

**PARTICIPATION OF ADULTS WITH VISUAL IMPAIRMENT IN LITERACY  
SKILL DEVELOPMENT PROGRAMMES**

**A CASE STUDY OF TABORA MUNICIPALITY, TANZANIA**

**BY**

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## **DECLARATION**

I, **Suleiman Ibrahim Elisha**, do solemnly declare to the graduate Board of Kyambogo University that this piece of work has been out of my own initiative, deliberate effort, and has never been presented to any institution of higher learning for the award of a degree or whatsoever.

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## APPROVAL

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## **DEDICATION**

This work is dedicated to the Almighty God for giving me the strength and health which enabled me to accomplish it. It is also dedicated to my dear wife Lulu Suleiman and my son Elisha Suleiman, for their prayers, support and words of encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AE	Adult educator
AFB	American Foundation for the Blind
AL	Adult learner
AWVI	Adult with Visual Impairment
EDO	Education district officer
ETP	Education and Training Policy
HS	Head of school
ICEVI	International Council for Education of People with Visual Impairment
LSDP	Literacy skills development programmes
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
PWD	People With Disabilities
RNIB	Royal National Institute for Blind
SNE	Special Needs Education
SWO	Social worker officer
TIE	Tanzania Institute of Education
TLB	Tanzania League of the Blind
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
UPIAS	Union of the Physically Impaired Against Segregation
URT	United Republic of Tanzania
WHO	World Health Organisation

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## **ABSTRACT**

This study investigated participation of adults with visual impairments in literacy skills development programmes. Provision of adult literacy skills in Tanzania concern itself primarily with the acquisition of writing, reading and numeracy (3Rs) by adults as well as their use in their daily activities. These skills help adults including those with visual impairment to become independent and enjoy social interaction. However, participation of adults with visual impairments in adult literacy programmes seems to be low in Tabora Municipality in Tanzania. The study applied qualitative research approach and case study design. Research paradigm applied was critical or transformative. The target population included adult learners with visual impairment, educators, head of schools, education officers and community development and social worker. The study used purposive sampling. Interview and observation guides were used to collect data which were then analysed thematically. The findings revealed that there was low participation of adults with visual impairments in literacy skills development programmes in Tabora Municipality because of inherent conditions such as age, low self-esteem and low intrinsic motivation, negative socio-cultural beliefs and practices, incompetency of educators and inadequate resources. However where there was high self-esteem, intrinsic motivation, positive socio-cultural beliefs and practices, competent educators and adequate resources, their participation improved. It is recommended that guidance and counselling be provided to address the negative attitude of the learners and the community. In addition competencies of educators need to be strengthened. The institute of adult education should ensure that teaching and learning or instructional materials are available.

## CHAPTER ONE: INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the study. It also presents limitations of the study and the definitions of operational terms.

### **1.1 Back ground of the study**

Education for adults is one of the key issues in educational policies globally with the objective of enhancing possibilities for Adult Learning and Education (ALE), to be identified as integral to the achievement and the Sustainable Development Goals (SDGs) of Agenda 2030 (International Council for Adult Education [ICAE], 2019). Participation refers to involvement of an individual or groups of people in a situation or activities (World Health Organisation [WHO], 2001). Meaningful participation require that an individual is entitled to participate in the design, implementation, monitoring and decision making in different affairs of life including learning interventions (WHO, 2018). Participation in literacy development skills to adults with visual impairment contributes to the increase of literacy, civil engagement; promotion of democracy; prevention of diseases and other pandemic; reduction of illiteracy, reduction of crime and poverty through information provision (World Bank [WB], 2017).

Adults with visual impairment from the age of eighteen (18) and above experience higher risk of violence, abuse, fear, inferiority and exploitation than their peers without visual impairment. Stigma and discrimination are significant barriers that prevent adults with visual impairment from participating in, and contributing to, their families and communities on an equal basis with others (WHO, 2018). Within a lifelong framework literacy and numeracy to an individual with visual impairment are set of skills which are indispensable for full participation in society and form the core basic education (UNESCO, 2016).

Effective participation promotes inclusion of all people at all levels, accountability, transparency, creation of ideas and solutions, enables accessibility and value diversity (Asian Development Bank, [ADB], 2012). Participation is a right held by all people to engage in society and in the decisions that impact their lives (Khushk, 2014). Participation in literacy skills programmes of non-formal education helps AWVI to learn new skills such as reading and writing which enable them to become a good role model for self-image and enjoying social interaction (Fusein & Abudu, 2014). Formally, availability of education for adults has increased around the world, However, AWVI become functional illiterates because they cannot use reading, writing, and numeracy skills for their own and the community's development and therefore cause considerable negative effects not only on personal development, but also in economic and social terms (Vagvolgyi, Coldea, Desler, Schrader & Nuerk, 2016)

Literacy is broadly conceived as the basic knowledge and skills needed by all persons with visual impairments in a rapidly changing world, because it is a fundamental human right (United Nations Education Science and Culture Organisation [UNESCO], 2016). The ability to read, write and communicate as it is needed by all the people, it is also necessary to AWVI because it connect one another and empower them to achieve effective interaction with the world (International Literacy Association)[ILA] 2019). While learning is an absolute necessity for everyone, it is particularly important for AWVI and groups who have been excluded from, or failed to acquire basic competencies through formal schooling (Hanemann, 2015).

The study done by Snow (2010) views that AWVI want to gain competence and confidence and learning itself may become one of their goals, and that is certainly to be encouraged, for this case literacy skills will helps to acquire different skills which enable them to be in line with the rest of the community.

A study done in Croatia by Penava, Bilić Prčić, and Iličić, (2017) on the influence of braille literacy programmes to adolescence with visual impairment, the study found that Braille literate visually impaired adolescents in Croatia use it mostly for educational purpose (academic literacy), while functional literacy remains problematic since they rarely use braille in those activities such as daily living, leisure time, organisation and management. They also established whether the durations of braille literacy programmes affects its usage of braille in the areas of educational activities, leisure time activities, daily living activities, and organisation and management activities.

The study is in line with the current study especially in the area of literacy for persons with visual impairments. The study by Penava et, al. (2017) shows how adolescence with visual impairment are benefiting from using braille literacy in the academic activities but application of braille skills in functional literacy was a challenge. The study based on braille users and it did not look at adolescence with low vision who are using large prints. The Croatian study also investigated on adolescence age only and not adults. As a results current study fills the gap by investigates participation of AWVIs in LSDP in both the blind and those with low vision that uses large print.

Another study was done by Likono (2016) in Kenya on factors influencing participation of learners in adults' literacy skills programmes. The participants were adults who are sighted. The purpose of the study was to examine the influence of economic factors on participation of learners in adult literacy. The findings revealed that lack of financial support contributed to lower participation. The Kenyan study is in line with the current study. However, although the Kenyan study examines the factors influencing participation of adults(both men and women) in

literacy skills programmes, it was for the sighted adults. So the current study fills the gap by investigating on the factors influencing participation of AWVI in LSDP.

In Tanzania, Mpoki and Mushi (2017) conducted a study on education for older adults with the purpose of assessing the key factors and trends which have influenced the provision of educational and learning opportunities for adults in Tanzania, thereby delineating critical issues and concerns. The findings revealed that lack of reliable data, overlooking of older adults in programmes design, lack of institutional support, lack of policies to support indigenous knowledge systems, attitudes towards older adults' learning/education, poor resources, financing and expenditure on education in later life and lack of holistic adult learning policy have influenced poor participation of older adults in adults education programmes.

The study is similar to the current one because it looks at the factors which have influenced provision of learning opportunity for older adults in Tanzania that is investigating participation of AWVI in Tabora Municipality in Tanzania. However, there are some differences among these two studies. First and foremost the previous study assessed education to older adults in general, while the current study is specific as it is to investigating participation of AWVI in LSDP. Secondly the current study is also looks at both young and older AWVI and thirdly the current study investigated the participation of AWVI in the existing LSDP.

### **Adult education in Tanzania**

Since independence in 1961, ignorance and illiteracy have been conceived as causes of abject poverty, disease, oppression and exploitation which were commonplace in the society (Ministry of Education Vocational and Training [URAT -MOEVT] 2008). Because of that, the provision of education to all the citizens has been an important aspect of Tanzania Government's macro



policies whereby, adult education has been conceived to have a liberating function to arouse popular consciousness for change so that the social evils could be eradicated (URAT - MOEVT 2008).

Basic literacy and post literacy programmes were started in Tanzania well before independence, whereby these programmes were institutionalized in the education system early 1970s and successfully implemented in the mid 1980s (URT – MOEVT 2009). Thereafter, public enthusiasm and official support towards adult literacy started wane off and resulted in the allocation of inadequate financial materials and human resources, leading to low enrolment and attendance in these programmes (United Republic of Tanzania [URT] 2014). Adult education in Tanzania concern itself primarily with the provision of literacy in 3Rs and effort to sustain it. Existing adult education programmes confined to basic and post literacy, functional literacy (acquisition of life skills) and continuing education (URT 2014)

### **Strategies to develop adult education**

The Government of Tanzania has demonstrated its commitment to the provision of education to all its citizens by signing different world declarations and commitments. The Government recognizes adult, non-formal and continuing education as important aspects for achieving education for all (EFA) goals, Millennium Development Goals (MDGs) and National Strategies for Growth and Reduction of Poverty targets [NSGRP] (MOEVT 2009). The strategy was developed in 2003 to facilitate the implementation of an alternative education programmes for out-of-school children, youth and adults. Different programmes put in place The overall objective of the strategy was to ensure that out-of-school children, youth and adults have access to quality basic learning opportunities, especially girls, women, disadvantaged groups and nomads (United Republic of Tanzania [URT] 2009).

The government put in place different programmes such as; the Integrated Community Based Adult Education (ICBAE) which was designed to develop learners centered and community based learning approach in literacy and post literacy programmes for adults and out of school youths in Tanzania (URT 2009). Over the recent, the ICBAE adopted the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT), the programmes links literacy and basic education to the issues of problem-solving and socio-economic development (UNESCO 2016).

Studies indicate that teaching and learning require effective teaching strategies that deviate from the individualized planning frame, which is associated with separate special education teaching, to an instruction that adapts learning goals and content, as well as learning environment, through an engagement with the entire class and by simultaneously recognizing differences of and in students (Ainscow & Goldrick, 2010; Allday, 2013; BlackHawkins & Florian, 2012; Pantic, 2015). This means that if teaching and learning is not effective, it can hinder participation of learners in any learning process including learning literacy skills to AWVIs.

The Education and training policy of the United Republic of Tanzania, state that all educational institution in the country shall be designated centres of adults' education (URT 2014). This means that literacy skills training programmes are available to all adults regardless their disabilities. But what is taking place in the ground is quite different from what has been planned because AWVI does not participate equally in these programmes.

