciousness of the children, in addition to entertaining them. Furthermore, the first wife of a man in the Ibo society is paid some respect. This deference is illustrated by the palm wine ceremony at Nwakibie's obi. Anasi, Nwakibie's first wife, had not yet arrived and "the others [other wives] could not drink before her" (Achebe, p.22).

Family in *Things Fall Apart*

new community roads and local paths is cheaper. There is less agricultural work; people can save time to fetch the construction materials like: thatch grass, ropes, timber, stones including wood fuel for household work. It also allows room to easily identify the land boundaries, sites for building, water sources and prepare gardens for the next season.

It is important that the security issues in northern Uganda be adequately addressed by the Ugandan government through committing itself to end the rebellion so that people can return and resettle in their homes. Security of the people needs to be ensured by protecting them against any further attacks by the rebels, Karamojong warriors, and deviant individuals or groups of individuals. Besides, there is need to encourage and promote a move towards national reconciliation. In this line, there is urgent need for all of us to be agents of peace in the areas of, conflicts, mistrust, suspicion, fights and misunderstandings. This will help to create atmosphere free of fear of relapse of the rebellion. This would further ensure forgiveness among the conflict ridden societies.

The government of Uganda together with the help of international bodies should promote international diplomacy and relation in a bid to ensure security, improve relationship with neighbouring countries particularly with Sudan and to achieve peace and mitigate relapse of the rebellion.

Emphasis should also be put in encouraging post conflict peace building initiatives to consolidate peace and prevent recurrence of armed conflict. This can be attained through promoting community peace initiatives in the war zones, right from family levels by mobilizing, sensitizing, and creating awareness in the masses

through exposing the effects of the rebellion and seeking for a more lasting means to dispute resolution. This will help in rehabilitating the people, enhancing their capabilities, choices and contributions for peaceful relations in the post conflict situation.

There is need to strengthen the traditional institutions and civil society to promote respect for human rights and the rule of law as components of peace and development. This will create conditions for resumed development to support the existing endogenous knowledge of peace and conflict management.

society. That oppression, in different forms, is still widespread in a world dominated by imperialism. Today, women are divided amongst different classes and different nationalities. Some are in oppressor nations; some (the majority) are in oppressed nations. A small number are part of dominant classes; the vast majorities are to be found as part of the exploited classes. The majority in the oppressor nations suffer class oppression. The majority in the oppressed nations suffer both class and national oppression. All women in the oppressed nations suffer national oppression. All women, wherever they are, suffer from male domination to varying degrees. Class exploitation and national oppression are products of imperialism. Thus, women who suffer class exploitation and national oppression have a vested interest in overthrowing imperialism in order to rid themselves of those two types of exploitation and oppression. A separate question arises as to whether women, as a group oppressed by men, have a vested interest in overthrowing imperialism as part of the struggle to rid themselves of male oppression.

Philosophy, Culture and the Role of Women and Family

In the traditional Igbo society, women were subservient, subjected to some very dehumanizing treatment. Widows passed through hell; barren women were seen as scums and off scouring of the earth. Women were beaten, harassed and deprived of their rights. In all good sense, all these aspects of the traditional era were condemnable and must be jettisoned completely. Man and woman are created in the image of God and they stand equal before God as human beings. But, then, equality does not mean abdicating God's assigned roles. Today, we hear of surrogate motherhood, we hear of single female parents, lesbianism, etc. These are negative ways of responding to gender inequality.

political organization that is in power places these restrictions formally or covertly on oppressed groups so that they may be exploited and less able to compete with other social groups. The oppressed individual or group is devalued, exploited and deprived of privileges by the individual or group which has more power." (Barker, 2003)

Women

The concept of "women" is derived from our perception of the sex in animals or plants that produce or are capable of producing eggs and bearing young ones. It also relates to any re-productive structure that contains elements to be fertilized by male elements. Hence the word women incorporates adult females, girls and babies since they all have attributes of feminine gender, (Arinze, 2008). In Nigeria, the concept and role of women are biologically, culturally, historically, institutionally and situationally defined. Biologically, women in Nigeria are understood as the concept explained above i.e. feminine gender. Culturally, women are perceived as profane creatures that deserve no respect and as such should be treated as sub-ordinates to men. They should not be heard in any discussions or decision-making. Their place is always in the kitchen. They cannot think for themselves and their thoughts are considered worthless. They should not eat certain foods or meat. They should not have access to any inheritance including land. The married ones are regarded as men's property that could be beaten up or thrown away at the least point of provocation. Any wrong doing in society is attributed to the women especially bad behaviors of children in society.

Women oppression

Sam, R. and Paul, S. (1990) says that historically the oppression of women by men pre-dated the development of class-divided

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with feelings, thoughts, dreams, and opinions. They can still do the unimaginable and become what they never thought was possible like a doctor or lawyer.

Ibo's Society

Afigbo has stated in his book entitle Prolegomena to the study of the culture history of the Igbo-Speaking Peoples of Nigeria, Igbo Language and culture, that Ibo society is both hierarchical and patriarchal. Social status is achieved in the community through the earning of titles. The Ibo, which can also be called the Igbo, live in Ibo land in Nigeria. Ibo land is the home of the Ibo people and it covers most of Southeast Nigeria. This area is divided by the Niger River into two unequal sections – the eastern region (which is the largest) and the Midwestern region. The river, however, has not acted as a barrier to cultural unity; rather it has provided an easy means of communication in an area where many settlements claim different origins. The Ibo are also surrounded on all sides by other tribes (the Bini, Warri, Ijaw, Ogoni, Igala, Tiv, Yako and Ibibio)

Oppression

The dictionary definition (Webster's Third International Dictionary) defines oppression as an "Unjust or cruel exercise of authority or power especially by the imposition of burdens; the condition of being weighed down; an act of pressing down; a sense of heaviness or obstruction in the body or mind." The Latin origin has oppressed us as the past participle of opprimere, or to press down. Amongst the synonyms: the word subjugation.

The Social Work Dictionary, ed. Robert L. Barker defines oppression as: "The social act of placing severe restrictions on an individual, group or institution. Typically, a government or

political. When Okonkwo killed a white man messenger, he immediately decided to hang himself for fear of not being handed himself in the white men's hands so that he could not be called weak or a woman through this submission. Though he did this due to the troubled masculinity he had against womanish title, he ends up his society being converted to the white people's authority. His death from his troubled masculinity as a famous person of Igbo leads the Igbo society to destruction. This study therefore needs to foster women to have the right of shaping and changing their cultures to which they belong. It is because in *Things Fall apart*, the authority lies with the men. As far as the Igbo society destruction is concerned, it is obvious that women do not have a say in any important matter. The idea of masculinity also puts women on a remote margin. They are excluded from political, economic and judicial matters of the community as it is mentioned above.

Literature Review

All over Africa women are treated unfairly. They have to deal with abuse of all sorts: sexually, physically, mentally, and verbally. They are told from the time they are born that they are just tools for men. Oppression means to subject a person or a people to a harsh or cruel form of domination. Although this great tragedy is all over Africa there are few women who broke away from the old traditions and made a life for themselves, but in doing so they lost their families. After a woman decides to not do as tradition she is shunned from the community and her family.

Overall, what these women have to go through is tremendously awful. People should learn about their issues and see what they can do to help. See what they can do to change a life because no matter how "small" their life may seem to people they're still a person

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ALTERNATIVE DISPUTE RESOLUTION SKILLS AMONG THE MADI: A CASE STUDY OF OFFAKA SUB COUNTY, WEST-NILE, UGANDA

BY: Edoboru *Rasil and Russel Thomas (MDVS)*

Abstract

This study on alternative dispute resolution (ADR) skills was made among the Madi community. It was conducted using focus group discussion method because, a larger proportion of the population was illiterate, and a case study design was used since it is cost effective as the report was needed within a shorter period of time. The major objective of this study was to establish the alternative dispute resolution skills among the Madi Offaka community. Specific objectives; To determine how disputes are resolved among the Madi Offaka community without litigation; To establish the advantages of using alternative dispute resolution skills among the Madi Offaka community; To establish the common causes of conflicts among the Madi Offaka community. A stratified random sampling was used. The study was purely qualitative in nature. Quite a broad range of causes of disputes among the Madi were mentioned by the participants including, access to and ownership of natural resources such as land and vegetation in general this is mirrored in Duberman. The study recommends for concerted efforts and vigilance among the local community members and other stakeholders in peace building including the civil society organization to join hands in giving a push to ADR and resolution of disputes among the community members.

and abusing femininity were hereby regarded as the big problem between Igbo men and women to the societal unity and equality.

Therefore, in Igbo society women were looked as nothing and only blessed with rearing children and that their lives should be confined to the domestic sphere. The protagonist of *Things Fall Apart*, Okonkwo was a man who demonstrated the power and heroism in his life whereby he feared to be called weak or a woman. Apart from this, he did not show in his life any trait of kindness except the brutality. Being called a woman denotatively and connotatively in Igbo society, it is like an offense and weakness.

One cannot read *Things Fall Apart* without recognizing the oppression of women at the hands of the patriarchy. In a culture where virility belongs to males, even the term "female" or "women" comes to represent an insult as it is mentioned above. This is evident when Okonkwo tells Osugo, who feels guilty over killing his surrogate son, not to "become like a shivering old woman" (Mezu 1995, 2). Blacks are marginalized but women are subjugated not only as blacks but as women also. Women are relegated to an inferior position throughout the novel. They are regarded as mere appendage to a man. They are treated as chattels. Their status has been degraded. Gender divisions are a misconception of the patriarchy. But Okonkwo believes in traditional gender divisions. In *Things Fall Apart* the number of wives you have affects social status. Okonkwo wishes that his favorite child, Ezimna, should have been a boy.

This is to say; the more some members of the society like women are marginalized and treated as inferior, the more the society gets destructed in different stages such as social, economic and

women where the last ones were publicly considered as weak creatures in their society. In the Old Testament, Genesis 1 (v. 27), God stated that men and women were equally created in the image of God and neither attained more of the image of Him than the other. Therefore, the Bible introduces the equality of the sexes. In the Hindu religion, men and women are created to complete each other. Both state and define as well, however, the role of women as that of a form of support and guide for men. This shows that women are considered significant individuals, but are not completely regarded to be, in a way, at the same level as men. This concept which was introduced based on religious views was then wronged in time when people began to react in a stereotypical manner towards women. People started having views on women which placed them at a much lower level than men.

The novel *Things Fall Apart* (1958) as far as the case study of this research is concerned, is written by the late Chinua Achebe (1930-2013) who was a Nigerian author. The setting of the novel is in the outskirts of Nigeria in a small fictional village, Umuofia just before the arrival of white missionaries into their land.

When reading this novel, the researcher of the present study finds a problem related to the women oppression based on how women were poorly considered in the Igbo society. The researcher put much emphasis on different forms of women oppression mentioned by Chinua Achebe in *Things Fall Apart* and through these forms it was targeted by the researcher to see how much the gender issues contributed to the societal destruction. In doing so, it was very needful to help the reader understand the gap which pushed this research to be concentrating on women oppression in the Igbo society. Many cases of women oppression such as inequality, Women beating, lack of inheritance for female children

Key Words; *Dispute Resolution, Conflict, Litigation, War*

Introduction

The concept of alternative dispute resolution (ADR) has been for millennia and can be traced back as far as the ancient Egyptians. The Greeks and the Romans too used alternative dispute resolution (ADR) skills as did the popes and European kings during the Middle Ages. ADR has been a part of national experience of the United States since colonial times.

According to Martin-Miller both William Penn and George Washington were proponents of ADR. However, the modern ADR era is dated from the US Supreme Court chief justice Warren Burger's 1982 commentary on overcrowding in the Federal court system (Martin-Miller, 2005).

In the United States ADR was codified in 1990, when the US congress enacted the Administrative Dispute Resolution Act (Public Law 101-552).

The passage of this Act, perhaps more than any other event, signaled the Federal Governments general acceptance of and preference for use of ADR methods to settle contract disputes. The Administrative Disputes Resolution Act of 1990 briefly lapsed in 1995, but was permanently reauthorized as the alternative dispute Resolution Act of 1996 (Public-Law 104-320). This Act firmly established ADR within the Federal Government as the preferred method for dispute resolution.

