

**EFFECTS OF TEACHERS' USE OF COMMUNICATION
TECHNIQUES ON ACTIVITIES OF DAILY LIVING FOR
LEARNERS WITH DEAFBLINDNESS IN SELECTED
PRIMARY SCHOOLS, UGANDA**

BY


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DECLARATION

This thesis is my original work and has not been presented for any award of a degree or any other academic award in any other University.


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ABSTRACT

The thesis concerns a study on the effects of the teachers' use of communication techniques for achievement of daily living activities for learners with deafblindness in primary Schools in Uganda. The thesis contains five chapters. That is Chapter one, chapter two, chapter three, chapter four, and chapter five in that order. It aims to identify and describe the extent to which the teachers' use of communication techniques has had an effect on the learners' ability to acquire life skills during activities of daily living in selected primary schools in Uganda. The word deafblindness is used throughout the thesis, to imply learners who have both a hearing and visual impairment that necessitates that teacher makes relevant adaptations for the learners to participate in ADLs. The detail of the literature is discussed in chapter two. The study was carried out in two districts, and in two government-aided primary schools from Eastern and Mid-western regions of Uganda. The report adopted a survey research design. A target population of 60 participants and a representative population sample size of 30 participants constituted the study. Purposive sampling technique was used to identify participants who taught learners with deafblindness in the selected Schools of the study. The results were obtained through descriptive analysis using a triangulation approach, by observation, interviews and focus group discussions. Data analysis followed categories and emerging sub-themes from the set objectives. The study embarked on interviews and observations with the teachers during indoor and outdoor ADLs. The theory of Social Interaction and the theory of Language and Communication guided the study. These theories stated that; the elements of language constitute its meaning to include aspects such as the use, context and content and their interconnectivity during interactions and dialogue. A conceptual frame work was developed in relation to literature reviewed. Purposive sampling approach was used to identify study sites and participants. The study is hoped to create awareness among communities about the education of learners with deafblindness. The findings may benefit educationists and policy makers in the area of learners with deafblindness. Study findings may create awareness among stakeholders who might be of help to fill gaps identified. The study concluded that teachers of learners with deafblindness were not doing well in the area of communication that had an effect on the learners' participation achievements during ADLs. The study recommends that teachers be encouraged to carry out exploratory visits to Schools of similar settings to enable them share experiences and challenges. Government should allocate reasonable funding to procure adapted teaching and learning materials to support teachers in their work. The Uganda National Curriculum Development Centre and other educational institutions cited in the thesis to embrace flexibility during curricula adaptations and diversity in teacher training.