Tabora Municipality is a district in Tabora region in the united republic of Tanzania located in the western part of Tanzania. The district is bordering Uyui district in the West, East, South and North Tabora Municipality is surrounded by Uyui district (Tanzania National Bureau of Statistics [TNBS] 2013). There are 27 Wards and 83 primary schools where by Furaha and Isike

are among the primary schools which enrol children with visual impairment. Furaha is special school for children with visual impairment and Isike is an inclusive primary school. The mentioned schools are among the centers which conduct adult education programmes in the region where there is low participation of adults with disabilities including those with visual impairments.

## **1.2 Statement of the problem**

The Government's commitment to prioritize adult education was translated into establishing and launching functional literacy, post literacy as well as literacy supporting programmes and important, institutions such as Institute of Adult Education, Tanzania Institute of Education (TIE), Folk Development Colleges and Rural Press Centres were established to support adult education in the country (MOEVT 2012). All this strategy intends to enhance and strengthen the linkage of adult and non-formal education and formal education for better coordination thus improve the quality of education and enhance access and equity to all citizens.

According to the census of 2012, the population of people with disabilities in Tabora Municipality is 80762 and the number of people with visual impairment is estimated to be 4850 (TNBS, 2013). Illiterate AWVI in Tabora is estimated to be 440 and the number of learners who were enrolled in LSDP was 32 (Tanzania League of the Blind [TLB], 2005) & Kibreli Education Center for the Blind [KECB], 2015).

Despite all initiatives done in promoting adults education and literacy skills development programmes, the level of participation of adults with visual impairment in literacy skills development programmes in Tabora Municipality is generally low. It is against this background that the study aimed at investigating participation of adults with visual impairment in literacy skills development programmes in Tabora Municipality.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate participation of adults with visual impairment in literacy skills development programmes.

### **1.4 Objectives of the study**

The objectives of the study were to:

- (i) Establish inherent conditions which influence participation of adults with visual impairment in adult literacy skills development programme in Tabora Municipality.
- (ii) Identify socio cultural beliefs and practices which affect participation of adults with visual impairment in adult literacy skills development programme
- (iii) Determine the influence of educators' competencies on participation of adults with visual impairment in adult literacy skills development programme
- (iv) Assess the availability of resources on the participation of adults with visual impairment in adult literacy skills development programme.

### **1.5 Research Questions**

1. What inherent conditions influence the participation of adults with visual impairment in adult literacy skills development programmes?
2. What socio-cultural beliefs and practices affect the participation of adults with visual impairment in adult literacy skills development programmes?
3. How do educators' competencies influence participation of adults with visual impairment in adult literacy skills development programmes?
4. What resources are available to facilitate the participation of AWVI in adult literacy skills programmes?

## **1.6 Scope of the Study**

The study was carried out in schools in Tabora Municipality, Tanzania it focused on AWVIs (male and female) who have been enrolled and are participating in learning. In order to answer the research questions, the researcher has selected two schools which are Furaha and Isike in Kanyenye ward in Tabora Municipality. The study was addressing the current efforts towards participation of AWVI in LSDP.

## **1.7 Significance of the Study**

It is hoped that the findings of the study may contribute information to educational policy makers such as education policy, adult's education policy and inclusive education policy to incorporating components on literacy programmes for AWVI. The study findings may also contribute to information for adult educators and educators' guidelines related to literacy skills for AWVI. The study may also contribute information to the government agencies and non-governmental organisations in their plans and implementation of adult learning programmes to incorporate issues related to AWVI. Adult learners with visual impairments may be informed about the importance of their participation in the LSDP. The study may also contribute to other researchers to conduct more studies on education to adults' with visual impairment.

## **1.8 Justification of the Study**

Various adult education programmes in Tanzania have been put in place to facilitate literacy skills to adults generally, however none of the programmes have involved AWVI. It is therefore expected that the findings of this study may assist, adult education practitioners, policy makers, government agencies and non-governmental organisations which offer educational programmes for adults to include AWVI. It may also increase understanding about what factors are important when planning and selecting an educational programme and strategies to increase participation of

adults with visual impairment in LSDP. The study may also give information on specific group of people with diversity. This study fills the gap in research on participation of AWVI in LSDP.

### **1.9 Limitation of the study**

The study faced the following short falls:

There was fear of providing information from the participants because of the national statistic act which was passed in recent. The act prohibits any person to provide data without permission from the authority. This act affected the researcher because at first participants were not free in giving information as it was supposed to be. So the researcher had to assure participants that all the procedures of conducting a study had been taken and permission had been given. A researcher being known as a teacher of children with visual impairments, made it easy to be accepted by participants and they were also at liberty while in giving the information needed. Time for collecting data was very short which made the researcher to spend less time with participants than expected. However the researcher made effective use of the little available time so as to collect the required information.

### **1.11 Theoretical /Conceptual frame work**

#### **Social Model of disability**

To investigate participation of AWVI in literacy skill development programmes, this study was guided by social model of disability which was developed in 1970s by The Union of the Physically Impaired Against Segregation (UPIAS) activists and slowly promoted by scholars such as Vic Finkelstein (1980, 1981), Colin and Barnes (1991) and strongly advocated by Oliver (1990 & 1996). The social model of disability clarifies the terms impairment and disability. 'Impairment' according to this model, means lack of attributes, the abnormality, of a person, whether in terms of limbs, organs or mechanisms and or psychological. In the social model,

disability is clarified as the restrictions caused by the society failure to give equivalent attention and accommodation to the needs of persons' impairments.

This theory states that "it is society which disables people with impairments, and therefore any meaningful solution must be directed at societal change rather than individual adjustment and rehabilitation" (Barnes, Mercer & Shakespeare 2010). Disability is caused by the society because of its failure to take action and include people regardless of their individual differences.

The model states that people are disabled by barriers in society but not by their impairment or difference. The model identifies the barriers to participate in society such as negative attitudes and exclusion purposely or unintentionally that the society is making to people with disabilities. Barriers can be physical such as inaccessible buildings, people's attitudes, like assuming disabled people cannot do certain things.

Society is the main cause in disabling people (Oliver, 1996), this is because disabilities such as physical, sensory, intellectual or psychological differences may cause individual function limitations or impairments but do not make disability. This model encourages the society to view the issue of participation of AWWI in equal basis than a focus on the persons' disabilities something which handicaps them (Oliver & Barnes, 1998). Impairments do not make people less human. The people with disabilities movement believes that cure to the problem of disability lies in the restructuring of the society, and not focusing on the individual's impairments. The main concern of social model is equality. To achieve the goal, social model of disability emphasizes the society to change by; first, not underestimate the potential quality of persons with impairments. Secondly, to provide social support, for example help dealing with barriers to have resources, aids and thirdly; full involvement in all social aspects and to overcome any possible discrimination which leads to unfair wellbeing of their life.

The social model of disability sees the issue of ‘disability’ as a socially created problem and a matter of the full integration of individuals into society. In this model, disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence, the management of the problem requires social action and is the collective responsibility of society at large to make the environmental modifications necessary for the full participation of people with disabilities in all areas of social life. In connection to this study the society is responsible with the barriers which hinder participation of AWWI in literacy skills programmes equally. The issue is both cultural and ideological which requires individual, community and large-scale social change. From this perspective, equal access for someone with impairment. Important to note is that social model of disabilities seeks changes of the society in order to provide equal opportunity to persons with impairment so that to enable them participate in the societal development activities.

The social model recognizes the personal limitations of impairment such as their attitudes towards themselves and towards the non-disabled. The social model recognises that disability affects every aspect of individuals’ lives, it shows the need for disability to be addressed at every level: social, economic and political. It must become the first key consideration when drafting plans and making decisions. People with disabilities need to access the same education as their non-disabled adults and friends. So the society should make changes to enable persons with disabilities enjoy the same education.

### **1.11.1 Influence of social model on education of persons with visual impairments**

According to Rieser (2002), the social model of disability makes an important distinction between the terms impairment and disability. It applies in this study in that adult learners with



visual impairment might be locked out of education opportunities due to barriers related to school, teacher and expensive educational resources which are not locally available. To work towards participation calls for the removal of such barriers, that could be done by trying certain intervention measures which could lead to removal of barriers. When this is done, it is expected that the disability would be limited even though the impairments would still be there (Wormnaes, 2001). This study therefore, used the social model of disability for it supports the ideas of participation and encourages the removal of barriers that hinder adult learners with visual impairments from accessing education. The participation of adult learners with visual impairments may be highly affected by barriers highlighted in this model of disabilities such as discrimination, exclusion, negative attitude of the society and inaccessible environment and unless these barriers are removed, participation of AWVIs in LSDP may not be achieved.

The social model of disabilities is related to this study because the model has analysed five areas which can contribute in improving participation such as, access to the environment, social support, attitude, access to information and participation. All these areas are related to participation of AWVI in LSDP. In order to achieve equal participation of AWVI in literacy skills developmental programmes the society is responsible to provide social support such as care and appropriate assistance, to provide information in an accessible way such as in braille, large print and in audio, to change attitude from negative to positive towards AWVI and their learning and create accessible learning environment. These areas need intervention of the society in order to achieve equal participation of AWVIs in literacy skills developments programs. In explaining further if the schools environment is accessible to AWVI for example appropriate physical infrastructure will enable them to participate in the learning activities. Access to information is also another area of which the model has viewed, and if the society provides