In the recent years, ADR has taken firm and a heightened significance in Africa, especially after the adaption of Resolution 61/295 on 13th September 2007 in New York by the UN general assembly to recognize the indigenous knowledge (IK) as a source

of information, prior to this resolution (61/295); Smith (1991) asserts that, “every nation has its own ways of acting thinking, communicating and the emerging African Nations must work to discover that unique genius wherever it is lost” (P.73). Clearly this is an alarm awakening the African to practice their indigenous knowledge systems in all spheres of life. The agency for ADR in the world in general and developing countries in particular is demonstrated by the fact that, there is a gap in training the man power in the judicial system, the situation in Uganda illustrates that, at the moment, there are just about 45 judges of the High Court for a country with 111 districts (excluding Kampala the Capital City) and an estimated 33 million people. There are also about 180 Chief Magistrates and Grade 1 magistrates across the country. With the few judges, does it surprise anyone that there is a backlog of pending cases? Many parts of the country hardly have any judicial officers. For instance, there are only two Grade 1 Magistrates in the entire sub region of Karamoja. There are Magistrates’ courts in the districts of Amudat and Napak! No doubt there are other districts particularly the newly created, which face similar problems (New vision Monday, August 20, 2012. Opinion: “Expand Jurisdiction of Magistrates” p.18).

Accordingly, there is an increasing appreciation of the value of local ideas in conflict resolution; it is against this backdrop that this study has been set to establish alternative dispute resolution skills among the Madi Community of Offaka Sub County.

Literature Review

The Common causes of Conflict

A conflict can be defined as the manifestation of divergent interests between at least two parties on a given cause. “Any social process or situation in which; two or many entities are related by at

THE IMPACT OF WOMEN OPPRESSION ON THE SOCIETAL DESTRUCTION : A CASE STUDY OF CHINUA ACHEBE’S THINGS FALL APART

By: Jean Damascene Ngendahayo and Prince Wasajja James (PhD)

Abstract

The research’s concern here is on women oppression in the Igbo society and with its impact on the societal destruction. When carrying out the research, the forms of women oppression were investigated in this Achebe’s *Things Fall Apart* whereby inequality, inheritance deprivation for female gender, women beating and other abuses against femininity were mainly highlighted in this research. This research bears the following objectives: To identify the forms of oppression in *Things Fall Apart*, to examine in which ways the society gets destroyed due to women oppression and to emphasize what women can do so as to get equal chances to their counterparts. The contribution of this research is to help women be aware of their rights and fight against the culture to which they belong. Men should empower women and consider them like human beings instead of limiting their lives in the kitchen and gardens.

Key words; *Oppression, Societal Destruction, Gender Equality, justice, Marginalization*

Introduction

For several years ago, there have been several efforts to address the oppression between men and women in Nigeria. Unfortunately, many of these efforts have not produced required results. These failures have been connected to the men perceptions against

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least a form of antagonistic psychological relations” (Muhanguzi, 2003). It is a direct and open interaction between parties in which action of each party aim to inhibit the realization of the objectives or goals of the opponents (Lo and Dabire, 1999).

Nonetheless, the causes of conflict include access to, ownership and use of resources. Other underlying causes include poverty, socio-economic needs, lack of information, political influence and lack of communication between the concerned parties.

In great lakes region, land issues and natural resources in general have been of greater controversies not only among the individuals and/or communities, but sometimes between the government and the communities. The classic example that stands right in this case is the Kigezi Highlands, where the demand for cultivable land has been so immense due to high population that, people have ploughed almost all the available land up to the forest boundaries. This scenario in itself generates conflict because wild animals can not respect the management of boundaries. A full understanding and internalization of the causes of conflict is important for better and sustainable resolution (Oluka-Akiteng, 1999).

Conflicts within an individual usually arise when a person is uncertain about what task he/she is expected to do, if not clearly defined by the supervisor or the person in charge. Further, if the tasks of individuals working as a group are not clearly defined by the management they will lead to more conflicts.

On a global scale again, it must be noted that, all nations, organisations, companies, institutions, societies, communities, families and individuals do experience conflict at one time or the other. Causes usually range from ignorance; mistrust; selfishness/egotism; self assertion; greed; rumours; poverty;

discrimination; gender issues; inequality or injustice; lack of rule of law/ bad governance; corruption/impunity; nepotism; terrorism/fundamentalism; inequitable distribution of resources; ethnic differences; land wrangles; to invasion by other countries, among a host of other reasons. With the birth of democracy in Africa, election violence has been added to this long list of the causes.

In relation to all known causes of conflict, it should be noted that, they do change shape in relation with the situation on the ground. Largely, these conflicts take the shape of interstate conflict, intra-state, inter-faith, tribal, environmental, domestic to mention but a few.

Interstate conflicts/ wars

Interstate conflicts are those that occur between nations or across national boundaries. Dating back to 1648, they were premised on the Westphalia Treaty, which legitimised sovereignty of contemporary nation states. Inter city-state conflicts existed in the adhoc period. However, since around 1648, the world has witnessed cross-border conflicts, which are mainly premised on respective national foreign policies. These conflicts have been characterised by disagreements, mistrust, dishonesty, and sometimes physical confrontation, which has often led to war with the most recent being: the “war on terror” in Afghanistan between the West and the Talibans, alongside the Al-Qaeda network of Osama Bin Laden in 2002; the “war against weapons of mass destruction” in Iraq between the US, Britain and the late Saddam Hussein’s regime in 2003; and the one between Russia against Georgia in 2007.

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Intra-state conflict

In contemporary Africa and the developing world, we can boldly state that conflicts experienced since the year 2000 have shifted from protracted social conflicts, as stipulated by Edward Azar, to clashes that are indeed within states due to opening up of political space. Though elections are periodic, conflicts resulting there-from have ranged from short sporadic bursts during poll time to full blown shows-offs which culminate into many destruction of life and property.

Interfaith conflicts

With these types of conflict, neither Christians nor Muslims in the Great Lakes Region have ever made logical, persuasive and coherent arguments to justify their sectarian struggles. For example, in Uganda, there have been incessant struggles among Tabliqs against main stream Muslims, in addition to clashes between “born-again” church leaders and the like.

Tribal conflicts

Conflict is competition by groups or individuals over incompatible goals, scarce resources, or the sources of power needed to acquire them. This competition is also determined by individuals’ perceptions of goals, resources, and power. These may differ greatly among individuals and communities. The determinant of tribes is culture; the socially inherited, shared or learned ways of living possessed by individuals in virtue of their membership in social groups. Conflict, which occurs across cultural boundaries, is also unfolding within cognitive and perceptual boundaries. It is mainly due to intercultural miscommunication or misunderstanding. In this sense, culture is a key factor in causing various conflicts although material resources or negotiable

interests may at first appear to be the focal point. Suffice to point out that the issue of culture, which strongly links individuals to their communities, is a factual and salient situation in contemporary Africa and the Great Lakes Region in particular.

Methodology

This study used case-study design, which according to Amin (2005) is an approach to studying a social phenomenon through a thorough analysis of an individual case. In addition to providing readable data that brings research to life. This study targeted the population of Madi people especially those community in Offaka Sub County. The study collected information from elderly people, house hold heads opinion/clan leaders and local council chair persons in the parishes of, Adraa, Elibu, Ocebu and Oribu. This study took place in Madi Okollo County, Offoka Sub County in the parishes of Adraa, Elibu, Ocebu and Oribu in eight villages. Madi community was selected because this is the area where the problem under investigation was marked, hence the researcher showed interest in the area. A stratified random sampling technique was used to determine the sample size. This was so as to adequately include all categories of the sub groups in the population.

The study used focus group discussion (FGD) as data collection method whereby eight (8) FGD-sessions were conducted two in each parish with at least seven participants each, this was important for sharing ideas and information.

Findings

This study indicates that ADR methods such as conciliation mediation, arbitration and others the Madi community exhibit unique practices or rather methods of solving problems using

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individual needs. Well-trained and motivated teachers are absolutely essential.

Since no one work can exhaust all the issues related to SNE policy implementation and taking into account that only a selected few provisions were researched on the researcher calls for more studies in the area including individual case studies on learners with PH. Research can be done on H/Teachers alone since they may carry potential information concerning finances and management issues. Any other gaps in the above study can also be addressed by further research which will form a firm basis for knowledge.

traditional songs, storytelling, proverbs and clan/ community council through which disputes are solved.

Following are some of the methods frequency mentioned in participant group interviews to solve disputes among family members, clan and sometimes community leaders, however, when it entails clan disputes clan leaders in each clan assemble at some neutral ground like market places or other similar public places to solve their disputes in amicable way.

Quite often, the participants point out how ADR makes them realize their mistakes and come to compromise with ease, saying unlike the court system, where there is always the win – lose solution, there is high possibility for revenge, which tends to prolong disputes among the disputant parties.

Thus through ADR brotherhood is easily recognized and hence forgiveness comes automatic between/ among the disputants.

Alternative disputes resolution method attempts to strengthen the judicial modernization efforts as the participant frequently point this in the discussion sessions held throughout the sub county their perception on ADR is that it is better alternative the foundation and mother of the judicial system helps resolve disputes at grass root level its own right, it is beyond doubts that, the system is a foundation of legal frame work though it is rather informal in nature, so embarrassing ADR in disputes resolution can yield quicker results and this in itself makes ADR a powerful tool in strengthening the judicial system.

The study further generated another advantage of judicial system, if we see a first aid quicker problem resolver as well as an alternative that the judicial system, clearly the observation by the

participants it under goes the judicial system is un doubtable, as it is a truism that some cases in Uganda take even more than three to four years but through ADR some of such cases can be minimized if well handled.

During the course of the study, the participants mentioned quite a broad range of the common causes of disputes those that prominently featured included the following but not limited to; disputes over natural resources mostly land and trees or vegetation in general these appear to be the leading causes and in every session of focus group discussion, the participants had do talk about this. However, in the new of the researcher this is due to the rapidly growing population in the are but most admittedly, the members of the community to sell off the originally communally owned resources without the general consensus of the owners, indeed, such a practice is dangerous and can accentuate the problems of poverty among the community members and later leading to other graver situations.

Conclusion

This study achieved its set objectives due to the following reasons inter alia;

The inclusion of local council chairpersons in the study made the whole exercise rather more efficient as the participant mobilization through them was more effective; respondents turned up in even rather higher numbers than the range six to eight as set by the researcher.

The participation in the study was so high because various categories of community members were brought all together including opinion leaders, clan leaders, household heads – both males and females and the elderly this makes the FGDs so vivid

monitoring and inspection system should be implemented and cater for all schools. Mechanism to have the work done by the head teachers and the educational team from the ministry of education should be established.

The environment both at home and school should be modified to be more accommodative of the physically handicapped learners needs. These should include level grounds, field, toilets and classes for easy movement of the learners. Parents, teachers and peers should change their negative attitude towards learners with physical disability in order to reduce labeling, stigmatization and discouragement. The overall outcome of a child-friendly school should be a happy, healthy, well-adjusted, academically and socially competent child

More time should be created to cater for learners with physical disability since they need extra time to be at par with the so called “normal”. The curriculum should be tailored to the needs of the physically handicapped learners and their exams not mean score oriented. Curricula must be flexible so that changes can be met quickly. Appropriate service delivery will also be effective if the government provided the prerequisite facilities in schools which will assist learners with disability with mobility.

Teachers who are not sufficiently trained, or who lack incentives, may find the addition of children with disabilities to be a burden that they are not equipped to deal with. This therefore calls for proper motivation through sufficient remuneration. Both pre-service and in-service training and supports should be provided, including assistive devices, appropriate technologies and specific and clear national guidelines. School systems must have the flexibility to adjust teaching, evaluation and counseling to meet the

Teachers, schools administrators and students should be encouraged to help and support each other. Teachers and students need to think about how to use their strengths to assist others who are weaker. This may include students helping other students, and teachers supporting other teachers as they practice using new techniques.

The government should facilitate the creation of awareness through teacher training, parents, students and other stakeholders' through regular workshops, seminars, public meetings such as barazas, funerals, churches, the media and any other social gatherings. These will be aimed at transforming teacher, parent, peer and community attitudes towards learners with physical handicaps, and make them more accommodating, receptive, encouraging and supportive in all spheres of learning that will bring the best outcomes in a learner with a physical disability. Schools must also involve families in the learning process. Involvement may include parent-teacher conferences, frequent progress reports to parents, and explicit involvement of parents and siblings in educational projects. Key elements of the community should also be encouraged to participate in learning that occurs outside as well as inside the schools. Greater advocacy and education regarding the rights of children with disabilities should be made.

For effective service delivery the researcher also recognized that teachers are not appropriately trained to have teaching skills for each specific type of students with special needs. For proper professional service delivery there is need for a fully trained staff that should assist in advising guiding, counseling, teaching by following the intended curriculum and provide required assistance in referring the learners to appropriate medical facilities and acquisition of relevant assistive devices. Similarly, a proper

and hence the study. Above all the choice of FGD made the study to be carried out within a shorter period of time for timely submission to the graduate school in addition to being financially pocket friendly and ensuring a web of dialogue.