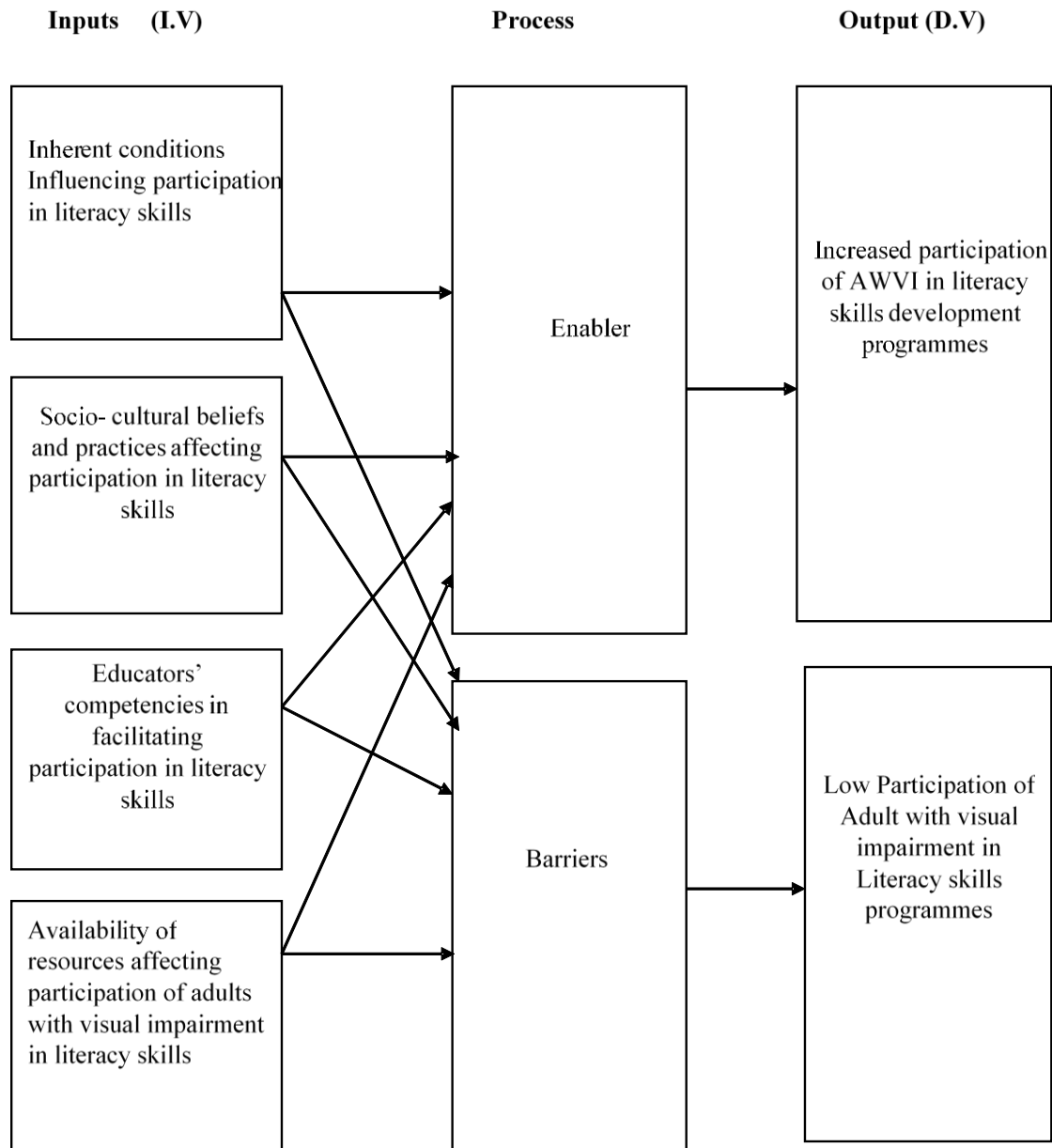
relevant information can enable AWVI to participate in the literacy skills programmes. Attitude changes change also has been explained in the model because most of the barriers towards persons with disabilities are existing because of attitude. The society needs to understand that disability is placed to a person if that attitude will change the participation of people with visual impairment will be upheld equally. Social support is also a component in the model. This means that the society is responsible to provide all support needed to enable participation of people with disabilities.

The researcher believe that when teaching literacy skills in the situation where learning instructions are improved by providing support in accessible information for example using appropriate formats such as braille, large prints, simple language when explaining concepts of contents, accessibility of physical learning environment and flexible working hours it will gear the participation of learners in the whole learning process.

The study adopts social model of disability because it correlate with the variables that were investigated. The social model facilitate in understanding of the investigation of independent variable which is 'participation of AWVI where the society need to play the role of removing barriers existing for many years which excluded AWVI from getting participating in this area of education. And the dependent variable of the study 'which is literacy skills development programmes, as the output of the plan, the model assisted to examine measure taken in the process of fulfilling the objective of education for all. The current study enables the researcher to reveal if people with visual impairment are participating equally or are not participate equally in the literacy skills programmes. The researcher believes on the fact of equality that, if learners are given suitable learning facilities and opportunities, impairment cannot cause disability.

Although the researcher opted to use this model is also aware of its weakness such as denial of medical treatment which reduce the severity of the impairment. This is because some of the visual impairments are caused by diseases and conditions which can be medically cured or whose severity can be medically reduced. For instance glaucoma, cataracts and refractive errors need systematic treatment involving either eye operations, medications or prescription of corrective lenses. The impact of some these visual conditions can be minimized through medical attentions. So, even though it sounds that medical treatment cannot alleviate social circumstances impacting people with impairment, it has a role to play to make some adjustment or correction of the impaired organ.

## 1.12. Conceptual Framework



The above figure indicates inherent factors, socio-cultural beliefs and practice, educator's competences and availability of resources which are independent variables can either increase participation which is dependency variables, if they are enabler or can lower participation of adults with visual impairment in literacy skills development programmes if they are barriers.

### **1.13 Operational definition of terms**

**Adults with Visual Impairment:** Is a person of 18 years of age and above who does not have sight and who missed basic education in the school age.

**Participation:** Participation means the involvement in life situations or activities including adult literacy learning. It is also refers to active process of involvement in shaping, implementing, evaluating programmes sharing the benefits and decisions that directly affect an individual or group.

**Literacy:** is the ability to identify, understanding, interpret, create, compute and communicate using visual, audible and digital materials across discipline and in any context (International Literacy Association [IAL], (2019).

**Adult literacy:** The ability and skill of those aged 18 years old and above who can read and write with understanding a short simple statement on their everyday lives.

**Competencies:** Is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions.

**Educator:** Is a person who helps learners to acquire knowledge, competence or virtue.

**Illiterate:** Is the quality or condition of being unable to read or write.

**Literacy skills:** Literacy is the ability to read, write, identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts (UNESCO 2016).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents relevant literature related to the research study. The overview of participation in relation to adult literacy will be provided. The general levels of participation at international, national and regional perspective will be discussed with special reference to what has been discussed by other writers. The chapter will look at themes which are:

Inherent conditions which influence participation of adults with visual impairment in adult literacy skills development programme in Tabora Municipality; Socio-cultural beliefs and practices which affect participation of adults with visual impairment in adult literacy skills development programme; Educators' competencies in influencing participation of adults with visual impairment in adult literacy skills development programme and availability of resources on the participation of adults with visual impairment in adult literacy skills development programme, followed by the summary of the reviewed literature.

#### **2.2 Literacy:**

Literacy is broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world, is essential for lifelong learning and social change (UNESCO, 2013). Only since the late nineteenth century has it come to be referred as the abilities to read and write text, while maintaining its broader meaning of being knowledgeable or educated in a particular field or fields (Snow, 2010).

Within a lifelong learning framework, literacy and numeracy are viewed as part of a set of basic skills which are indispensable for full participation in society and form the core of basic education. However, this view involves major challenges in developing a common understanding

of how to approach literacy (and numeracy) to adults with visual impairment as a continuum, as a lifelong and life wide learning process, and as a task that will cut across all of the education targets of Sustainable Development Goal 4 [SDG] as well as the other 16 SDGs (UNESCO, Institute for Lifelong Learning [UILL] (2016). While learning is an absolute necessity for everyone, it is particularly important for adults with visual impairment and groups who have been excluded from, or failed to acquire basic competencies through, formal schooling (UNESCO, 2014)

An adult with visual impairment is a person from 18 years and above whose visual acuity is worse than 20/40 or 20/60 or complete or nearly complete vision loss that may cause difficulties to a person in normal daily activities such as driving, reading, socializing, and walking (WHO 2006). Visual impairment can limit people's ability to perform everyday tasks and can affect their quality of life and ability to interact with the surrounding environment (WHO 2014). For this case Literacy skills development programmes are important to adults with visual impairments especially those who missed opportunities getting education in their school age. Literacy skills to adults with visual impairment are also a catalyst for participation in social, cultural, political, economic, and learning activities throughout life, include the ability to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge, solve mathematical problems and use the dominant symbol systems of a culture (UNESCO 2015).

### **2.3 Inherent conditions that affect the participation of adults with visual impairment in adult literacy skills development programmes.**

In the fields of education, participation in learning is one of the most important components which promote understanding. Personal inherent conditions may contribute either positively or negatively to the whole process of participation.

Different studies have been done in relation to inherent conditions and how they may influence participation in learning literacy skills,

Khurram and Jangir (2010) define inherent as something which existing in someone as permanent and inseparable element, quality or attribute. Inherent conditions involve mental function of humans and cognitive system development relies on the acquisition of different types of knowledge supported by perceived information. Inherent conditions leads to the development of new capacities, skill, values, understanding and preferences and education.

A study done by Alizadeh, (2016) identifies motivation as one of the inherent condition which generates the will in an individual to do something. He discovered that there are two type of motivation which are commonly recognized as intrinsic and extrinsic.

Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfilment, enjoyment and to achieve a mastery of the subject and extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome (Chevallier, Parish, Morris, McVey, Rump, Sasson, Herrington, & Schultz, 2015). Intrinsic motivation has been recognized as a central aspect of adaptive self-regulation in the achievement domain and intrinsically motivated individual explore and extend their knowledge and skills, showing increased effort, persistence and adaptive emotional reactions faced with the difficulties



(Chevallier, et al, (2015). Intrinsically oriented students view failures as a constructive tool to re-evaluate their knowledge, strategies and behaviours (Butnaru, Loredana, Gherasim & Alexandru 2011). Contrary to that Pourhosein and Ahmadi, (2011) point out that lack of motivation contribute to low participation of a person in the activities, they also added that adult learners with intrinsic motivation have fascination with the subject because, they sees a subject as relevance to life and the world, also develop a sense of mastering and owning it.

Pourhosein, and Ahmadi (2011) say that self - esteem can enhance participation because it is that feeling at the centre of human being of self-worth, self-confidence, and self-respect. Self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. It is confidence in the efficacy of one's mind, and ability to think. In addition it is confidence in one's ability to learn, make appropriate choices and decisions, and respond effectively to change. It is also the experience that success, achievement, fulfilment, happiness which are right and natural for people. The feeling of being worthy, deserving, entitled to assert needs and wants and to enjoy the fruits of our efforts (Pourhosei, & Ahmadi, 2011).

Shannon (2012) stresses that low self-esteem may cause a person to feel not good about himself, loneliness, withdraw from peers hence affects his or hers participation. In viewing low self-esteem as something which may come from outside a person, Reinjtjes, Thomaes, Boelen, van der Schoot, Castro and Telch (2011) state that some learners felt lower self-esteem when others disapproved of them. How others feel about one can lower self-esteem something which may affect learners' abilities to make and keep friends which also may have an impact on educational achievement due to behavioural problems.

Self-esteem of a person as an inherent conditions may either promote or decrease adults with visual impairments to participate in the literacy skills development programmes and due to the natural tendencies that a person have to compare themselves with others, those with visual impairments may have low self-esteem from lack of success in learning, sports, and friendships when compare themselves with those without visual impairment, hence impact negatively in the participation. Low self-esteem of a person may lower the level of participation of adults with visual impairments in literacy skills programmes because some of them may experience bullying and harassment, focusing on their weaknesses instead of paying attention to their strengths.

Another study discovered attitudes as an inherent condition which reflect as a set of beliefs, feelings and behaviours related to one another which are organized around an object or situation that may be favourable or unfavourable (Melim & Pereira 2013). Attitude determines how individuals act towards others and events, therefore, feelings, behaviours and choices become a powerful predictor of behaviour that, in turn, can be dynamic, constructed, taught, modified, or even replaced. Human attitude is constructed on the bases of one's personal thinking and ideologies he likes and dislikes these ideologies create feelings among the individual (Melim & Pereira 2013).

Wei and Sawchyn (2012) realises that having a visual impairment might present a risk for reduced participation and social exclusion. Moreover, adults with visual impairment experience more difficulties in social interaction, and initiating and sustaining relationships (Wei & Sawchyn, 2012). Adults with visual disabilities most frequently face challenges related to mobility, domestic life, communication, interpersonal interaction and relationships, general tasks and demands, major life areas, and leisure activities (Kutlay & Kucukdeveci, 2011). Persons acquiring a visual impairment express a variety of emotional, cognitive, behavioural and social

responses to this significant loss Nyman, Gosney & Victor 2010, Pinguart & Pfeiffer (2011); Bergeron & Defalque (2013).

Another study by (Khurram and Manojjangir, 2014) reveals that learning is directly dependent upon age and maturation and these may enhance or limit participation. Age is also a biggest risk factor for many brain diseases, most of which affect brain structure and function (Khurram & Manojjangir, 2014). Khurram and Manojjangir add that age also can affects adult learning especially when they think that they don't want to learn because the educator is too young compared to their age. Age is often associated with a decline in cognitive abilities that are important for maintaining functional independence, such as learning new skills (Clark & Conoway, (2012). This may affect the learning of braille because it involves sense of touch. Some personal abilities and life habits, however, can be modified to increase work participation potential like behaviour, communication and mobility skills, responsibilities, education, work and job search (Alma & Dankers, 2011). On the contrary age helps adults in their learning because they know the importance of the skills which they are learning (Khurram & Manojjangir, 2014).

#### **2.4 Socio-cultural beliefs and practices and their effect on participation of adults with visual impairment in adult literacy skills development**

As it is in other parts of the world persons with disabilities in Tabora regions of Tanzania faces attitudinal barriers, including prejudice, low expectations and even fear. Negative attitudes about disability impact on all aspects of the lives of persons with visual impairment in particular, including the ability to access education, to participate in community development works, to live the standard of life they want, to marry and start a family, and to move about freely within the

community. Disability is sometimes associated with negative perceptions resulting in stigma, discrimination, exclusion and violence, as well as other forms of abuse of persons with disabilities.

Different studies reveal how socio-cultural beliefs and practices have influenced participation of adults with visual impairment in literacy skills development programmes. WHO (2011) identifies negative attitudes as one of the disabling barriers and also beliefs and prejudices constitute barriers to education and social participation of persons with visual impairments in the society. Socio-cultural: relate to customs, lifestyles and values that characterize a society or group. Cultural aspects include concepts of beauty, education, language, law and politics, religion, social organizations, technology and material culture, values and attitudes. Social factors include reference groups, family, role and status in society, time and available resources (Larson 2017). Africans in general, attribute the causes of disability to witchcraft, sex-linked factors, and god/supernatural forces (Miyoba, 2012). Also societal perceptions and treatments of persons with disabilities from cross-cultural settings reflect intolerance, hatred, love, fear, awe, reverence and revulsion (Munyi, 2012). In addition to that Munyi (2012) conclude that most consistent feature in the treatment of persons with disabilities in most societies is the fact that they are categorised as deviants rather than inmates by society.

#### **2.4.1 Cultural Beliefs**

Cultural beliefs are an integral part of the African traditional society, which plays a critical role in the process of exclusion from society (Braathen & Kvam, 2008; Muwana & Ostrosky, 2014). In addition, the majority of adults with visual impairments hardly get the opportunity to participate in social, educational, economic and political activities, which further push them away from the mainstream society (Kasiram & Subrayen, 2013). Cultural beliefs about disability

are related to their social beliefs about the causality of disability, the values and devalued attributes of people within that culture, and the anticipated adult status of a person with disability (Haihambo & Lightfoot, 2010). In addition, the majority of adults with visual impairment hardly get the opportunity to participate in social, educational, economic and political activities, which further push them away from the mainstream society (Kasiram & Subrayen, 2013).

Another study done by Setume (2016) on myths and beliefs about disabilities reviewed past and current literature in Africa south of the Sahara to assess the impact of formal education and Christianity on African traditional beliefs and myths in relation to disability. The findings reflect a continued positive and negative impact of traditional myths and beliefs on the contemporary social constructs of disability. However, slight changes in negative attitudes have been observed among parents of children with disabilities where education and counselling are offered immediately after the birth of a child with disabilities.

A study done by Etiyibo and Omiegbe (2016) reveal that many people in African countries believe that disabilities are caused by witchcraft, sin, evil spirit, laughing at a person with a disabilities, eating some prohibited foods, fail to pay sacrifice to the fore fathers, God's punishment and the supernatural causes. It is believed that persons with disabilities or their parents have committed an abomination, that is, violated the tradition of the communities (Munyi 2012). In the same view Etiyibo and Omiegbe (2016) note that people with disabilities are broadly discriminated.

These studies are in line with the current study because it has revealed the impact of visual impairment on participation. But it has not shown how much it affects adults with visual impairments in the participation in literacy skills development programs. For this case the current

study is going to fill the gap by revealing beliefs which influence participation of adults with visual impairment in literacy skills development programmes.

#### **2.4.2 Cultural practice**

Cultural practice is the manifestation of a culture or sub-culture, especially in regard to the traditional and customary practices of a particular ethnic or other cultural group (Akuoko, 2008). In the broadest sense, this term can apply to any person manifesting any aspect of any culture at any time.

A study done by Papadaki and Tzvetkova-Arsova (2013) in Bulgaria investigated the beliefs and social attitudes of Greek sighted people towards blindness and visually impaired individuals. The results showed that visually impaired people are still treated with some prejudice concerning the severity of their disability, their education and their integration into society. Sighted people still believe that blind persons possess some extra powers and abilities such as better sense of things, especially of hearing, sixth sense or better judgment abilities. In addition, Johnson (2010) highlighted different main types of stereotypes of sighted students towards the blind. Johnson says that people who are visually impaired are seen as a hero for their attempts to achieve as much as possible in life, the blind is seen in a negative way as unable and imperfect, the blind is seen without understanding or with pity. A study done in Namibia (Tobias and Mukhopadhyay, 2017) revealed that individual with visual impairment experience exclusion from education, employment and social and community participation as well as relationships.

Socio-cultural practices towards persons with disabilities including individual with visual impairments in Tanzania was not far from other sub-Sahara countries of Africa and revealed that there was exclusion of children and parents from community life (complain of smell/incontinence), take a child to the witch doctor or traditional healers for ceremonies to undo

the curse neglect the child hide child in the villages, lock a child in the house or on chain when parent needs to go out, throw a child in the river, lake or ocean, kill a child and burry secretly, the husband divorce a woman and marry to another one. This is confirmed by Eide & Ingstad (2011) who argue that cultural influences create much unhappiness and isolation, not just for the person with the disability but also for the immediate family circle.

In supporting, Pal (2011) explain that factors such as the lack of or limited access to education, social relations, transport and employment have been identified as the root causes for exclusion of individual with visual impairment. Grech and Soldatic, (2015) extended that individual with visual impairment are oppressed, marginalised, disenfranchised and excluded by the mainstream society. Eide and Ingstad (2011) also revealed that structural factors, poverty, traditional practices, negative attitude and lack of awareness were the root causes of persistent discrimination against individual with disabilities with regards to education and employment.

Study from Sub-Saharan African countries, including Tanzania demonstrated significant challenges to access to services in comparison to individuals without disabilities (Eide, 2012). In the same line Etieyibo (2013), add that persons with disabilities are labelled as witch and as a result some of them are burnt to death. Similarly noted that people with disabilities sometimes are isolated and other times are trafficked and killing. In the same note Odejobi (2010) found that persons with disabilities live, eat and sleep in fear. In addition Etiyibo and Omiegbe (2016) assert that people with albinism are kidnapped, trafficking and targeted for ritual killings.

A survey conducted by the Comprehensive Community Rehabilitation in Tanzania (CCBRT, 2016) in Tanzania on employment in the informal sectors shows that due to widespread belief in witchcraft, people with albinism are often killed, their body parts are believed to have supernatural powers. In support *Under the Same Sun* organisation (UTTO) (2019) reported that

people with visual impairment such as those with albinism have been traumatized, severely mutilated and killed. Persons with albinism apart from of their impaired skin also most of them are visually impaired in the category of low vision. This survey reveals that there has been negative treatment of persons with visual impairment in Tanzania.

In the same line WHO (2011), reports that negative socio-cultural practices are part of the disabling barriers of participation to individual with visual impairment. In connection WHO (2013) pointed that people with disabilities face stigma and discrimination in their communities and are frequently denied their basic rights such as education, food, employment and access to health services. However much there have been negative socio-cultural beliefs and practice towards people with disabilities in general but some of the currents studies have revealed that there some positive changes in most African countries such as Madagascar, Malawi, Tanzania, Uganda, and South Africa have crafted national legislations that strive to protect and promote the overall interests of people with disabilities (Kabue, Mambo, Galgala, & Peter 2011).

The studies are related to this study because the researcher believe that participation of adults with visual impairments in the literacy skills development programmes can contribute in the behaviour and social development improved self-esteem, positive attitude towards themselves and the community at large. It will also help in the social interactions within the community. Inclusion promotes participation of learners with disabilities in the teaching and learning process. However, the above study was focused only on identifying the influence of socio-cultural factors on inclusive education among students & educators in integrated educational programmes where emphasis was put to children in primary school level. And its findings show the challenges of special school in comparing to inclusive schools. Also the study focuses on all children with disabilities without specifying any category of disability. The study also directed itself on



primary school curriculum and educators. In filling the gap the current study was looking at the cultural practice in relation to how it influences participation of adults with visual impairments in Tabora Municipality of Tanzania.

## **2.5 Educators' competencies on influencing participation of adults with visual impairment in adult literacy skills development**

Quality teaching has become an issue of importance as the landscape of learning in different level of education system. The key personnel in the in learning of literacy skills programmes who play an important role to bring about the transformation in learners are educators.

Orjin and Abolarin (2012) refer to competence as the effectiveness or ability of anyone concerned to apply the acquired knowledge and skill to achieve desired results. In addition Orjin and Abolarin (2012) refers competence as the effectiveness or ability of anyone concerned to apply the acquired knowledge and skill to achieve desired results. Pacevicius and Kekyllte, (2008) describe competency as the abilities and skills as well as an ability to apply them following the requirements of work environment.

Varvel, (2013) asserted that competence is a widely used term in field of education that refers to, appropriate prior knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. This means that competency comprises the entire body of knowledge and abilities or personal traits developed through learning that cannot be immediately observed, it is a combination of professional knowledge.