The general perception of community members about ADR is that it is an alternative a quicker one to litigation in some cases it acts not in absolute but rather like a first aid to disputes although there are cases where some community members do not comply to the resolutions so made, ADR does a lot in offering mitigation measures.

This study unveils a number of ADR skills as used by the Madi community including but not limited to; holding family and clan meetings, with the leadership of the elders and the opinion leaders establishing the council where upon negotiations are sought among the disputant parties or members of the community.

The civil society organization including the FBO, CBOs, NGOs play fundamental roles in instilling among the community members alternative disputes resolution skills which to them offers better after alternative than litigation hence they emphasize on forgiveness reconciliation community members of Madi sub county see a number of strengths of ADR over litigation thus; It increases access to justice for the poorest disputants, reduces costs of justice for all users, the procedure is less formal than going to court, delay reduction by unclogging courts, in a trial there is typically a winner and a loser yet ADR offers a win – win solution to achieve their real goals.

Recommendations

In any attempt to forge the way forward, I wish to make it clear that, since all odds have been defied by the crises among the Madi Offaka communities in Uganda, the wrangles and disputes among them may be reduced and controlled if and insofar as the following recommendations are put on test.

Encouraged by the outcomes of ADR methods among the Madi community unity, the researcher therefore, recommends for its continuity and promotion.

The CSOs are recommended to beef up their support and practice of ADR worth noting the faith based organizations as their teachings are behavior transforming in nature.

The youth groups formed at village level are good, yet some of their practices in crime prevention tend to deviate from the real meaning and benefit of ADR; for example, the practice of caning/ beating suspects is not recommended as this may even be termed as mob justice, they have to averts from that;

Drawing on from the field experiences the study further recommends that ADR practices should extend to parents who do not bb to send their children to school as this will have long term negative impact on them, for it omits or better deprives the children of some of their basic needs.

The study also recommends for civil education of the population in respect of the land process and transactions that lead to access and control of land this can be of great help since most of the rural Madi community is less educated and too poor to determine and bargain for the land as an asset.

The study further recommends for a concerted effort and vigilance among the local community members and stakeholders in peace

The government should support all public schools in the division so that all schools should build modified classrooms and have a learner's friendly environment to accommodate learners with physical disabilities. The government should facilitate the acquisition of learning materials, catering for basic needs, assistive devices by making their acquisition less expensive. Most of these learners come from poor backgrounds whereby their parents may not afford to do much for them. The researcher recommends that whatever means that would keep learners with disabilities within a school environment be adopted, for example, boarding facilities to allow learners spend more time with teachers and minimize straining while travelling to school. Such learners should instead be retained in school till closing time. Specific budget allocation for learners with PH should be increased as recommended by the Task force (2008). The government and other school stakeholders should be the primary "owners" and implementers of the project .All the instruments of the school - teachers, curriculum, teaching materials, and evaluation techniques - must be centered on the learning of the individual child. Good relationships must be maintained with government counterparts and partners. NGOs, FBOs and CSOs working in Kenya need to maintain good relationships with government organizations and carry out a collaborative implementation to avoid duplication of roles.

Awareness raising should include descriptions of the process and benefits of SNE policy as a critical first step in development of SNE policy (Kwok 2003). Awareness raising should include detailed training in the benefits, methods and rationale behind SNE. Otherwise parents, teachers and principals may continue to believe that all children with disabilities are better off in special school. This move is necessary to sensitize parents and community members to the value of SNE policy provision for all learners.

Conclusion

The researcher having analyzed the collected data came to the conclusion though the SNE policy provisions in financial, creation of awareness and professional delivery of service for learners with physical disabilities are clearly spelt out in the SNE policy (2008) the full impact is yet to be realized on the ground. Some of the reasons have to do with inadequate funding, disjointed implementation, ignorance of the existence of the policy provisions, lack of facilities, materials and appropriate training of the human resource, cultural practices that discriminate upon learners with disability among others. Apart from the positive strides in equipping some teachers with skills through college training and in-service programmes the same is yet trickle down to the grass root level and create positive outcomes. The government and its development partners need to get down to more serious work of implementation and regular monitoring and evaluation of all the 14 provisions captured in the SNE policy.

Recommendations

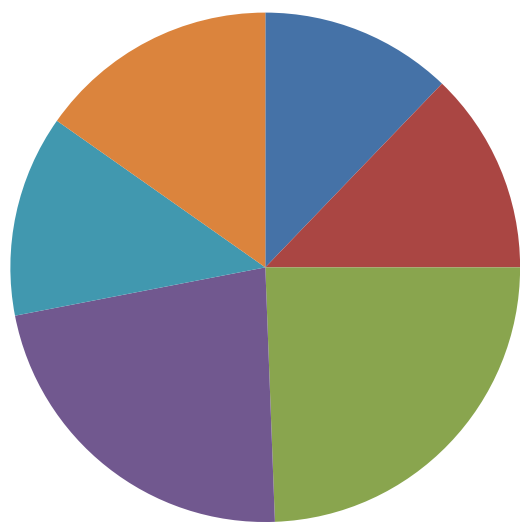
From the research findings the researcher made the following recommendations. Since from the respondents only 3 teachers were younger any future effort should be geared at equipping all new teachers with SNE training. The older teachers require in-servicing and workshops to boost their SNE skills. Since all the education officers were male considerations for gender should be encouraged. To give the SNE policy relevance its development should be participatory where school systems should have mechanisms for feedback by education officers, students, parents and teachers as stakeholders; including children with disabilities, who should have a voice in development of national policy and guidelines for their education.

building including the civil society organizations to join hands in giving a push to ADR the Madi community of Offaka Sub County and such similar cases elsewhere.

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by the provincial administration came at 15.96% closely followed by Training of teachers i.e. in colleges at 14.89% the media for example radio, newspapers and television at 12.77% other gatherings such as sports competition, funerals, educational meetings like prize giving at 10.64% attitude change at 10.64% and the church only 6.38%.

Possible remedies for proper professional service delivery

In terms of percentages facilities had 25.30 %, teachers 22.29%, environment 15.06%, funding 12.65%, awareness 12.65% and attitude presents 12.05%, Facilities and teachers took the lion's share while attitude, funding and awareness come close to each other in the least percentage of preference.

SNE policy advocacy and training

Officers	Trained		Funding	Training	Attitude	Awareness
	Yes	No				
EARC	0	1	1	1	1	1
AEO	0	1	0	0	0	0

From the above table the officers agreed on the fact that there is no adequate trained SNE staff in the schools they are in charge of. The EARC officer unlike his counterpart who didn't say anything on the areas suggested that, measures should be taken in funding the schools. Training of teachers on SNE skills, influencing attitude change in the teachers, parents and other learners and creating SNE policy awareness all around.

Measures of Policy Service Provision

School	Attitude Change	Media	Workshop Seminars	Barazas	Church	Training	Others
A	1	1	4	2	2	1	1
B	1	4	1	2	1	2	1
C	1	0	4	0	0	2	0
D	1	2	1	1	1	1	0
E	0	0	1	1	1	3	1
F	2	2	4	2	0	1	1
G	2	1	2	2	0	1	2
H	1	0	3	2	1	1	2
I	1	0	4	1	0	1	1
J	0	2	3	2	0	1	1
Totals	9	12	27	15	5	14	10
Percent	10.64	12.77	28.72	15.96	6.38	14.89	10.64

Table reveals out that the measures taken by the respondents to create awareness in SNE policy service provision. The most preferred measure was workshop and seminar provision whose rate of preference attracted 28.72% respondents. Barazas usually held

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Creating Awareness

Existing SNE policy awareness

SCHOOL	AWARE	NOT-AWARE
A	3	5
B	6	2
C	3	4
D	4	4
E	3	5
F	3	5
G	3	5
H	3	5
I	6	2
J	5	3
TOTALS	39	40
PERCENT (%)	49.37	50.63

The table shows that 49.37% teachers were aware of the SNE policy provision for learners with physical disability and 50.63% were not aware. The larger percentages of respondents are not conversant with the SNE policy and this proves that learners with physical disabilities are not well catered for.

The officers' level of policy awareness

Officers	Awareness	Devices	Sensitisation	Monitoring
EARC	√	√	√	√
AEO	×	×	×	×

The table indicates that not all officers are conversant with what the SNE policy provision states. The officers did the following roles, advising on devices to buy, sensitizing the community and schools on SNE service delivery.

learners with food, clothes, learning materials and playing materials such as balls and swings .While 29.96% confirmed that no support is given from any other groups like churches, teachers, school committee, and other well wishers.

Physical Resources and Material in schools

Officer	Classroom	Ramps	Wide doors	Level grounds	Toilets
EARC	√	√	√	√	√
AEO	√	×	×	√	×

The table reveals that some schools especially those with special units have the above listed resources and materials as shown by the EARC officer. The AEO is only aware of the existence of class rooms and leveled grounds. Since the two officers happen to be in charge of the same institutions in the division then there is a gap in their knowledge.

This indicates that, the learners have financial challenges related to provision of learning materials, movement tools, infrastructure and basic needs. The officers agreed on the fact that funding is the major problem. They cited DFC funds and educational bursaries as some of the financial assistance that reaches some of the learners.

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**FACTORS INFLUENCING SUSTAINABLE FUNDING OF
NON GOVERNMENTAL ORGANIZATIONS IN SOMALIA,
CASE STUDY OF NGOS IN MOGADISHU**

BY: *Abdirashid Mohamud Mohamed and Harriet Mukoma*

Abstract

Sustainable funding has helped many NGO’s implement diverse programmatic interventions which has not only benefited the communities but has also improved the standard of living. The purpose of the study was to examine the factors that affect financial sustainability of NGOs in Somalia especially in Mogadishu. The Objectives of this study were to find out the effect of income diversification, to establish the effect of strategic financial managements on NGO’s funding sustainability and donors’ relationship on NGO’s funding sustainability. In this study, exploratory research design was adapted. The target population of this study included the management team of NGOs in Mogadishu. Stratified proportionate random sampling technique was used. The study found that donor relationship management contributes most to financial sustainability of nongovernmental organizations followed by strategic financial management then income diversification.

Key words; *Funding, Financial Management. Sustainability, Donors*

Introduction

The NGOs are active in a cross section of sectors including: agriculture, water, education, environment, health, human rights, gender and development, children’s rights, poverty alleviation, peace, population, training, counseling, small scale enterprises, disability and many others. The NGO provides overall leadership

**Findings
FINANCIAL POLICY PROVISION**

Type of support offered

School Code	Government		Parents		Others	
	Support	N/Support	Support	N/Support	Support	N/Support
A	8	0	8	0	0	8
B	0	8	4	4	2	6
C	0	7	5	2	1	6
D	8	0	8	0	1	7
E	0	8	7	1	0	8
F	0	8	7	1	2	6
G	0	8	3	5	1	7
H	0	8	5	3	0	8
I	0	8	7	1	1	7
J	0	8	3	5	0	8
Totals	16	63	57	22	8	71
PTG (%)	6.75	26.58	24.05	9.28	3.38	29.96

Table indicate that government support was only enjoyed in two schools at 6.75%.The non government supported schools have 26.58%. These shows that most schools are not supported by the government .The supported schools have special units and such support is in terms of funds and other facilities.

Out of 79 respondents 24.05% said that the parents played the great role of assisting the learners in terms of buying them crutches, walking sticks, learning materials, basic needs like food, shelter and clothing. The 9.28% respondents denied parents role in supporting learners with physical disabilities.

Only 3.38% respondents said there were groups which assisted learners. They cited the roles played by the school management committees, churches, teachers and other well wishers who assist

levels in the country; appropriate tools and skills for early identification and assessment, physical infrastructure, inadequate learning / teaching with facilities; putting in place adequate skilled manpower and appropriate placement of children special needs and disabilities.

Methodology

This research used both quantitative and qualitative research designs. The selection of the respondents was based on their knowledge of the information in reference to research questions and their willingness to give information which was reliable, accurate and not malicious. The study area covered Ibacho Division Primary Schools, Masaba South, Kenya. The study population was 30 primary schools, 240 teachers, 1 Area Education Officer (AEO) and 1 Education Assessment Resource Centre (EARC) officer.

The researcher used a third of the schools and a third of teachers which was 10 schools out of the 30 schools 80 teachers out of 240 teachers, plus 1 A.E.O and 1 EARC officers in charge of primary schools Ibacho Division, Masaba South Kenya. Data was collected through questionnaires to ensure none was lost. The information was summarized using tables and pie charts in order to enable many people such as teachers, parents, educational officers, the government, pupils and the public read, understand and follow easily.

to the NGO sector. It champions the key values of probity, transparency, accountability, justice and good governance. It enhances the self-regulation of its members, and assists them to realize their potential in improving services that improve the socio-economical status of Somalia's society in pursuit of sustainable development. While a number of NGO's in Somalia have achieved administrative efficiency, most have major difficulties. Efficiency cannot be guaranteed because of the nature of the NGO's themselves.