In same line Buiskool, Broek, Lakerveld, Zarifis and Osborne (2010) assert that competency should be understood as a complex combination of knowledge, skills and abilities/attitudes

needed to carry out a specific activity, leading to results. In order to influence participation of adults with visual impairment educators are supposed to be competent in the subjects taught.

### **2.5.1 Educators' competencies**

Different studies have been done in relation to competencies of educators in special needs education and inclusion as the key factor in influencing participation of learners with visual impairments in literacy skills development programmes.

Study done in Tanzania by Komba and Nkumbi (2008) reveal that, educators are the key source of knowledge, skills, wisdom, appropriate orientations, inspiration and models whereas their competence can influence participation learners in the learning process. Educators are central in facilitating the processes that lead to meaningful education and learners learning outcomes

Buiskool, et al, (2010) pinpoint particular competences applicable for all adult educators of learners with visual impairment, that should be a fully autonomous lifelong learner, a communicator, team player and networker, responsible for the further development of adult learning.

A study done by Thakur and Shekhawat (2014) reveal that competence of the special education educators in enabling participation of adults with visual impairments contribute to the good achievement. Another study done by Bakanauskiene and Martinkiene (2011) identify three major blocks of competencies teacher of special education which can contribute to the participation of adults learners in literacy skills development programmes are; professional competencies, social competencies and personal competencies.

A study done by Preeti Nair (2017) highlights four major components of competent special education educator in promoting participation of learners are: Skill, knowledge, personal

attribute and behaviour. Thus, to assure a high-quality level of adult participation in learning there is a need to identify different sets of skills and competencies adult educators need and identify how novice educators can acquire these skills and competencies.

A study was done by Kigen (2018) in Kenya with the purpose of examining the competencies of educators who are in charge of implementing the curriculum for special needs education in Kenya. The findings indicate a higher proportion of special needs educators were unable to deliver services to special needs learners since they are trained but not competent. In the same view Santerini (2010) reports that educators of learners with diversity are often simply not trained effectively or supported well to teach learners with special needs hence make these learners among the most marginalized in terms of educational opportunity and attainment. Other findings reveal that competent educators simultaneously translate theory into practice and consider the learner population and the socio-cultural contexts in which teaching and learning take place (Florian, 2009).

Studies in several countries reveal that instruction in adults classes are inadequate and usually do not meet the needs of diverse learners with special needs (Kuyini & Mangope, 2011). Limited competencies of educators, as a result of a lack of training on teaching contents are among the factors responsible for such failure (Mukhopadyay, Nenty & Abosi, 2012). These researchers also established that several educators utilized use little knowledge and skills in their delivery of lessons. Agbenyega and Deku (2011) reveal similar findings and suggested that learners with special needs are not likely to benefit from the teaching and learning opportunities offered.

### **2.5.2 Competences in the teaching methods**

Teaching or facilitation methods are approaches in which concepts, patterns and abstractions are taught in the context of strategies that emphasize concept learning, inquiry learning and problem solving learning (Burden & Byrd, 2010). Educators' competencies in using appropriate methods in teaching enable participation of learners in the learning process.

Kamp (2011) describe methods for adults learners as follows: lecture, plenary, small group discussion, panel discussion/ debate, Buzz group, Fish bowl, group assignment, role play, drama, case study, skills practice, games, quiz, image/code, songs and stories, card clustering. In order for the method used for teaching to be effective, Adunola (2011) maintains that educators need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Studies indicate that teaching and learning literacy skills to adults with visual impairment require competent educator who can apply teaching strategies that consider individualised education planning that adapts learning goals and contents as well as learning environment which allow participation of all learners in the class (Ainscow & Goldrick, 2010; Allday 2013; BlackHawkins & Florian, 2012)

Similarly, other researchers reveal that important skills for educators in classrooms include peer tutoring, cooperative learning, curricular modification and adaptation, mastery learning and applied behaviour analysis, the use of classroom aids, instructional technology, and support for learners using other learners bring active participation of learners in the learning (Mastropieri & Scruggs, 2010). In relation to adults with visual impairments educators should be competent enough to apply all the skills require for learners with visual impairments in order increase participation of adults with visual impairments in literacy skills development programmes.

The finding shows clearly about the importance of competence among the educators of special education in promoting participation of the learners in the whole learning process. However the studies are silent about competences in teaching adults with visual impairments.

For the effective teaching of learners with visual impairment educators needs to use adaptive teaching methods which encouraging collaborative learning, using questions and answers, sound projection and calling students names, adapting written texts teaching materials need to be adapted, the use of audio, optical and non-optical devices, the use of tactile materials, extra time allowance, (Mwakyeya 2013). To facilitate the process of knowledge transmission, educators should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Bharadwaj and Pal (2011) sustain that teaching methods work effectively mainly if they suit adult learners with visual impairment. Educators should realize that learning becomes more effective if the students are tasked to perform rather than just asked to remember some information. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities (Ganyaupfu, 2013).

Effective facilitation methods help to activate learners' curiosity about a class topic, engage learners in learning, develop critical thinking skills, keep learners on task, engender sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content (Boundless, 2016). Competent educators apply appropriate assessment methods in order to understand learners' needs and provide needed support to enable learners to participate effectively.

Assessment as the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of adult learner with visual impairment (Tveit 2014).According to Bisai and Singh (2018) define assessment as the

systematic basis for making inferences about the learning and development of learners. It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase learners' participation in learning and development.

Active learning accommodates a variety of learning styles, promotes student achievement, enhances learner motivation, changes student attitudes, and basically, causes learners to learn more and participate effectively in literacy skills development programmes (Fayombo, 2012).

## **2.6 Available resources to facilitate participation of adults with visual impairment in literacy skills programme**

Resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Similarly Owoko (2010), explain the term resources as not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of educators acquired through training and experience. Oyugi and Nyaga (2010) note that resources include; physical infrastructure, instructional or learning materials, assistive or technological devices and financial resources.

A study done by Okongo, Ngao, Rop and Nyongesa (2015) in Kenya found that the necessary resources that should be available for learning of adults with visual impairment include; material resources, human resource such as educators and support staff and, physical facilities such as laboratories, libraries and classrooms. Material resources for learning literacy skills include; textbooks, charts, and maps, audio visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. The utilization of resources in education brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them (Okongo, Ngao, Rop & Nyongesa, 2015).

A study done by Momoh (2010) found that the achievements of learners were related to the resources available for teaching. He concluded that material resources have a significant effect on learners' achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. Effective educational resources positively influencing teaching and learning, hold learners' interest, stimulate thinking, fuel their imaginations, reward repeated use, help to improve educational outcomes and convey important ideas about teaching and learning in ways that can be understood and implemented in the classroom (Ministry of Education in New Zealand, 2013). But when resources are inadequate education is compromised and this inevitably is reflected in low achievement, high dropout rates, problem behaviours, poor educator motivation and unmet educational goals (Momoh, 2010).

### **2.6.1 Physical infrastructure**

Physical infrastructure compose a strategic factor in the operation and functioning of an organization as they determine the excellent performance of any social organization or system including education, because are one of the stimulating factors that play a fundamental role in improving academic achievement in the learning process; These include; school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational their availability, relevancy and sufficiency affect academic achievement positively (Suleman & Hussain 2014). In similar view Kuuskorpi and Gonzalez, (2011) comment that physical learning environment is seen as a conventional classroom and, in its widest sense, as a combination of formal and informal education systems where learning takes place both inside and outside of schools. Building conditions such as lighting, temperature, learners comfort, and classroom technology are significantly positively related to learners' outcomes, including performance and attitude (Hill & Epps 2010).

A study done by Suleman and Hussain (2014) on effects of classroom physical environment on the academic achievement scores of secondary school in Pakistan found out that favourable physical learning infrastructure has a significant positive effect on the efficiency of any learning institution and acts as catalysing agent to provide a straight way for achieving predetermined objectives of education. In addition Mwiti (2012) point out that providing accessible educational physical infrastructure to adult learners with visual impairments enhances effective learning.

A study done by Puteh, Che Ahmad, Mohamed, Adnan, and Ibrahim (2015) found out that there is a relationship between the physical structure of the school including classroom, such as room organization, size of space, lighting and table arrangement, and psychological aspects, such as interaction between teachers and learners, and interaction among the learners. They also added that the way in which the physical aspect is organized can limit or encourage interaction that takes place in the classroom and display of expected behaviour.

In the same note American Printing House for the Blind [APHB] (2019), comments that physical classroom environment is a combination of different things i.e., lighting, temperature, ventilation system, size of the room, floor, walls, desks, chairs, rugs, whiteboards, computers etc. Teacher and students are considered the main elements of the classroom environment. The APHB studies are in the same line of looking at physical infrastructure suitable for learners with visual impairment. However those studies did not focus on conducive physical infrastructures for influencing adult learners with visual impairment to participate in learning literacy skills.

### **2.6.2 Instructional and learning materials**

Instructional materials as any device used to assist the instructor in the preparation of a lesson, teaching of the lesson and facilitate students' learning of the subject matter(Uzuegbu, Mbadiwe and Anulobi 2013). Instructional and Learning Materials are any collection of



materials including living and non-living objects and human and non-human resources that educator may use in teaching and learning situations to help achieve desired learning objectives (Lewis 2018).

Instructional materials may aid a learner in concretizing a learning experience so as to make learning more exciting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment. The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives (Kaspar, Wendy; Borgerding, & Jodie, 2017).

Different studies attempts to relate the concepts of instruction and learning materials and their overall influence on classroom management and effective curriculum implementation (Coleman & Anderson 2013; Orodho, Waweru, Ndichu & Nthinguri, 2013).

According to Lyons (2012) learning is a complex activity that involves interplay of students' motivation, physical facilities, instructional materials, and skills of teaching and curriculum demands. In addition to that Ministry of Education British Columbia (2011) described some of the instructional and learning materials suitable for facilitating literacy skills to adults with visual impairments as follows; text books (print, Braille and digital), apps, websites, online courses, activity books, study guides, teacher guides, labs, reference books, movies, DVDs, televisions shows, non-fiction books, CDs, magazines & periodicals, podcasts, maps & atlases.

Instructional materials are generally classified into three forms: Audio or aural instructional materials, visual instructional materials and audio-visual materials (Oladejo, Olosunde, Ojebisi & Isola, 2011; Olawale, 2013). Also, most educators equally agree that printed materials is the fourth major category of instructional materials (Adekeye, cited in Iwu, Ijioma, Onoja & Nzewuihe, 2011).

A study done in Nigeria by Afangideh and Jude (2012) on literacy materials applied in reading are; textual, pictorial, graphics, charts or dictionaries, songs, flash cards, overhead projectors, authentic materials, such as newspaper cuttings, video and television, computers, internet and multimedia projector.

The findings showed that there was a significant relationship between the availability of reading materials, conducive learning environment and educators' utilization of literacy materials in the development of literacy skills in reading to enhance participation and performance of the learners in learning literacy skills. Positive attitude towards the use of instructional and learning materials can enhance educators' competence (Kochung, 2011).

According to Olawale (2013) instructional materials include materials used to facilitate learning for better results. In the same vein they include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner (Iwu, Ijioma, Onoja & Nzewuihe, (2011). Willings (2018) point that there are different kinds of learning materials suitable for adults learners with visual impairments, some of them are: Braille tactile system of reading and writing, digital text presented on a computer or another device, the audio format which provides content as speech to which the learners listens audio format presented as recorded in human speech or synthesized electronic speech and large print to provides the same content as standard print in a larger font size.

In viewing the importance of instructional and learning materials, Agbulu and Wever (2011) posit that instructional materials are important because they are used for the transference of information from one individual to another, help the educator in extending his learner's horizon of experience, stimulate learners' interest and help both educators and students to overcome physical limitations during the presentation of subject matter, among others.

Also, most educators generally and equally agree that the creative use of variety of instructional materials will increase the probability that learner would learn more, retain better and bring about the skills they are expected to perform (Olawale, 2013).

Instructional and learning materials help improve access and educational outcomes since learners are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These materials should be provided in quality and quantity in schools for effective teaching-learning process (Okongo, Ngao, Rop& Nyongesa 2015). However, unavailability and inadequacy of learning resources were found to affect educators negatively. effectiveness in the use of teaching methods as well as focus on individual learner , hence fostering discipline and good attainment of good academic results (Orodho, Waweru, Ndichu & Nthinguri, 2013).

### **2.6.3 Financial resources**

Education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the literacy skills programmes (Dang & Bulus, 2015). Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration so that to enable effective provision of literacy skills to learners (Ugwulashi, 2012).

Availability of financial resources can leads in the concentrates largely on the allocation of finance in order to acquire and deploy the real resources such as staff, books, equipment and

materials, utilities and maintenance needed to provide educational experiences for learners (Nicoletti & Rabe, 2012).

Dang and Bulus (2015) in their study revealed that there is a relationship between financial resources and success of education programmes including learners' performance where there is inadequate and lack of finances support in running the schools either public, private boarding or day-school stand out as a challenge in meeting up the academic achievement or performance of the learners, thereby, discouraging effective learning and teaching.

The researcher is agree with the study because in order to bring participation of adults with visual impairments in literacy skills development programmes financial resources are of the great important. If the programme is well financed, it will increase participation of illiterate adults with visual impairments and if financial support is low it lower the participation and academic performance in general. However, the researcher did not show how enough and inadequate resources can influence participation of adults with visual impairments in adults literacy skills development programmes. For this case the current study is going to fill the gap where it will inform about the impact of financial resources in literacy skills development programmes to adults with visual impairments in Tabora Municipality.

A study done by Okeyani, Adelodun and Oresajo (2015) describe financial resource as the monetary resource which serves as a means of acquiring all the other educational resources. Its availability and mobilization is of great importance to any education industry. The financial position of an institution has a lot to do with the continuity/existence of the institution.

A study done by Andre Guimaraes, Resende, Martins, do Valle, Ricardo, Correa and Gomes, (2014) analysed the importance of financial resources for educational effectiveness in Brazil. The findings reveal that financial resources are paramount in increasing performance

and educational participation, and independence of learners (Andre et al, 2014). Adequate funding of the education industry (Basic, Post-basic, and Tertiary Institutions) and a well utilization of the available financial resources enables the system to function smoothly, effectively and efficiently and achievement and development for both learners with visual impairment and the society at large(Dang & Bulus, 2015).

Inadequate of financial resources devoted to education can be evidenced in many ways, including: inadequate of facilities; insufficient classrooms; insufficient, underpaid, and/or insufficiently trained educators; poor of management and supervision; lack of and/or poor quality textbooks and other learning materials; and insufficient attention to standards and quality assurance. Each and every one of these results of insufficient funding can act as a barrier to any learner seeking literacy skills training (National Open University of Nigeria [NOUN], 2009). Lack of financial resources is a major reason that contributes to the decrease participation of adult learners with visual impairment in the literacy skills programmes.

#### **2.6.4 Assistive devices**

In order to promote the classroom acceptance and participation of adults with visual impairments in literacy skills development programmes, one of the techniques is to use assistive devices and technology.

Mulloy, Gevarter, Hopkings, Sutherland and Ramdoss (2014) define, assistive technology as any tool that helps learners with disabilities to do things more quickly, easily or independently. Assistive technology” refers to a range of tools, devices, and strategies that allow a student to accomplish a task that they would otherwise be unable to do, or would have difficulty accomplishing effectively (American Print House for the Blind [APHB], 2019). In addition Assistive Technology Industry Association [ATIA], (2019) consider assistive technology (AT)

as any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

Assistive devices and technology is any product, instrument, equipment or technology adapted or specially designed for improving the functioning of a person with a disability (WHO, 2014).

Assistive devices more broadly used by or for persons with disability: for participation; to protect, support, train, measure or substitute for body functions/structures and activities; or to prevent impairments, activity limitations or participation restrictions and it may also include, devices, equipment instruments and software(WHO) International Organization for Standardization [WHO/ISO], (2011). For learners who are blind or visually impaired technological devices enables greater access to the educational curriculum immediately, independently access to information, and full participation in learning and community (D' Andrea & Siu, 2015).

When appropriate to the user and the user's environment, assistive technology is a powerful tool to increase independence and improve participation of learners with visual impairment (WHO, 2011). It helps individual person become mobile, communicate more effectively, see and hear better, and participate more fully in learning activities. By facilitating the participation and inclusion of adults with disabilities in all aspects of life, assistive technology can impact on self-image, self-esteem and sense of self-worth.

Different studies have been done in relation to the influence of assistive devices and technologies as strategies in helping learners with disabilities including adults with visual impairment to understand the contents like other learners without disabilities. Ahmed (2018) conducted a study to determine education professionals' opinions regarding the use of assistive technology in the classroom, the study found that Assistive technology can assist students who have challenges or

disabilities to meet their educational needs and to have an accessible educational environment allowing them to participate inside and outside the classroom. This accessibility can potentially increase learners' levels of participation, independence, academic skills, and quality of life (Jacobsen, 2012).

The study is clear about the use of assistive technology to persons with disabilities that increase access to environment and participation of learners in the whole learning process. In relation to the current study it true that assistive technology can be of a great help if used to adults with visual impairments in learning literacy skills. In connection to that (Chai, O' Vail, & Ayres, 2014) in their studies suggest that Assistive Technology has a positive impact on student achievement for learners with disabilities including AWVI in particular. In the study on exploring the impact of assistive technologies in the classroom for learners with disabilities, Coulon (2015) commented that when learners with visual impairment use assistive technology such as iPads software speech generators, electronic notebooks, and computer-assisted instruction, increases in academic achievement (e.g. spelling or writing skills) and an increase in learners engagement. Assistive technology enables learners who are visually impaired to access information and to complete tasks efficiently, thereby enabling them to achieve the highest level of independence possible, promotes acquisition of literacy, provides more equal access to information required for employment, and for access to information, in general, and facilitates social and community networks (Kelly &Smith, 2011).Assistive technology in increasing achievement of students especially in using software materials, large print access, speech access, braille access and scanned material access as well as printed one like Braille and large prints Coulon (2015). It has also been argued that assistive technology may reduce the need for formal

support services, reduce the time and physical burden for caregivers and prevent falls, injuries, further impairments and premature death (WHO, 2011).

The combination of the appropriate assistive technology device and assistive technology services can enhance the likelihood of success and overall well-being for a learner with visual impairment because it helps learners with visual impairments to compensate for these limitations (Jacobsen, 2012). That means appropriate

Moreover, assistive technology supports persons with disabilities to access and enjoy their rights; do things they value; and bridges disparities between children with and without disabilities (Bouck, Flanagan, Miller & Bassette, 2012; Larsson, 2012). It provides the means of access to and participation in educational, social and recreational opportunities; empowers greater physical and mental function and improved self-esteem; and reduces costs for educational services and individual supports (Alquraini & Gut, 2012).

Learners with visual impairments may require assistive technology which may focus upon; speech access, braille access, print access, tactile communication systems, or any combination of these access modes (Coulon, 2015). Access to and instruction with assistive technology must be driven by individual needs, so that to help adult learner to participate according to his or her pace (Jacobsen, 2012). Technologies like Braille technology, video magnifiers, screen reading software which made students who are visually impaired to excel in the field of education. (Bhatt & Kumari, 2015).

Appropriate assistive technology can be a powerful tool to increase a learner's independence and improve their participation. It can help learners become mobile, communicate more, see and hear better, and participate fully in learning and play activities and it bridges the disparities between learners with and without visual impairment (UNICEF, 2013).



So limitation in accessing assistive technology may affects adults with visual impairment in learning literacy skills as reported by WHO (2011) which asserted that the main barriers in accessing assistive technology in less resourced settings is the lack of funds. Limited financial resources in many countries have a major impact on availability and accessibility of assistive technology. Inadequacy of personnel with proper training in many developing countries, production of assistive devices is done only on a small scale, or perhaps not at all, due to limited access to materials, machinery and expertise (WHO, 2011). Without assistive technology, adults with visual impairment experiences exclusion, isolated, and dependence in their whole learning process and therefore reduce their participation in learning (WHO, 2018). So assistive devices can contribute either in inclusion where they are available and used effectively or where they are not available contribute to exclusion and affects participation of adults with visual impairments in literacy skills development programmes.

Little knowledge and lack of awareness about assistive technology to many people with visual impairment and their families have limited access to assistive products and services (WHO 2011; Kamaleri & Eide, 2011). This makes it difficult for persons with visual impairment and their families to know what assistive technologies are available or suitable and how they can be beneficial. Assistive technology services are often in short supply and located far away from where learners with visual impairment live so makes it difficulties for adults with visual impairment to access them (WHO, 2011). Inequities have been found not only between people living in different developing countries or regions of a country, or under different economic conditions but in most cases they have been found among people with different impairments (Lindsay & Tsybina, 2011). Although a wide range of types of assistive products are available globally, they are not available everywhere, and all designs are not appropriate in all settings.

Unless the design of an assistive product meets a learner's and the family's needs and preferences, and is suitable in their physical, social and cultural environment, there will continue to be a low demand for products (Samant, Matter & Harniss, 2013).

Inadequate of human resources is another barrier in accessing assistive technology, there are few or lack of properly trained personnel in manufacturing or adapting products, or delivering services (Magnusson & Ramstrand, 2009). Many countries report inadequate numbers of rehabilitation personnel who can use or produce assistive devices for learners with visual impairment (WHO, 2011). Financial barriers, the costs of purchasing, maintaining and replacing assistive products, and associated services and travelling costs constitute a major barrier in accessing assistive devices to learners with visual impairment (WHO 2011& 2010).

Resources are very important in promoting literacy skills development programmes to persons with visual impairments. However studies have revealed that lack of or inadequate of resource contribute to the low participation of adults with visual impairment in learning literacy skills.