Many of them are new, small and without guaranteed future. This is especially the case with local or national NGO's that are still struggling to put effective and efficient managements systems for good governance in place and whose survival largely depends on donor funding. There are also problems of legitimacy where NGO's may be easily set up. It all depends on whether one can write convincingly to donors. Such NGO's are weak and face the risk of lack of continuity. In Somali, NGO's have also sustainability and reliability challenges in their projects. Sustainability has become a buzzword within the development circles. It describes the ability of a given project to remain viable even after external support is terminated. Not all are able to achieve this fete. Non-governmental organizations have played a major role in pushing for the protection of human rights at the international level.

Increasingly, the existence of NGOs is proving to be a necessity rather than a luxury in societies throughout the modern world. In many developing countries, the role of NGOs has evolved in response to the market gaps left by the government (Gaist: 2009)... According to Gotz (2008), the increase in NGOs is one of the most remarkable features of modern-day international political affairs.

While states remain the major “protectors” and abusers of human rights,

As to the building capacity most Mogadishu NGOs are comprised of small groups of people surviving on a project by project basis, with nonexistent or weak link to constituencies. There is often a lack of effective coordination among Mogadishu NGOs at large, though network among professional leading NGOs do exist. With respect to the focal issue of financial sustainability, the NGO sector remains extremely dependent on foreign funding. Donor funding, however has been falling dramatically and trend is expected to continue in coming years. However, their contribution is very low in compared with that of other countries due to financial problem, lack of qualified employees, lack of proper financial records, lack of working premises. This is despite the ever increasing capacity building measures organized by various stronger donors like USAID, UNDP, ICRC, Islam Bank, WHO, etc time to time organize refresher courses for NGO’s on best practices in the sector. It is in this light that the researcher aims to fill the existing gap by carrying out an investigation into the factors influencing sustainable funding sector in the NGO’s with reference to Case Study of NGOs in Mogadishu

Literature

Hypothetical Review

NGOs are classified as non-profit making organizations, they still remain economic institutions in that they use society’s inadequate resources (earth, manual labor and funds) to produce goods and services of value. These organizations have operating costs, enforce costs on society to the extent that they use aid and voluntary services to provide improved value to society and need a reliable flow of revenue to finance their mission and be financially

considerable effort at advocacy for persons with disabilities. Since the adoption of the Disability and Education Acts, the Thailand government has conveyed the message of full participation through various means (mass media, posters, brochures, public meetings and consultations). He uses the Thailand government example when 1999 was declared the year of Education for Disabled people. During the year the Government launched a public awareness campaign promoting the education of students with disabilities, and announced the new policy guaranteeing the education of persons with disabilities. Signs were posted in front of every school in the country reading, “Any disabled person, who wishes to go to school, can do so.”

Professional Delivery of Services

According to Nyoike et al. (2006) strategies to teach the learners with physical disabilities in the regular classrooms should be employed. The teacher should consider the following:- make alterations on the environment to make it easier for the pupils with physical disabilities. Look after themselves, provide support to them with necessary aids, train students purposefully and methodologically to look after themselves. Enable them to use all the appliances examples, wheel chairs, crutches, frames so that they try to do things teachers intend to teach. Appliances cost money therefore; teachers and parents should try everything possible to come up with the idea of the appropriate aids.

The SNE policy (2008) asserts that though the Government has made progress in the provision of educational services for persons with special needs, it has also faced various challenges. These challenges include lack of data on children with special educational needs, a comprehensive policy on SNE and Proper guidelines on mainstreaming of special needs education at all

disabled people's organizations. The Task Force also provides a forum for dialogue on inclusive education. It was set up to look for inclusive solutions for education and has the hope that by 2010 all teachers will have been sensitized to receive in class all children, without exception, and that parents will also have been sufficiently sensitized. For this to succeed the government and her partners must fund these programmes. Partners and other stakeholders usually either collaborate with the government or supplement efforts of the government in supporting the learners with physical disabilities. They need to be guided and use a comprehensive policy framework to ensure effective coordination and implementation of SNE programmes (SNE policy 2008). An integrated approach is necessary for various government ministries, partners and stakeholders for improved service delivery for SNE.

Creating Awareness

Lack of awareness of learners with SNE by service providers, policy makers and the community at large is a common problem. There is low level of advocacy and lobbying for the rights of persons with SNE by concerned parents, communities and disability organizations. Issues relating to special needs and disability should be given prominence in public meetings and the media. In some cases, local communities are not aware of special needs programmes and Educational Area Resource Centre, EARCs within their localities. MOE (Ministry of Education) and other government officers are not fully sensitized on SNE. Lack of awareness and sensitization can also be observed among the general public.

According to Kwok (2003) one of the key activities in Thailand related to the education reform of the past decade has been

sustainable. The currently established view of business strategy resource-based theory or resource-based view (RBV) of firms is based on the concept of economic rent and the view of the company as a compilation of capabilities. This view of strategy has a consistency and integrative role that places it well ahead of other mechanisms of strategic decision making (Kay, 2005). The resource-based view (RBV) offers critical and fundamental insights into why firms with valuable, rare, incomparable, and well organized resources may enjoy superior performance (Barney, 1995).

Income Diversification

Diversification of funding sources is essential to increase the stability of Nongovernmental organizations income streams. As a response to the economic crisis, tapping international funding streams might be more important than ever (Kurosaki, 2003). In particular, funding from international governments and their respective bilateral aid agencies has provided excellent opportunities for the NGOs. With the funding challenge most Nongovernmental organizations have responded with the same entrepreneurial spirit, good planning and hard work that brought them success in their core activities (Barrett, Bezuneh, Clay and Reardon 2000). They have expanded fund-raising activities directed at the general public, tapped new corporate donors for monetary and in-kind support, and held one-time events. They have redesigned program implementation strategies to include cost-recovery components whereby the beneficiaries of the program pay part, and sometimes all, program costs (Henin, 2002). And today we even see Nongovernmental organizations owning and managing restaurants, travel around companies, banks, clinics and extra businesses.

Strengths of NGOs as development actors

Taking the above mentioned roles as basis, NGOs are generally said to have the following strengths as development actors. According to Kang (2010), NGOs focus on “bottom-up development” as opposed to the predominantly growth-centre development approach pursued by many agencies and governments. They consequently have the capacity to promote local participation, since they are often rooted in local communities or “tend to develop bonds with the people they serve” (Cernea 1988). They thus try to identify the needs of local people by directly involving them in the agenda-setting and decision-making processes at different levels. NGOs moreover foster empowerment “by inspiring the marginalized and the poor to organize themselves and advocate for their own rights” (Hulme & Ibrahim 2010). The direct interaction with local communities consequently enables NGOs to reach the rural poor and to promote service delivery in remote areas where governments only have limited outreach (Cernea 1988). Regarding the specific functions NGOs are said to have as development actors, scholars have generally come up with three categories. According to Lewis & Kanji (2009), they function as “implementer”, “catalyst” as well as “partner”. They work as implementers in the sense that they mobilize resources to provide goods and services to people in need of them. To this end, NGOs are often contracted by the government or donors to deliver such services (Hulme & Ibrahim 2010). As mentioned above, NGOs are also viewed as providing alternatives to current development approaches through advocacy at different levels. Thus, they attempt to change institutions through external pressure and protest, but also foster more appropriate and effective policies by working within these institutions (Hulme & Edwards 1992). NGOs thus function as catalysts through their “ability to inspire, facilitate

Literature Review

A United Nations Education Science and Cultural Organization (UNESCO) survey of 63 countries, carried out in 1995, concerning developments in special needs education revealed that integration of SNE education provision is a key policy idea in many of the countries in the sample, although only a small number spelled out their guiding principles explicitly. In 96 per cent of sampled countries each of the national Ministry of Education held the responsibility for the administration and organization of services for children with disabilities (Khandake et al 2005). State funding was the predominant source of finance, whilst other funding came from voluntary bodies, non-governmental organizations and parents. Most countries acknowledged the importance of parents in matters relating to special educational provision and some gave them a central role in the process of assessment and decision making. There was also evidence of a substantial increase in in-service training of staff related to special needs issues. However, many countries continue to face fiscal and personnel constraints such that even maintaining the existing level of investment may not be easy.

Financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. A growing body of research proves that Inclusive Education (IE) is not only cost-efficient, but also cost-effective and that “equity is the way to excellence” (Skrtic, 1991). The Kenyan government is placing emphasis on partnerships at all levels including households, local communities, private sector, FBOs, CSOs, NGOs, foundations and multi-lateral organizations to ensure the attainment of the overall goal of EFA by 2015 in all education sectors (SNE, 2006). These organizations include the Kenya Institute of Education (KIE), international NGOs and

the government signed Article 26 of the Universal Declaration of Human Rights (1948), the 1989 United Nations Convention on the rights of the child (CRC), the 1990 African Charter on the Rights and Welfare of the Child, Salamanca Statement (1994) the framework for Action on Special Needs Education (1999) and the Millennium Development goals (MDGs). Education for All (EFA) by 2015 is one of the global goals cited in the MDGs. The government also declared Free Primary Education (FPE) for all Kenyans in 2003 a trend towards the accomplishment of EFA.

Educational opportunities for learners with physical disabilities have been a major challenge to the country. This is because the education system has been characterized by lack of facilities necessary to teach learners with physical disabilities (Special Needs Education Policy 2008). Partners and other stakeholders need to be guided by a comprehensive policy framework to ensure effective coordination and implementation of SNE programmes. An integrated approach is necessary for various Government ministries, partners and stakeholders for improved service delivery for SNE.

A comprehensive SNE Policy was essential to guide the work of all sectors involved in provision of special needs education to ensure consistency and coordinated implementation; elimination of disparities and enhancement of equity and equality for all learners, especially with special needs in education system.

The above observations have moved the researcher to investigate why there is poor coordination of activities and unregulated provision of services to learners with physical disabilities in Ibacho Division primary schools.

or contribute to improved thinking and action to promote change” (Lewis & Kanji 2009).

Typologies of NGOs

A wide range of organizations can be regarded as different like development NGOs, humanitarian NGOs and so on. These groups are different significantly according to the philosophy, purpose, expertise, programmer approach, and scope activities. Important distinctions can be drawn with regard to:

- The functional roles of different types of NGOs.
- The differing roles of NGOs on the continuum of NGOs from the local level, to the national level to the regional and international levels.
- The operational orientations and approaches of different kinds of NGOs.

Recognition of the distinctly different roles and functions of different kinds of NGOs, and recognition that a single NGO can assume several roles and functions are important for understanding the role and challenges facing NGOs in the 21st century.

stages of NGO evolution

Three stages or generations of NGO evolution have been identified by Korten’s (1990) three generations of voluntary development action. First, the typical development NGO focuses on relief and welfare and delivers relief services directly to beneficiaries. NGOs in the second generation are oriented towards small-scale, self-reliant local development. At this evolutionary stage, NGOs build the capacities of local communities to meet their needs through ‘self reliant local action’. Korten calls the third generation ‘sustainable systems development. At this stage, NGOs try to advance changes in policies and institutions at a local, national and

international level; they move away from their operational service providing role towards a catalytic role. The NGO is starting to develop from a relief NGO to a development NGO. NGOs play important roles in society. Motivated by a desire for a caring and development society they establish and operate programmes of education, health, social welfare and economic improvement, especially among disadvantaged sectors. In doing this, they directly and indirectly encourage and extend democratic practices. NGOs have also long been involved in pioneering new approaches to meeting needs and solving problems in society. In recent years, they have also been at the centre of renewed searches for sustainable processes of social, environment and economic development and action on issues such as peace, democracy, human rights, gender equity and humanitarian activities.

Characteristics of NGOs

While developmental NGOs vary greatly in size and orientation, most share the common goal of helping people and benefiting society. International and national NGOs support larger scale activities ranging from social welfare to the IDPs and political advocacy. NGOs at the local level provide services that include community organization, health, education, welfare support, small-scale financial intermediation and environmental protection. NGOs also help improve people's lives through skills training and other livelihood programs. NGO funding comes through donations, Government assistance and a variety of other sources. NGOs make significant contributions to socioeconomic development. Often they enjoy advantages over Government and private sector institutions and can deliver services to hard-to-reach communities in a more efficient, cost-effective manner. Much of the success of NGOs comes from dynamic leadership and committed staff.

IMPACT OF SPECIAL NEEDS EDUCATION POLICY ON SERVICE PROVISION FOR LEARNERS WITH PHYSICAL DISABILITIES IN PRIMARY SCHOOLS IN IBACHO DIVISION KENYA

BY: *Caren Moraa Onkoba and Micheal Odeny*

Abstract

This study was intended to investigate into the impact of Special Needs Education policy on service provisions for learners with physical disabilities in primary schools Ibacho Division, Kenya. The specific objectives were to examine the financial provision for learners with physical disabilities, establish ways of creating awareness for learners with physical disabilities and identify professional delivery of service for learners with physical disabilities in primary schools within Ibacho Division, Kenya. The researcher used a target population of 30 schools, 240 teachers, 1 AEO and 1 EARC officer. The researcher discovered that though the SNE policy was launched in 2008 the spirited effort by the government and partners is yet to bear success on the ground. The study recommends for a full blown concerted effort by all the stakeholders in order to attain the millennium goals for all pupils regardless of their physical well being.

Key words; *Disability, Handicap, Inclusive education, physically challenged, Special Needs Education, Curriculum, Attitude*

Introduction

The educational scene in the Kenya has undergone major changes over the years. The Kenyan government has been committed to provision of equal access to quality and relevant education to all Kenyans. Therefore, the government has continuously ratified and domesticated global policy frameworks on education. As a result

NGOs usually are more flexible and innovative and are affected less by bureaucratic constraints. NGOs also have limitations. Many NGOs are small in both size and scope of operations and their impact sometimes is limited. NGOs can suffer from financial and technical constraints. Often focused on a specific concern or a specific location, NGOs may lack a broader economic and social perspective. Many smaller NGOs are loosely structured and may have limited accountability. Management and planning may be weak or too flexible. NGOs can identify emerging issues, and through their consultative and participatory approaches can identify and express beneficiary views that otherwise might not be heard. NGOs often are successful intermediaries, building bridges between people and communities on one side, and governments, development institutions and donors and humanitarian agencies.

How NGOs work in Communities: NGOs work in Communities can be grouped under the following headings:

- Providing resources
- Fostering Community Participation
- Capacity building

Resources

Most NGOs began working in communities to supply resources, sometimes in the form of disaster relief. Among the NGOs involved in education activities in the countries studied, all bring resources with them to the communities within which they work. The resources are most apparent in the case of community schools, where NGOs might supply concrete things such as tin roofs and teacher salaries. Local NGOs and their proximity to a community serve as a conduit through which resources from donors/ international NGO supported programmes can flow to the

community. In all cases, NGOs bring their skills and experience into communities, shaping experiences of changes in ways that can provide models for future community activities. The World Association of Non-Governmental Organizations the (WANGO, 2005) has set up a code of ethics and conduct relevant to this study is the position that NGOs should strive for openness and honesty internally and toward donors and members of the public. Periodic accountings should be made. The standards require that an NGO should be transparent in all of its dealings with the government, the public, donors, partners, beneficiaries, and other interested parties, except for personnel matters and proprietary information. Similarly, an NGO's basic financial information, governance structure, activities, and listing of officers and partnerships shall be open and accessible to public scrutiny and the NGO is to make effort to inform the public about its work and the origin and use of its resources. Furthermore, an NGO should be accountable for its actions and decisions, not only to its funding agencies and the government, but also to the people it serves, its staff and members, partner organizations, and the public at large.

Methodology

Research Design

In this study, exploratory research design was adapted. The target population of this study included 42 NGOs. Of these the management team of the NGOs was being sampled for the study. Sample of responding staff was draw from 228 potential respondents. From the population frame the required number of subjects, respondents, elements or firms was selected in order to make a sample. Stratified proportionate random sampling technique was used to select the sample. The study grouped the population into three stratum i.e. top, middle and low level managers. From each level the study was used simple random

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Of those who expressed the intension of using contraceptives in the future, all of them 100% preferred to get them from accredited practitioners like the District hospital and private clinics compared to those who intend to get them from pharmacies at (51%).

Conclusion

Findings from this study show that women do not intend to use family planning in the near future, because of fear of side effects and religious factor. For women who choose to use family planning preferred to have family planning from registered health providers.

Recommendation

Increase effort in contraceptive use and education to improve the knowledge levels of the Nigerian women especially from Wamakko Local Government, Sokoto state.

Health providers should effectively play their role in making sure that their clients have sufficient knowledge, accessing and acceptability on contraceptive use. Family planning programs should be made taking on account these different factors which influence unmet needs.

Family planning programs should focus on younger populations having longer span of reproductive age. Rural areas should be mainly focused as the majority of women who are oppressed lives here. Female education should be a prioritized program by government. Different kinds of information on family planning should reach the community people on such a way that even an uneducated group can understand.

sampling to select 228 respondents. Stratified random sampling technique was used since population of interest is not all the same and could be subdivided into groups or stratum to obtain a representative sample. Statistically, in order for simplification to take place, a sample of at least 30 elements (respondents) must exist (Cooper and Schindler, 2003).

Saunders et al (2007) argue that if well chosen, samples of about 10% of a population can often give good reliability. Other literatures have shown that sample size selection to a great extent is judgmentally decided. The selection of the sample from 38 NGOs will be as follows.

Sampling Size

Categories Sample size

Top level managers	38* 1	38
Middle level managers	38* 2	76
Low level managers	38* 3	114
Total		228

Data Collection Methods and Procedures

This study used questionnaires for primary data collection. The questionnaires were used because they are straightforward and less time consuming for both the researcher and the participants (Owens, 2002).

Working Experience in the Organization

	Frequency	Percent
1-2 years	27	11.8
2-4 years	144	63.2
5 years and above	57	25.0
Total	228	100.0

Working Experience in the Organization

The study also sought to determine how long the respondents had been working with the organization. According to the findings, 63.2% of the respondents reported that they had been working with their organizations for 2-4 years, 25% indicated they had been working with their current NGO for 5 years and above. While 11.8% indicated between 1 and 2 years, these findings clearly show that majority of the respondents had been working with the NGOs for long enough to understand their operations

The trend of measures of sustainability for the NGO in the last five years

	Mean	Std. Deviation
Cash Flow	2.62	.607
Cost Recovery rate	2.24	.605
Unrestricted Income	2.81	.473

The study also sought to determine the trend of measures of sustainability for the NGO in the last five years. From the findings, majority of the respondents felt that cost recovery rate was improving as shown by a mean score of 2.24 while cash flows and unrestricted income were stable/constant as shown by a mean score of 2.62 and 2.81 respectively.

Strategic Financial Management

Extent to which strategic financial management affects the financial sustainability of the NGO

	Frequency	Percent
Very Great Extend	13	5.7
Great Extend	178	78.1

Relationship between Cost for the contraceptive services and necessity to birth control

Variable	Frequency	Birth control	
		Yes	No
Cost for the contraceptive services			
Expensive	132	100	0.00
Not expensive	176	75	25
Pearson chi2(1) = 38.5000, p=0.000			

Field data, 2015

Table 4.4.5 shows that the cost of contraceptive services was significant with the p-value of 0.000. That is to say that those who responded that contraceptives were a necessity indicated that it was expensive (100%) and this was significant at (p = 0.000) where as 75% responded that it was not expensive.

Relationship between Intentions to use contraceptive in future and necessity to birth control

Variable	Frequency	Birth control	
		Yes	No
Intend to use contraceptive in future			
District hospital	44	100	0.00
Private Clinic	46	100	0.00
Pharmacy	87	51.11	48.89
At home	87	100	0.00
Pearson chi2(3) = 124.3407, p=0.000			

Field data, 2015

Relationship between reasons for not using contraceptives and necessity to birth control

Variable	Frequency	Necessity of birth control	
		Yes	No
Reason for not using contraceptive method			
Leave it to nature	44	100	0.00
Husband disapproves	46	100	0.00
Husband use contraceptive	87	49.43	50.57
Fear of side-effect	87	48.84	51.16
Want more children	44	100	0.00
Pearson chi2(4) = 130.3985 , p=0.000			

Field data, 2015

A further analysis was made to ascertain the relationship between reasons for not using contraceptives and necessity to birth control. Study findings revealed that those who indicated that birth control was not a necessity were **51%** giving reasons that their husbands were restricting them from using family planning due to fear of side effects and the mostly mentioned side effects were infertility. On the other hand, **49%** of the respondents indicated that birth control is a necessity as far as birth spacing is concerned as has benefits to the woman, man, family and community at large. This relationship was significantly associated at p=0.000.

Moderate Extend	28	12.3
Little Extend	7	3.1
Not at all	2	.9
Total	228	100.0

The researcher also requested the respondents to indicate the extent to which strategic financial management affect the financial sustainability of the NGO. According to the findings 78.1% of the respondents reported that strategic financial management affect the financial sustainability of the NGO to a great extent, 12.3% those who said to moderate extend, or very great extend were shown by a 5% while 3.1% said strategic financial management affect the financial sustainability of the NGO to little extend and .9% not at all said.

Extent that aspects of strategic financial management affect the financial sustainability of the NGO.

	Mean	Std. Deviation
Strategic Planning	1.95	.447
Financial Analysis	2.05	.516
Plan Implementation	2.04	.554
Asset Selection	2.76	.536
Stock Selection	2.81	.912
Investment Monitoring	2.67	.797

The study inquired the extent that aspects of strategic financial management affect the financial sustainability of the NGO. From the findings, majority of the respondents felt that the aspects of strategic financial management affect the financial sustainability of the NGO to a great extent include strategic planning, plan

implementation and financial analysis as shown by a mean score of 1.95, 2.04 and 2.05 respectively. They also indicated that investment monitoring and asset selection affect the financial sustainability of the NGO to a moderate extent as shown by a mean score of 2.67 and 2.76 respectively while stock selection affect the financial sustainability of the NGO to a little extent as shown by a mean score of 2.81.

Income Diversification

On the effect of income diversification, the study sought to establish the importance of various drivers for income diversification in the NGO and also the effectiveness of various income diversification strategies in enhancing financial sustainability at organization

Importance of various drivers for income diversification in the NGO.

	Mean	Std. Deviation
Risk management	1.42	.767
Mitigation of negative consequences of a sudden drop in income	2.01	.445
Fueling further growth of the NGO's activities	1.32	.648
Gaining more flexibility in the internal financial management	2.39	1.024
Reducing the danger that a withdrawal of funding forces the organization to close down	1.56	1.020
Increasing the longer-term reliability of the income stream	2.20	.717
Reducing the impact of exchange rate fluctuations on income in local currency	2.85	.468
Reducing the impact of economic	2.73	.618

Relationship between educational status and necessity of birth control

Variable	Frequency	Necessity of birth control	
		Yes	No
Level of education			
No education	45	93.33	6.67
Primary school	44	100.00	0.00
Secondary school	115	99.13	0.87
Higher secondary and degree	104	61.54	38.46
Pearson chi2(3) =76.0120, p=0.000			

Field data, 2015

Regarding level of *education* as a determinant to *necessity of birth control*, results show that respondents who had attained secondary level of education had a strong desire for birth control as compared to those who were educated at all at 93.33%.- implying that there is a significant association between education as a factor and necessity of birth control (p = 0.000). (Those with secondary education they perceive about family is different as compared to with no education at all this could be due to fear factors).

Relationship between Occupation and necessity of birth control

Variable	Frequency	Necessity of birth control	
		Yes	No
Occupation			
House wife	46	100	0.00
Service	44	0.00	100
Business	130	100	0.00
Farmer	43	100	0.00
Laborer	45	100	0.00
Pearson $\chi^2(4) = 308.0000$, $p=0.000$			

Field data, 2015

Study finding also revealed that most of the respondents had a desire for birth control methods depending on occupation indicated by 100% as compared to those in service where by those in service indicated that birth control is not necessary. Therefore occupation is a key determinant for family planning acceptability. This was significantly associated at $p = 0.000$. (This can be probably to the fear of side effects since they have perception that family planning causes barrenness).

downturns		
Being able to decide how to generate and spend financial resources without restrictions	2.26	.881
Being able to fund projects according to your priorities	1.37	.799
Being able to say no to some sources of income because they do not fit in the organization's values	1.36	.753

Effectiveness of various income diversification strategies in enhancing financial sustainability at organization

	Mean	Std. Deviation
Social entrepreneurship	2.76	.605
Fundraising and development plan	2.02	.670
Tapping international funding streams	2.10	.639
Corporate donors sourcing	2.01	.479
Owning and managing businesses	2.08	.701

The study also sought to determine the effectiveness of various income diversification strategies in enhancing financial sustainability at organization. According to the findings, majority of the respondents reported that the income diversification strategies enhancing financial sustainability at the organization to a great extent include tapping international funding streams, corporate donors sourcing, fundraising and development plan and owning and managing businesses as shown by a mean score of 2.10, 2.01, 2.02 and 2.08 respectively while social entrepreneurship had a moderate extent as shown by a mean score of 2.76.