Generally the review of literatures have revealed that inherent factors can either promote or lower participation of a person with visual impairment in literacy skills development programmes depending of the person himself or the surrounding environment. It has also shown that socio cultural beliefs and practices can play a role either in promoting or in reducing participation. Educators competence has also pointed out that can interfere with the participation by promoting learners become active or passive participants in the whole process of learning literacy skills. According to the literatures availability of resources contribute in the effective participation and where resources are inadequate participation of adult learners with visual impairment in literacy skills development programmes becomes ineffective. The factors behind the lack of availability of assistive technology in the classroom and to determine peoples'

attitudes towards supporting individuals with disabilities and their right to access the general education curriculum in the classroom.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter is explaining the methodology that was used in this study. It describes the research design, location of the study, target population, sample and sampling procedure, research instruments, data collection, data analysis and ethical procedures that were taken into consideration.

#### **3.2 Research Paradigm**

##### **Critical or Transformative**

Critical' refers to the capacity to inquire 'against the grain': to question the conceptual and theoretical bases of knowledge and method, to ask questions that go beyond prevailing assumptions and understandings, and to acknowledge the role of power and social position in phenomena.

Research applying critical paradigm targets at promoting critical awareness and breaking down the institutional structures and arrangements that reproduce oppressive beliefs, and the social inequalities that are formed, sustained and repeated by these social structures and ideologies (Henning, Van Rensburg, & Smit, 2004).

This paradigm is applied in this study because its emphasis is on participation of adults with visual impairment in literacy skills development programmes. The purpose of investigation in critical study is to confront inequality in the society (Clark 2006). In relation, Simons (2009), views that knowledge generated by critical research may serve as a first step towards addressing such injustices.

Critical paradigm seeks to uncover the interests at work in particular situations and to interrogate the legitimacy of those interests, identifying the extent to which they are legitimate in the interests of equality and democracy. Its intention is transformative to transform society and individuals to social democracy so that adults with visual impairment can participate equally in the learning of literacy skills. Improving the quality of life, be it in the workplace or social setting therefore focuses on the elimination or reduction of inequality, preferential treatment, and discrimination.

Critical theory identifies the 'false' or 'fragmented' consciousness that has brought an individual or social group to relative powerlessness or power and it questions the legitimacy of this. It investigates issues of repression, lack of freedom of expression, ideology, participation (or not), representation (or not), inclusion or exclusion and the protection of interests.

The critical paradigm in this study is appropriate because the researchers has used the social model of disability because theorists of the social model of disability which argue that it is economic, cultural, attitudinal, physical and social barriers which stop people with impairments from participating fully in society (Germon, 2000; Ndeezi, 2004; Oliver, 1996; Truman, 2000). For this case both theories are seeking for equal participation in the society.

In this respect the purpose of a critical theory paradigm in research is practical, namely to bring about a more just, egalitarian society in which individual and collective freedom are secured. The contribution of critical theory is, therefore, often not just adding to or improving current knowledge or philosophy but also contributing to the physical living quality of people in a particular community, environment or in general.

### **3.3 Research Design**

In the investigation of participation of adults with visual impairment in literacy skills development programmes, the study used a qualitative research approach. Qualitative approach was considered relevant due to its nature of providing data from the respondents in the natural settings (Gall, Gall & Borg, 2007). The natural settings for this case were inclusive and special schools for children with visual impairment which are also responsible to enrol adults with visual impairments. The researcher paid a visit in this school in order to see if at all adults' learners with visual impairments were available at the centre. In the visit learners were observed in school, how they participated in the classroom and outside the class activities. Since different people have different ways of seeing and perceiving the world (Creswell, 2009; Johnson & Christensen, 2012), it is good to get these different individual perceptions and how adults with visual impairments participates in the literacy skills programmes.

#### **Case study design**

The researcher used a case study as research design because case study design is an empirical inquiry that investigates a contemporary phenomenon (the 'Case') in depth and within its real-world context (Yin, 2013). Yin also adds that case study research design helps an in-depth understanding of a contemporary phenomenon in context so that the findings generate insight into how the phenomenon actually occurs within a given situation. In addition to that, case study research is also concerned with studying the phenomenon in context, so that the findings generate insight into how the phenomenon actually occurs within a given situation, can also explain, describe, illustrate and enlighten (Yin, 2009).

Case study design was used because it is suitable for answering questions that start with how, who and why. It is concerned with investigating single or multiple units of study, using familiar research methods for data collection such as interviews or surveys.

The researcher chose a case study design with qualitative methods of data collection and analysis because he wanted to study the phenomenon in depth and in its real context. Each individual respondent was treated as a case in this study because each individual has his/her own background which makes him/her different from others.

### **Location of the Study**

This study was conducted in Tabora Municipality which is in Tabora region, it is located in the western part of the United Republic of Tanzania. Tabora Municipality is surrounded by Uyui district. The Municipality was purposively selected because there are schools enrolling adult learners with visual impairment. These schools are Furaha which is special school for learners with visual impairment and Isike primary school which is inclusive school) and they have enrolled learners with different disabilities including adults with visual impairment in literacy skills programme. This could help in the organization of interviews session. Other considerations include travel logistics, familiarity to the environment and options for places to stay during research activities, all these are manageable in this region.

### **3.4 Target Population**

The target population is the total group of individuals from which the sample might be drawn (McLeod, 2019).

The current study intended to get information on the participation of adults with visual impairment in literacy skills programmes. To achieve this intention and compromise with time

and resources, targeted population of this study included adults with visual impairment, special education educators, head teacher, education officers and social worker.

### **3.5 Sample Size**

The sample for this particular study consist of five (5) adults learners from the population of thirty two (32) adults learners with visual impairment, two (2) special education educators, out of two special education educators, one (1) head of school out of two head of school, two (2) education officers out of six (6) education officers and one (1) social worker out of three social workers officers. The total number of population was forty five (45) and the total number of sample size was eleven (11). Cohen, Monion and Morrison (2007) define a sample as a smaller group or subset of a total population in such a way that the knowledge gained is representative of the total population under study. Regarding sample size, Cohen et al. (2007) contend that there is no clear-cut answer to a question that often plagues novice researchers on how large their sample for the research should be. Patton (2002) recommends that sample size depends on what a researcher wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with available time and resources.

#### **Sample size and a profile of participants**

Adults learners were five whereby three were male and two female, adults educators were two one male and one female, head of school was one male, education officers were two one male and one female and social worker officer was a one female. So the total number was six male and five female which makes the total of eleven.

Adult learners who participated in this study were five and all of them were from Furaha Special School. Although the study had targeted Furaha and Isike, due to lack of special education educators, learners who were enrolled in Isike had been transferred to Furaha School. It for this



reason Isike inclusive school was removed during data collection. Adult learners provided information on their experience in the participating in the literacy skills development programme.

Adult educators who participated were two and all of them were from Furaha School. Educators provided information about the participation of adults in literacy skills development program because they are responsible in the whole process of implementing adults' literacy skills curriculum. Head of school participated in this study was from Furaha special school for the blind, he provided information on how adults with visual impairment participate in the literacy skills development program because he is responsible in the admission process, allocation of the available resources and day to day running and supervision of the programme in the school level.

Two Education Officers participated in the study, one was responsible with special education in the district and another one is responsible of adult education in the district. They were selected because they were expected to provide information on how adults with visual impairment participate in literacy skills development program because they are responsible with supervision of curriculum implementation of all educational programmes in district level.

District Social Worker who participated in this study was one. This one gave information gave information about literacy status among persons with visual impairment because she is responsible with social affairs of all the people in the community including education affairs to persons with disabilities in the district.

### **3.6. Sampling technique**

To accomplish the investigation, the current study used purposive sampling technique to obtain participants. This is based on the intention or the purpose of study.

In purposeful or judgmental sampling the organizers of the inquiry purposively choose the particular units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one will be typical or representative of the whole (Kothari & Garg 2014).

Educators were purposively selected because, apart from being special education teacher who teach learners who are visually impaired, they are also facilitators of adults' literacy skills development programmes, so they have knowledge, skills and experience of educating adults with visual impairment. They have enough information on the process of facilitating literacy skills to adult learners with Visual Impairment. The main criterion of preference was qualification of teaching the classes having learners with visual impairments. It is therefore important to find out how adults with visual impairments are involved in the programmes and learning process. In the same way Head of school which enrol adults' learners was selected because of the responsibilities in day to the day supervision and running of the adults' literacy skills programmes in the institution level. He was responsible in budgeting, procurement of items for the programmes, evaluation and writing report on the progress of the programme. Due to this their participation in this study was very important because it is assumed that they have information on how the programme is conducted and how adults with visual impairment participate. The researcher included the district Special Education officer and adult education officer from the district in order to get information about the preparation and implementation of the adult literacy skills programmes to adults with visual impairments. Because they are responsible with the supervision of the implementation of the programmes in the district level to get information about the implementation of the programme and how adults with visual impairment participate. The same way adult learners with visual impairments who have been

enrolled in the literacy skills programmes were selected to participate in the study in order to get information about their participation in the programmes. Selections were done in among the learners who are beginners and they were picked randomly and continuing learners. Community development and Social workers officer was selected because is responsible for social affairs of people including persons with visual impairments in the district.

### **3.7 Research Instruments**

#### **Interview guide**

To collect information from participation for this study, individual face-to-face interviews were carried out. An interviews is typically a face-to-face conversation between a researcher and a participant and it involves a transfer of information to the interviewer (Cresswell, 2013). In this study, semi-structured interviews were conducted with all the participants. Interviews allow respondents to speak out their opinions, feelings, beliefs, insights, attitudes and experiences about a phenomenon under investigation. By the use of interview method, it is possible to make follow up questions, respondents are available to clarify immediate concerns and ambiguous statements (Ary, Jacobs, Razavieh & Sorensen, 2010).

The researcher decided to use this instrument because interviews provide useful information and the researcher has better control over the type of information that is received. If worded corrected questions will encourage unbiased and truthful answers, (Bell & Waters, 2014).

Through interview interviewees have wide chances of expressing themselves and giving of information about participation of adults' learners with visual impairments in the literacy skills programmes. The interview guide was translated from English to Kiswahili Language by the secondary school teacher who specialised in teaching English and Kiswahili languages subjects. Kiswahili language was used because it is the medium of instruction in the adult literacy

programmes and also official language in Tanzania. The duration of interview session for every participant depended on the ability of each individual especially in understanding of the questions and providing answers. The interview session ranged from 30 minutes to 45 minutes. The researcher used audio recording material so that to maintain the original data. Tape recording ensured the continuity of the interview, and speeded up the interview session and thereby saving time (Gay, Mills & Airasian, 2009). At the same times the researcher took notes in a note book. Thereafter the information from audio were transcribed and analysed after interviews.