Donor Relationship Management

The study further sought to find out how donor relationship management affects the financial sustainability of the organization.

Extent that donor relationship management affects the financial sustainability of the organization

	Frequency	Percent
Very Great Extend	33	14.5
Great extend	157	68.9
moderate Extend	34	14.9
Little Extend	3	1.3
Not at all	1	.4
Total	228	100.0

The researcher also requested the respondents to indicate the extent that donor relationship management affects the financial sustainability of the organization. According to the findings, 68.9% indicated that donor relationship management affects the financial sustainability of the organizations to a great extent, 14.9% said to a moderate extent, 14.5% said to a very great extent while 1.3% of the respondents said donor relationship management affects the financial sustainability of the organizations to a little extent and 4% said to not at all.

Extent that various aspects of donor relationship management affect financial sustainability of NGO

	Mean	Std. Deviation
Donor Segmentation	2.57	.801
Enhanced meaningful communications	1.34	.640

family planning services, (4) Cost of family planning services as well as (5) Preferred place to access family planning services.

Relationship between Socio-Demographic Characteristics as they relate to Necessity of Birth-Control

Since necessity of birth control came out as a strong variable, the researcher with the help of the stastician continued to ascertain the relationship between the social-demographic factors by cross-tabulating (1) *Age*, (2) *Occupation*, (3) *Educational status*, (4) *Reason for not using family planning*, (5) *Cost of contraceptives* and (6) *Intension to use birth control methods in the future* against *necessity of birth control*

Relationship between Age and necessity of birth control

Variable	Frequency	Necessity of birth control	
		Yes	No
Age of respondents			
18-24	91	100	0.00
25-29	130	100	100
30 and above	87	49.43	50.57
Pearson chi2(2) = 130.3985 , p= 0.000			

Field data, 2015

Considering *age* and how it relates to *necessity of birth control*, majority of the respondents in the age group of 18-24 and 25-29 indicated a strong desire for family planning as compared the age category of 30 and above. - implying that there was a significant association between age as a factor and necessity of birth control (p = 0.000) (access to family info and peer pressure-related factors)

Availability and Accessibility as a Key Determinant for Use of Family Planning in Wamakko Sokoto State

Variables	Frequency	Percentages
Intension to use family planning services in the future		
Yes	175	57
No	133	43
Reason for not using family planning methods		
Leave it to nature	44	14
Husband disapproves	46	15
Husband use contraceptive	87	28
Fear of side-effects	87	28
Want more children	44	14
Willingness to pay for family planning services		
Yes	175	57
No	133	43
Cost of family planning services		
Expensive	132	43
Not expensive	176	57
Preferred place to access family planning services		
District hospital	87	28
Private clinic	87	28
Pharmacy	90	29
At home	44	14

Field data, 2015

The researcher also set out to describe whether availability and accessibility are key determinants for using family planning in Wamakko Sokoto state, Nigeria. The variables that were analyzed included; (1) Intension to use family planning services, (2) Reason for not using family planning services, (3) Willingness to pay for

Use information management	1.25	.517
Providing accountability	1.41	.706
Implementing a comprehensive recognition program	1.32	.475

The study also wanted to establish the extent that various aspects of donor relationship management affect financial sustainability of NGO. From the results in the above table, the majority of respondents indicated that the aspects of donor relationship management affect financial sustainability of NGOs to a great extent include use information management, providing accountability, enhanced meaningful communications and implementing a comprehensive recognition program as shown by a mean score of 1.25, 1.42, 1.34 and 1.32 respectively while donor segmentation affect to a moderate extent as shown by a mean score of 2.57.

Summary

Strategic Financial Management

The study deduced that strategic financial management affects the financial sustainability of the NGO to a great extent. The aspects of strategic financial management affect the financial sustainability of the NGO to a great extent include strategic planning, plan implementation and financial analysis. This is in agreement with Waddell (2000). The financial instruments of the organization mainly comprise Available for sale financial assets– These are investments in equity securities and government securities (Ahrens and Chapman, 2006). Originated loans and receivables– These are loans and receivables created by the organization for providing money to a debtor. These include debtors, prepayments and grants receivable. Financial liabilities– The Organization has financial

liabilities, which consist mainly of trade creditors and unexpended grants.

Conclusion

The study concludes that strategic financial management such as strategic planning, plan implementation and financial analysis affects the financial sustainability of the NGOs. The drivers for income diversification include reducing the danger that a withdrawal of funding forces the organization to close down and fueling further growth of the NGO's activities.

The study further concludes that the income diversification strategies enhancing financial sustainability at the NGOs to a great extent include tapping international funding streams, corporate donors sourcing, fundraising and development plan and owning and managing businesses. The study also concludes that donor relationship management such as use information management, providing accountability, enhanced meaningful communications and implementing a comprehensive recognition program affects the financial sustainability of the NGOs. The study also deduced that contribute most to financial sustainability of nongovernmental followed by donor relationship management then income diversification while strategic financial management contributed the least to financial sustainability of nongovernmental organizations.

Recommendations

From the study findings, it was clear that strategic financial management such as strategic planning, plan implementation and financial analysis affects the financial sustainability of the NGOs. The study therefore recommends that in order to ensure that the NGOs remain sustainable; they should procure employees that are

Acceptance as a Key Determinant for use of Family Planning Methods in Wamakko Sokoto State

(a) Family planning and *Religion*

Regarding family planning and religion, majority of the respondents 220 (71%) indicated that family planning is against their religion while the minority 88 (29%) indicated that family planning is not against their religion and does not determine the number of children one can have.

(i) Family planning terminates ALLAH's gift and plan

When respondents were asked about their attitude towards family planning as it relates to the faith of ALLAH, relatively the same number 155(50.4%) and 153(49.6%) indicated that family planning opposes ALLAH's *determination* on the number of children one can have.

(ii) Family planning and *promiscuity*

When asked about their perception towards family planning as it relates to promiscuity, majority 219(71%) indicated that family planning promotes promiscuity while the remaining 89(29%) indicated that does not promote promiscuity

were the major providers, with 55% and 47%, respectively, of couples located within one kilometer of such sources; these were followed by community health and family workers (40% and 27%).

Acceptability of Family Planning Methods

Fear of Side Effects and Misconception and acceptance of family planning

One of the most commonly cited reasons for non-use of contraception is fear of infertility (Williamson *et. al*, 2009). Concerns about the side effects, health consequences and inconvenience of methods are particularly high in South and Southeast Asia. Fear of side effects and health concerns have been seen in urban areas of most countries, where barriers related to access seem to be relatively low. Method-related concerns were also common reasons for discontinuation of use among women with unmet need who had used family planning in the past (Sedgh *et. al*, 2007).

Findings

Birth control as a necessity

Birth-control is necessary (n = 308)		
Responses		Percent
Yes	264	86
No	44	14
Total	308	100

Field data, 2015

Majority of the respondents 264 (86%) indicated that birth control is a necessity while the minority 44(14%) said that birth control is not a necessity.

competent in strategic planning, plan implementation and financial analysis that are seen to affect the financial sustainability to a great extent. The study further recommend that since income diversification strategies enhance financial sustainability at the organizations to a great extent, the NGO management should increase their income sources from their usual ones. Such ventures could include owning and managing businesses, corporate donors sourcing, tapping international funding streams and fundraising activities. The study also recommends that since donor relationship management affects the financial sustainability of the organizations, the management should ensure that they maintain a good relationship with the donors mainly by information management, ensuring there is accountability and meaningful communications.

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There was a gradual decrease in unmet needs with increasing income in this study. This is mainly because rich people have access to more things, are better educated and have the capacity to make their own decisions. There was similar result found in Kenya, with first quartile i.e. having the lowest income have highest unmet needs and then there was gradual decrease with second quartile (OR 0.84), third (OR 0.77), fourth (OR 0.67) and fifth (OR 0.59) (Ahmadi A, 2005). In DHS comparative report 14 the similar trend was seen with unmet needs inversely related to wealth in most of the countries with only few exceptions (Ndaruhuye DM, 2009). In a study conducted in resettlement area in Delhi, India similar result of decrease in unmet needs was seen with increase in per capita income (Woldermical B, 2011). Other studies have also described the main reason for this as the better opportunity, educational status and access of wealthy people. Income and acceptance of family planning

Availability and Accessibility of Contraceptive Services

Availability and accessibility of family planning services is are key determinants of contraceptive use. It is widely accepted that family planning services are essential to fertility decline. The proximate determinant of ongoing fertility decline in the developing world has been the widespread adoption of contraception.

Distance from Family planning service provider

In a study in Vietnam, the ease of obtaining contraceptives has been shown to be an important factor in the success of family planning programs. Nearly 84% of currently married Vietnamese couples—100% of those in urban areas and 80% of those in rural areas—lived within one kilometer of least one source of family planning services in 1997. Commune health clinics and drugstores

Education and Acceptance of Family Planning

Education is a key determinant of the life style and status an individual enjoy in a society. It affects many aspects of life, including demographic and health behavior. Studies have shown that educational attainment has strong effects on reproductive behavior, contraceptive use, fertility, mortality, morbidity, and attitude and awareness related to family health and hygiene (Lawrence G, 2011). Usually the educated women have more awareness and opportunities to know the importance of contraceptive in respect to birth control. The educated women are more likely to marry late, to the first pregnancy to leave more time between births and have few children in total.

Occupation

According to Contraceptive prevalence Survey Report by Leoprapai *et. al* in, 2011 showed that the highest percentages of Moslem couples currently practicing contraception were in the professional and sales and business categories, the percentages of women in other occupation groups currently practicing contraception were also in the range of 70 % or higher. It indicated that the Kind of occupation is paramount in influencing contraceptive use. The lowest contraceptive prevalence rates were among those who were not working and housewife. There was still positive relationship between women labor force participation and contraception.

Level of Income and acceptance of family planning

It was found that high income status, exposes the couples to family planning communication and having greater access to medical facilities and increasing the likelihood of contraception use (Chamrathirithron *et.al*, 2001).

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An almost gradual decrease in unmet needs was seen until 4 children and then there was increase in unmet needs after 5 or more children. The reason behind this might be that women may not want to have contraception before they have 3-4 children but after that they want no more children and desire to opt for family planning services. The study done in Eastern Nepal showed that unmet needs increase with increase in number of children. The author describes this as the women desire to have at least 2-3 children and the need for spacing or limiting only after more children which increased unmet needs (Anand BK, Singh J, Mohi, 2011). Also a community based study among Egyptian women performed in Eastern Cairo showed the increase in unmet needs with greater number of children (Sultan MK, Bakr I, Ismail NA, Arafa, 2010). In a study done in resettlement colony of Delhi, India also found the same result of increase in unmet needs with increase in number of children (Saini NK, 2010). In Ethiopia in the year 2005, similar trend was seen of more unmet needs with more than 5 children (Anand, 2011).

Islam Religious faith and Acceptance of family planning

Islam encourages marriage and procreation within marriage, but there is considerable uncertainty about whether Islam favors or prohibits the use of contraception (Boonstra, 2011). According to some, Islam is open to various interpretations regarding acceptability of contraception (Obermeyer, 2010), and it neither supports nor hinders fertility decline (Karim, 1997). The Quran mentions children as the "*decoration of life*" and forbids infanticide, which is interpreted by some to imply that Islam does not permit contraception. On the other hand, some argue that several Quranic verses imply that the "*well-being of children overrides concerns for a large family*," thereby suggesting that contraception is acceptable in Islam (Boonstra, 2011).

Marital status and acceptance of Family planning

A survey of South Asian women aged 16 to 50 years, attending inner-city general practices in London, showed that unmarried women (11/13, 85%) were more likely to be using contraception than married women (54/91, [60%]) (OR = 1.4, 99% CI = 1.1 to 1.9). Thirty percent of married women at all ages and 50% (16/32) of women aged more than 30 years who said they had completed their families were not using any contraception (Saxena *et.al*, 2002).

Duration of Marriage and Acceptance of family planning

Marriage in the most Asian societies defines the onset of the socially acceptable time for childbearing. Women who marry early will have, on average, a long period of exposure to pregnancy, often leading to a higher number of children ever born. Marriage during the teenage years is common in developing countries. Nevertheless, the situation varies greatly by country and region. In a few developing countries, marriage by age 18 is relatively uncommon. The proportions of women married by age 18 (10-14%) in Botswana, Namibia, the Philippines, Sri Lanka and Tunisia are similar to those in France and the United States, and the proportions married by age 20 (19-29%) are lower. Beginning the first marriage before age 15 is common only in Bangladesh and Niger, where about half of women aged 20-24 had married by that age. Nevertheless, the incidence of very early marriage ranges from 10% to 27% in seven sub-Saharan African countries (Cameroon, Liberia, Mali, Nigeria, Senegal, Togo and Uganda) and six countries in other regions (Guatemala, India, Indonesia, Pakistan, Sudan and Yemen) (Singh, S 2011).

Number of children with the need for Family planning

INSTRUCTIONAL METHODS FOR ACQUISITION OF SELF HELP SKILLS;

A CASE OF MENTALLY HANDICAPPED LEARNERS NYAMIRA COUNTY, KENYA.

BY: *Ondieki Kemuma Marcellah and Micheal Odeny*

Abstract

This study investigated instructional methods for acquisition of self help skills among mentally handicapped learners in Nyamira County Kenya. The study was guided by objectives derived from the demographic profile of the respondents; to examine the availability of instructional materials for self help skills, to determine the instructional methods used to teach and train learners with MR and to find out the importance of teaching these self help skills to learners with mental handicaps. It employed the descriptive research design and the target population was 20 special schools and 60 teachers. The major findings of the study established that respondents were not familiar with the meaning of self help skills, lack of instructional materials for training these learners with MR and the instructional methods used were not appropriate. The main recommendation of the study is that the government to sensitize the public about the self help skills especially persons with disabilities, those who help them, other stakeholders like the family, community, and the public at large.

Key words; *Acquisition, Skills, Mentally Handicapped, Instructional Materials*

Introduction

Mental handicap is the umbrella of all disabilities. It refers to substantial limitations in present functioning of a learner. It is characterized by significantly sub-average intellectual functioning,

existing co-currently with related limitations in two or more areas of the following adaptive skills; self help skills, functional academics, memory, communication, social, leisure and work insists Hallahan and Kaliffman (2000). Learners who are mentally handicapped perform lower than their peers, asserts the American Association of the Mentally Handicapped (1993). They experience problems in performing skills for daily living activities like self-help skills. Daily living activities are those activities carried out by an individual to acquire knowledge and skills in order to lead life independently assert Suran and Rizzo (1979).

Long ago if a family gave birth to a disabled child, they killed it, threw into the forest to die there, or starved them indoor. A family which could not kill the child could hide him or her in the house so that the child could not be seen by people or to be starved to death. They did this because of shame and these families were isolated and dehumanized in the community. Rich people used them for amusement and entertainment for their visitors during important occasions. As the world is changing, people should also have change in attitude towards persons with disabilities. They should see them as part and parcel of the community or family. They should be trained and be taught daily living skills to promote them to find their own level in the community by contributing to the society positively.

The mentally handicapped learners are grouped into various categories. They are the mild who can be educated along with other learners in regular schools and regular classrooms. They can function almost independently like their non-handicapped peers. Therefore they are educable agreed Klein et. al., (1979).

the solution if Nigeria is to effectively reduce population explosion.

According to the Nigerian Demographic and Health Survey (2012), access to quality reproductive health and family planning service, remain the poor in Nigeria. It further states that 9.7% of women use modern methods of contraceptives while 25% of women have unmet needs for family planning methods.

Inspite of the objectives of introducing family planning, the impact of the programme in the Nigerian society has not been much. Even after over twenty-eight years of the development of organized community support for family planning, it is observed that the family planning activities in the country have been hampered by many problems like religious and cultural resistance (Orji, 2006). Many studies have been conducted in the area of utilization of health care services but little has been done about accessibility and acceptability of family planning among Muslims. Therefore, it is upon this background that the researcher sought to conduct the study entitled; *Community accessibility and acceptability of family planning methods in Wamakko local Government, Sokoto state-Nigeria*

Literature

Age and Acceptance of Family planning

There is higher unmet needs found among women who had their first marriage at the age less than 20. This variable is however, not significant. According to country code 2010 (marriage chapter), legal age for marriage in Nepal is 20 years (Mishra, 2011) but 84.3% of the total women in the study had their marriage at the age less than 20. Many girls in Nepal have their marriage fixed by their parents when they are very young. Even some parents fix the marriage of their children as soon as they are born.

Introduction

With a population of over 170 million, Nigeria is no doubt the most populous country in Africa. Experts say a huge population without good family planning can be a huge burden on a country with high maternal and infant deaths (Victor Okeke, 2015). Experts say that low fertility has a positive effect on the health and economy of families. A woman's ability to space and limit her pregnancies has a direct impact on her health and well-being as well as on the outcome of each pregnancy.

According to the World Health Organisation, family planning allows individuals and couples to anticipate and achieve their desired number of children and spacing and timing of their births. It is achieved through the use of contraceptives and the treatment of involuntary infertility.

With an estimated 36,000 women dying due to pregnancy or childbirth each year, Nigeria ranks among the top 10 countries of the world with maternal death burden (13%). Reproductive health experts say that more than 70 % of the maternal death is due to just four conditions- hemorrhage, eclampsia, sepsis, and abortion complications with over 5,500 of these deaths being recorded among adolescents (FPAN, 2013).

Despite the slight improvement in the Nigerian health care system, there is still a wide gap in access to family planning services among the Muslim community. In Nigeria certain populations cannot access the exiting health care facilities. With the consideration of the above assertion and its consequences, the promotion of birth-control by sensitizing families of such countries on the nation's population problems and their implications remains

Another group is the mentally handicapped who are also called trainable mentally retarded. The learning process they undergo is typically focusing on vocational skills and pre-vocational and sort of self-help skills. The severe and the profound mentally handicapped like the other categories, are children who are delayed in all areas of development and they require intensive services. For example intervention is done on areas like self help skills. They lead a semi independent life. These learners have multiply handicapped with persistent and varying disabilities thus they have not acquired basic self help skills to be independent. Learners with mental challenges are placed in special schools and special units where they get their immediate support and services.

The severely and profound mentally handicapped learners who are in special schools and units have the most pronounced disabilities for example, those who cannot perform daily living activities like grooming and socializing. Nobody can socialize with somebody whose image is more of a mad person instead they run away from them and this provide a proof that people have negative attitudes towards them. Theses learners with intellectual disabilities are a distance away from the normal.

Since these learners cannot perform a skill on personal hygiene for example to take bath, dress, comb their hair, or brush their teeth, they post a hidden problem on the skill. The problem might be methods which are used to train them instructional materials and peoples' attitude towards these children and more so they do not know the importance of self help skills. According to Snell, M.E asserts that systematic instruction of persons with severe handicapped is necessary.

The current thinking advocates educating the intellectually challenged children in special schools especially the very severe to profound and who have a right to lead signified life. They should be given every opportunity to compete with counterparts who are non-disabled. Though education for the mentally handicapped is encountering many problems, they need to be addressed in order to create conducive environment for these learners to acquire the needed skills. Self help skill is a major skill among the activities of daily living skills and yet they are not yet met in their environmental settings in special schools and units, how are then their needs are met remain to be a problem or a question.

Literature

In history of treatment of persons with disabilities, there is positive index since the twentieth century that changes have occurred. Parents who have been stigmatized of their disabled children and special educational professional groups have advocated more comprehensive services for learners with disabilities. However, court decision supported the right of all learners to appropriate education, their complete range of programs and services for these learners with disabilities have not been met supports Bill R. Gearheart Mel W. Weishahn & Carol J. Gearheart.

According to 1975 Acts (PL 94-142) Education for All Children who are all handicapped was of all federal efforts that preceded it. PL 94-142 established the principle for free, appropriate education in the least restrictive environment for all children with disabilities, parents' rights as well as right to due process, appropriate assessment and fair hearing and appeal. So, it is an appeal to all teachers to recognize all learners as worthy individuals and extend all possible efforts to make each learner part of the class with equal status of other learners.

COMMUNITY ACCESSIBILITY AND ACCEPTABILITY OF FAMILY PLANNING METHODS IN WAMAKKO LOCAL GOVERNMENT, SOKOTO STATE-NIGERIA

By: Muhammad Nasiru Gummi and Harriet Mukoma (MPH)

Abstract

The purpose of the study is to explore and assess the response of the Muslim community to modern family planning practices, determine the community's familiarity to the family planning practices, assess the compatibility of the practices with social, cultural, economic and religious aspects of the community. The objectives of the study were to find out the socio-demographic characteristics of the study participants, the acceptability and accessibility of family planning to the women of Wamako local government, Sokoto state Nigeria. The research used a cross sectional and descriptive design. Findings from this study show that women do not intend to use family planning in the near future, because of fear of side effects. For women who choose to use family planning preferred to have family planning from registered health providers. Increase effort in contraceptive use and education to improve the knowledge levels of the Nigerian women especially from Wamakko Local Government, Sokoto state. Health providers should effectively play their role in making sure that their clients have sufficient knowledge, accessing and acceptability on contraceptive use.

Key words; *Family Planning, Community, Accessibility, Acceptability, Fertility*

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Despite the fact that emphasis has been made on education for all learners regardless of their disability or diversity, in Kenya, education for the mentally handicapped has not been addressed well. The mentally handicapped have been enrolled in special schools and units where their learning takes place they still experience difficulties in their learning environment. This has been as a result of different issues within these special schools and units which have not been addressed. Their learning takes place through instructional training in activities of daily living in their natural setting / environment.

According to Farlow and Snell (2005) insists that the progress in general curriculum time-tested to monitor learner's progress to observe how well the learner has mastered the skills and observation is made and recorded. Learners with mental challenges acquire self help skills for independent. This cuts across the border that is school, home, community and work environment.

Causes of Mental Handicaps

Mental handicaps as defined early are substantial limitations in present functioning of an individual. Mental handicaps is caused by the damaging of the child's brain .This can occur at several stages during developmental like peri-natal stage. This is when pregnant mothers take drugs like alcohol, cigarettes, and accidents and exposed to x-rays asserts Mwaura and Wanyera (2002).

Other scholars also assert that the child's brain can be damaged at delivery stage when the child delays to come out leading to anoxia (lack of oxygen in the brain).During or after birth which is also known as post natal the child's brain can be damaged. This is through adventitious or environmental causes. Here the child can

fall and the brain can be damaged get an accident or slaps and blows on the head. According to Runo (1994) asserts that mental retardation can either result from a single cause or a number of circumstances which may occur before birth, at birth or after birth. Therefore, the scholar suggests that mental handicaps are a result of complex interaction of many factors. These factors include genetics, heredity, environmental, biochemical, and malnutrition and drug abuse.

Different Instructional Materials

Instructional materials, resource consultation is effective because it is a collaborative problem-solving process. At this level, the collaboration and consultation realize the instructional staff, counselors, school therapists, administrators and other support personnel. Parents of these learners need to be trained to be teachers of those learners who are at high risk such as teenagers' parents and those living in poverty situations assert Ann Turnbull, Rud Turnbull, Marily Shank and Dorothy Leal.

The appropriateness of educational materials greatly influences the learners' achievement or behavior. For example in self help skills materials are required for training a particular skill for instance handkerchief for cleaning the nose, eyes, mouth to control drooling of saliva. Teachers should be at a position to avail these materials in the learning process.

Special materials have been developed to help learners without disabilities better understand and accept the differences and similarities of their siblings with disabilities. Such materials are to value education and give clarification materials. They have been designed specifically to provide information about individuals with disabilities and to promote positive attitudinal changes.

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Different Instructional Methods

Instructional methods refer to appropriate approaches or strategies which have been employed in teaching and training learners with mental disabilities. The mentally handicapped individuals need to be reminded now and again. So they should be taught how to dress and groom themselves well like their counterparts (age mates). Menolascino, (1977) asserts that methods involved in teaching these mentally handicapped learners are different depending on the skill the learner is training in. For instance, learners who are mentally handicapped find it very difficult to master a skill when teachers use teacher centered methods. They also experience difficulties in using the rigid curricula which only caters for the "norm." Because of their disability conditions, they take long to acquire or master a skill. These learners need to be taught by employing approaches which will enable them to acquire the skills for self help. Under this section, these methods are described.

Task Analysis Method

Systematic instruction and partial participation and adaptation are effective methods for teaching learners with severe and multiple disabilities. Systematic instruction includes procedures to teach the skills and the ways to reinforce correct responses from the learners on self help skills. It is also enhanced by providing opportunities to participate in activities particularly when full participation is not possible Ann Turnbull; Rud Turnbull, Marily, Shank & Dorothy Leal.

Task analysis is a method which is used to teach learners with mental challenges to exploit their potentials. The content is broken down into small teachable units and is taught a sub-unit at a time and later the sub-units are chained to make a complete unit. The

complete activity is reached after the learner remembers all the steps undertaken to master the skill.

Demonstration Method

This is another approach that can be employed to teach learners who are mentally handicapped. The method is suitable as it will enable and give opportunities to every learner to participate in the given activity. Learners can identify and correct one another if a step in a skill is not well demonstrated as they are observing.

The teacher can demonstrate as the learners are watching the steps or what is being done. The teacher then asks a learner to demonstrate the activity learnt by following the correct procedure. By so doing, the learners will acquire skills on how to manipulate materials used in the acquisition of self-help skills.

Role Play Method

Step 1

Role play method is a strategy where by learners take turns in practicing a skill. The teacher explains and guides the learners to follow the necessary steps needed to accomplish the task. For example the skill of buttoning a shirt or a blouse, the learner should be able to identify the right and wrong sides of the dress. The learner should be able to identify the openings of the arms and slot in the arms.

Discussion Method

This is a method employed by teachers when teaching learners in self help skill. The learners talk and share the problem giving out both positive and negative views as led by the teacher. The approach involves both the teacher and learners. In this approach,

Recommendations

The researcher has argued in this report that most people don't know the daily living skills which are for independent life and also they do not know how to train these mentally retarded learners on major approaches used. This has shown negative attitude towards these learners with mental retardation and that is why they post poor presentation as they do. Therefore the research recommends for sensitization through workshops and seminars on self help skills. There is lack of instructional materials which are of great importance when training these learners with mental retardation. Most teaching and training of these disabled learners goes hand in hand with enough materials. The study recommends that the Government to take a step and avail all types of teaching and learning materials in special schools for the sake of learners with MR. The study discovered that the instructional methods of teaching and training these learners are not appropriate because teachers use lecture methods which does not help the learners but hinder them from mastering the skills. This study recommends that the Government to train more experts especially in the area of therapists, social workers, teacher aid and education teachers to acquire more knowledge, skills and attitudes. Poor approach when teaching these learners with intellectual disabilities. Lecturing for instance is a method that caters for only the normal learners. This leads to learners mastering skills or not especially those who are slow learners.

There is importance of teaching these skills. It indicates that only teachers and parents are benefiting but also the entire public where these learners with mental handicaps are found.

special schools for teaching and training these skills. This indicated that teachers do not use instructional materials when teaching these learners with mental handicaps. Thus it showed a direct indication that learners are not able to acquire the skills, do not know how to manipulate these materials, cannot identify them and locate them even if they come across them and yet they cut across the border.

When the other participants were looked at, it was realized that those who scored low percentages, are not informed of the approaches to be used when teaching and training of these learners with mental retardation. From the look of things, some of these teachers are employing other methods apart from the recommended ones like task analysis methods to strike the balance. Lecturing method which is teacher centered method did not help learners to master any skill as per the teaching. Learners were less or not involved during the learning process thus acquiring of the skills for self help become difficulty.

From the findings also added that skills taught to these learners are not of help. From this background, it can be understood that these learners with mental retardation have no level in their areas of living thus their environment is not friendly, negative attitudes from their counterparts, labeling and stigmatization dominate their being. Thus they experience difficulties especially in the area of daily living activities. So from this study, it was concluded that there is need to train learners with MR on self help skills in special schools. Teachers who teach in these special schools need to be enlightened on the importance of self help skills for learners with mental retardation. This should be done through workshops and holding seminars to enlighten people on the importance of daily living activities thus creating awareness to the public where these learners with these difficulties on disabilities are found.

the teacher can ask some questions which lead them to discuss with their teacher or with their counterparts.

Methodology

This case study was conducted through descriptive research design. Descriptive research design is a design that is intensive, descriptive and holistic analysis of a single entity case. This descriptive research design helped the researcher to study a single entity in depth in order to gain insight into the larger cases. This study was conducted in Nyamira North District, Nyamira County, Kenya. The particular area was chosen because the researcher was familiar with the place being her district. It was also chosen because it was within reach and communication within area and the participants was easier as the researcher knew the languages the people of the locality use and they were English, Kiswahili and Ekegusii which are the most dominant languages. The area had an approximation population of 500,000 people.

In this study, the target population consisted of 20 special schools with 300 learners and 60 teachers in Nyamira North District. This was considered appropriate due to time factor and provided a focal point for the study on instructional methods for acquisition of self help skills; a case of mentally handicapped learners. The sample selected consisted 15 special schools out of 20 special schools of the target population and 30 teachers out of 60 teachers of the population. The researcher found it convenient to use such a sample as it saves resources in terms of time, personnel, materials and other monetary requirements.

Findings

Experience Table: Experience of the respondents in frequency and percentage

Age group	Frequency	Percentage (%)
1-2 years	3	10
3-5 years	7	23.33
6-8 years	16	53.33
9 and Above years	4	13.33
Total	30	100

When the respondents were asked a question related to their experience in the field their responses were as in table 2.

Table indicated that 53.33% had experience of between 6-8 years in the field, followed by 23.33% with an experience of 3-5 years, 13.33% of the respondents were between 9-above years and those represented by 10% were between 0-2 years respectively. From the study it indicated that most teachers who teach in special schools have the experience of between 6-8 years with a score of 53.33% respectively.

The main objective of this study was to find out the instructional methods for acquisition of self help skills and whether these learners acquire them by training. To achieve this objective, the respondents were asked to react on a statement what self help skills are and whether they are acquired by training. Data on this objective was analyzed under the question: “what are self help skills and how they are acquired?” the results were analyzed as follows:

disagreed,5(or 16.8%) of the respondents agreed, 4(or 13.3%)strongly agreed while 4(or 13.3%) of the respondents were not sure. From the study, it registered that most of the teachers who teach in special schools 10 (33.3%) disagreed that there is importance of teaching S.H.S and learners become self reliant while only teachers and parents benefit.

Conclusion

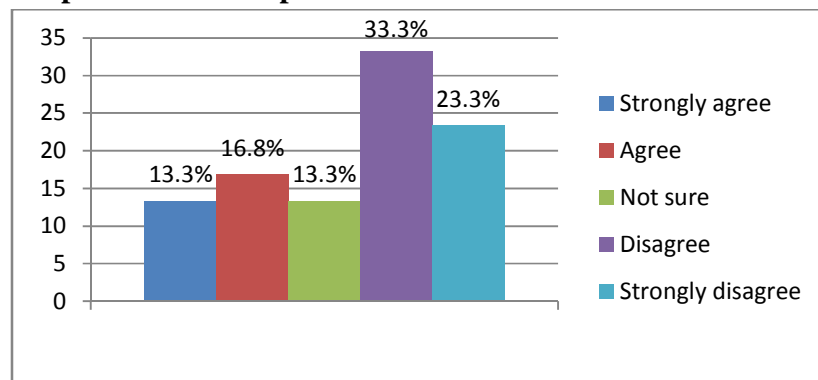
From the observation of the first research objective which sought out to find what self help skills are and how they were acquired. The study discovered that majority of the respondents which had 11 (37) % strongly disagreed that self help skills are skills acquired by individuals to become self reliant and that they are acquired by training the learners who are in special schools. This showed that teachers who teach in special schools lacked knowledge and skills on how to teach and train these learners with MR. Thus they were not informed of these skills’ importance and its meaning. This showed that they were ignorant of the knowledge and skills on how to train these learners with mental challenges. This indicated that learners with MR continued to post poor presentation in grooming themselves in their immediate environment.

On the other hand, the rest of the respondents who registered low percentages like those who strongly agreed recorded 8(26%) were not sure 5 (15%) while those disagreed and strongly disagreed registered the same percentage of 3(11%). From this analysis, it can be concluded that these respondents are those who post negative attitudes towards these learners with disabilities and are less concern about their being.

The study findings also established that the majority of the participants disagreed that there were instructional materials in

The fourth and last objective of the study was to find out the importance of teaching and training self help skills to learners with MR and whether learners become self reliant and this benefits only teachers and parents. To achieve this objective, the respondents were asked to react on a statement whether the importance of self help skills help learners to become self reliant and only teachers and parents benefit from the teaching of self help skills. Data collected was analyzed under the question “the importance of self help skills help learners become self reliant and only teachers and parents benefit from the teaching of these skills”.

Importance self help skills



When the respondents were asked the importance of self help skills whether they help the learners to become self reliant and only teachers and parents benefit, this is how they reacted.

The results showed that majority 10(or 33.3%) of the respondents who teach in special schools disagreed that the importance of self help skills help learners to become self reliant and only teachers and parents benefit,7(or 23.3%) of the respondents strongly

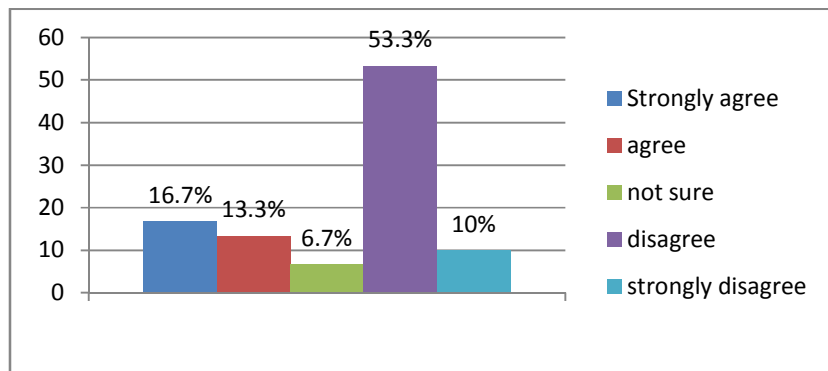
Knowledge of teachers on self help skills

When respondents were asked question related to what self help skills are and whether they are acquired by training, this is how they reacted.

The results showed that the majority of the respondents 11 (37%) strongly disagreed that self help skills are skills learners who are mentally handicapped acquire to lead independent life and they acquire them by training. Another 8 (26%) strongly agreed, 5 (15%) were not sure while 3 (11%) was shared by those respondents who agreed and disagreed. From the study it was realized that the majority of the respondents 11(37%) who teach in special schools strongly disagreed that self help skills are skills acquired to lead independent life and are acquired by training.

The second objective of this study was to examine the availability of instructional materials in special schools. To achieve this objective, the respondents were asked to react on a statement on availability of instructional materials for learners with MR, and whether teachers use instructional materials when teaching like soap, nail cutters, combs, toothbrushes and tooth paste. Data collected was analyzed under the question “Are instructional materials available in special schools and do teachers use them like soap, nail cutters, combs, handkerchiefs, toothbrushes and tooth paste when teaching?”

Instructional Materials



When the respondents were asked question on availability of instructional materials in special schools and whether teachers use them when teaching for example soap, nail cutters, combs handkerchiefs and toothbrush and toothpaste, this is how they reacted.

The results indicated that 16(53.3%) of the respondents disagree on the availability of instructional materials in special schools and that teachers use them like soap, nail cutters, combs, toothbrush and tooth paste. 5(16.7%) of the respondents strongly agreed, 4(13.3%) agreed, 3(10%) of the them strongly disagree while 2(6.7%)of the respondents were not sure. The study deduced that the majority of the respondents those who teach in special schools disagreed on availability of instructional materials and whether teachers use them like soap, nail cutters, combs, toothbrush and tooth paste.

The third objective of the study was to determine the instructional methods used to teach and train learners with MR in self help skills. To achieve this objective, the respondents were asked to react on a statement on the instructional methods used in teaching

and training learners with MR to acquire self help skills. Data collected was analyzed under the question “Teachers use task analysis method and other methods like Discussion, Demonstration, Role play and Peer tutoring when teaching learners to master the skills well” the responses were as presented as in table 3

Table for Instructional Methods

Methods	Frequency	Percentage (%)
Task analysis	11	36.7
Discussion	8	23.3
Demonstration	5	16.7
Role play	4	13.3
Peer tutoring	2	10
Total	30	100

When respondents were asked whether teachers use task analysis method and other methods like discussion, demonstration, role play and peer tutoring when teaching learners to master the skills well, their responses were as follows;

From table 3, the result showed that, 11 (36.7%) of the respondents in special schools strongly disagreed that task analysis is the best instructional method for teaching self help skills to learners with mental retardation and other methods like discussion, demonstration, role play and peer tutoring. 8(23.3%) of the respondents disagreed, 5(16.7%) were not sure, 4(13.3%) strongly agreed while 2(10%) agreed. From the observation of this study, it was revealed that the majority of the respondents those who teach in special schools 11(36.7%) strongly disagreed that task analysis is used and other methods like discussion, demonstration, role play and peer tutoring in teaching learners with MR to master the skills well.