### **Observation**

The researcher visited identified schools, observations were made using observation guide and what was observed was written in the note book. During the observation, the researcher took the opportunity to write the information on the conditions of the learning centre or schools such as infrastructure which include nature of the buildings, size of the classrooms, walk ways, toilets, furniture, lightings and ventilation. The instructional materials such as books, writing materials for example slates and styluses, pocket frames and Braille kits also observed. Assistive devices such as computer, closed circuit television, digital recording braille embosser and magnifiers were also observed and how they influences participation of adult with visual impairments in literacy skills development programmes. The main focus of the observation was on the adults' participation in the literacy skills development programmes. Information got was also recorded in the note book.

### **Pre testing of the interview guide**

Research instruments were pre tested with four members in the master's program in the faculty of special needs and rehabilitation before they were taken to the field for data collection. This was done in order to see whether the instruments could collect the intended information. This helped to find out the validity of the instrument. Thereafter the researcher organised instruments and went for data collection.

### **3.8. Data Collection Procedure**

The researcher got an introductory letter from Kyambogo University, permission from the Municipal director and continued to the Municipal education officer of Tabora Municipality. Then he contacted and got consent from the identified participants starting with adults with visual impairment, educators, district special education officer, district adult education officer, head of school and district social worker. Data collection procedures were done in the participants respective areas. Data were collected from each participant independently using semi structured interview guides. The researcher used the interview guides to explore the participant's on the participation of adults with visual impairment in literacy skills development programme. During interview the conversations were recorded using tape recorder. The observation schedule was focused on the availability of assistive devices, instructional materials and their usage.

### **3.9. Data Analysis**

Data analysis begun immediately after the first data collection process. When the process of data collection was done, the researcher reviewed the data to confirm that what I had written was corresponding with what was recorded to ensure transcription was done accurately. The researcher organised the instruments according to the sources that is adult learners, adult teachers, head of schools, educational officers and social worker officer. Thereafter the

researcher arranges the data according to the questions. Then the researcher requested one of the tutor from teachers college who specialised in teaching English and Kiswahili to translated data from Kiswahili to English Language. Afterwards, thematic analysis was used to organize data. Thematic analysis is the process that identifies, analyses and report the occurrence of themes in the data collected from the field (Clarke & Braun, 2013).

Data collected from the field were organized by arranged in a clear and logic set in order to bring meaning in the study. Data were summarized by condensed them in relating all the information that has been gathered regarding the variables. Data were synthesized by bringing various parts collected to form the whole, in order to provide the necessary information for description. Data analysis is important as it is the way of describing and interpreting these raw data, in order to obtain the meaning and pattern from it (Bell, 2005). The analysis and interpretation of data represent the application of deductive and inductive logic to the research (Morrison 2007). In the thematic analysis of data the researcher used the interview question as a theme and the information got from the participants to identify sub themes.

This was accomplished through grouping data that provide similar type of information (categorization). The researcher searched words or phrases that reflect specific events and that begin to repeat themselves throughout the collected data. After organizing the data, the researcher describe various pertinent aspects of the findings including the settings, the individuals being studied, the purpose of activities examined and the viewpoint of participants. Finally, data was interpreted. Interpretation were involves explaining the findings, answering how and why questions, attaching significance to particular results and putting patterns into analytic framework (Mertler, 2012).

### **3.10. Ethical Considerations**

Disability-friendly ethical procedures and processes such as; the needs of participants, ensuring on going assent or consent, handling relationships that develop during the research process, unanticipated, distressing emotions, unexpected revelations as described by National Disability Authority (NDA, 2009) were used to reduce the fears of disability research and enhance contributions to the generation of new knowledge that can potentially improve the lives of persons with disability. Nuwagaba and Rule (2015) noted that research ethics exist to guide researchers and research participants in a way which guarantee the production of new knowledge does not damage the investigator and research participants.

For this case before moving out for actual data collection, the researcher took the following measures to ensure adherence to research ethics: First of all the researcher requested for introduction an letter from Kyambogo University which the researcher could use to introduce in the field, secondly the researcher got the permission from relevant authorities namely, District Executive Director of Tabora Municipality and Municipal Education Officer. Thirdly written participants consent form to seek their willingness to participate in the study. For the visually impaired participants who were learners in the literacy programmes the researcher read the letter to each one of them and got verbal response which confirm their readiness to participate.

In order to secure their cooperation, participants were informed the purpose of the study and also assured that their responses would be treated with utmost confidentiality. The researcher also assured the participants that the information they provided would be used for academic purposes. Participant confidentiality was also ensured by hiding their names, and instead, pseudonyms of letters and numbers were used. The numbers were added to indicate the number of a given participant in a particular group. For instance, AL1- 5 means Adult learner one to five (1 – 5).

AE1 means adult educator one (1) and AE 2 educator two (2). HS means head of school. EDO1 means education officer one (1), EDO2 means education officer two (2) and SWO means Social worker officer. The numbers have nothing to do with values or ranks of participants.



## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter is a presentation of the findings of the study which sought to establish participation of adults with visual impairments in adult literacy skills development programmes in Tabora Municipality.

The study has been guided by four objectives which are: Inherent conditions of adults with visual impairment which influence participation; Socio cultural beliefs and practices which affects participation; Educators' competencies and their influence in participation, Availability of resources and its effect on participation

For the purpose of protecting participant's anonymity, their names were not used. Instead, the researcher used composed letters and number (pseudonyms) to identify them.

The results were presented according to the themes and sub themes developed from the data through thematic approach of data coding in relation to the main areas, of literature of the study.

The results are presented in relation to the views of the participants focusing on emerged themes during data analysis.

In the study, themes were: inherent conditions where the sub themes were motivation, self - esteem, negative attitude, visual impairment and old age of the learners. Socio-cultural beliefs and practices the sub themes were negative social-cultural beliefs and negative socio-cultural practices. Educators' competencies and the sub themes were Educators training; knowledge, skills and values training and Teaching or facilitation methods. On the availability of resources the sub themes were Physical infrastructures, instructional or learning materials, assistive technology or devices and financial support.

## **4.2 Inherent conditions that influence participation of adults with visual impairment in adult literacy skills development programmes**

The study sought to investigate inherent conditions that influence participation of adults with visual impairments in literacy skills development programmes in Tabora Municipality. This theme was important to find out in order to get clear understanding about those factors which influence participation of adults with visual impairment in literacy skills development programmes. Some of these inherent conditions as revealed by participants are: motivation, self-esteem, attitude, visual impairment and old age of the learner. These conditions are influencing participation in both ways; positively and negatively to adults' learners with visual impairments.

When Participants were asked about inherent conditions which influence participation of adults with visual impairments in literacy skills development programs, they mentioned motivation, self-esteem, attitude, visual impairment and old age of learner.

### **4.2.1 Motivation**

Responses from participants (n = 5) indicated intrinsic motivation as an inherent factor which influence participation in literacy skills development programme.

The following is a verbal quotation as illustrated by one of the participant:

*Motisha ndiyo inafanya mimi nishiriki katika mpango huu, kwani nikijua kusoma, kuandika na kuhesabu itakuwa rahisi kwangu kupata taarifa mbalimbali ambazo nilikuwa sisizipati (ALI)*

*[It is the motivation which makes me participate in this programme because if I understand well reading, writing and arithmetic it will be easy to get more information which I could not get before].*

The response shows that intrinsic motivation contributed to participation in literacy skills development programmes.

Other response from participants (n = 5), showed that lack of motivation has contributed to the drop out of some students in the programmes. As they explain further they revealed that low or lack of motivation has been caused by looking at their impairment as the stumbling block for them to continue with the programmes. So lack of motivation has caused their exclusion and therefore contributes to low participating in learning literacy skills.

One of the participants strongly said that:

*Wenzetu tuliokuwa tumejiandikisha pamoja walikosa motisha ya kuendelea kwa sababu walisema mtu mzima kipofu hata akisoma nani atamwajiri? Ni bora kwenda kutafuta liziki ya kulisha watoto kuliko kupoteza muda kukaa shuleni (AL2).*

*[Some of our colleagues whom we enrolled together have dropped out because of low motivation; they said that “adult person with blindness even if get education who is going to employ him or her?, It is better we go and look for daily bread to feed our children instead of wasting time in school].*

The findings reveal that, lack of motivation has influenced low participation of adults with visual impairments in literacy skills development programmes because motivation and enthusiasm manifest as desire and interest, and as a driving force that pushes to take an action and pursue goals. It often happens that an opportunity to participate can be available, but lack the motivation may influence a person from less participation in the literacy skills development programs. For this case there is a relationship between the inherent conditions such as lack of motivation has affected negatively participation of adults with visual impairments in literacy skills development programmes in Tabora Municipality.

#### **4.2.3 Self-esteem**

Response from participants (n = 5) showed that low self-esteem has contributed to the low participation of adults with visual impairments in literacy skills development programmes,

Other participants such as two adults' learners explain that self-esteem as an inherent condition can positively influence participation in literacy skills development programs.

Example of one participant said that:

*Kama mtu hana msukumo wa ndani hawezi kuendelea na kujifunza kuandika, kusoma na kuhesabu kwani haoni faida atakayoipata baadaye (AL 5).*

*[If a person does not have self-esteem, he/she cannot continue to learn skills like writing, reading and numeracy because he or she does not understand its importance].*

The response showed that due to low self-esteem some of the adults with visual impairment dropped out from the programmes. Even though the opportunity is available but because of inherent low self - esteem they have failed to participate in learning literacy skills. For that reason low self-esteem is the inherent condition which has contributed to low participation of adults with visual impairment in literacy skills development programmes.

#### **4.2.4 Attitude**

Participants noted attitude as an inherent condition which influence participation in literacy skills development programs. Participants such as head of schools, four adult learners and two education officers, explained that negative attitudes contribute in lowering participation in learning literacy skills. Participants (n = 2) stated that positive attitude contributes to effective participation of a person with visual impairment in the learning of literacy skills.

For example one of the participant explains that:

*Baadhi ya wenzetu wameachana na mpango huu na wengine hawapendi kujiunga kwa sababu wanasema mtu mzima asiyeona hawezi kusoma na hata akisoma itamsaidia nini. Kama wanaoona wenyewe yanawashinda vipi kwa mtu asiyeona (ALA).*

*[Some of our colleagues have left the programmes and some does not want to enrol because they said that, adult with visual impairment cannot learn. Even*

*if you go to school what are you going to benefit. If the sighted are failing what about a blind person].*

The response shows that negative attitude from within a person can affect participation in literacy skills development programmes. Adults with visual impairments are influenced by negative attitude towards themselves and literacy skills programmes. Because of negative attitude some of them have dropped out from the programmes hence cause low participation. Negative attitude has been pointed by most of the participants as the cause of ineffective participation.

#### **4.2.5 Visual impairment**

Participants (n = 6) explain that visual impairment can contribute ineffective participation of adults in literacy skills development programs.

For example one of the participants said:

*Kutokuona husababisha matatizo mengi sana na hasa kwa mtu mzima. Wakati mwingine hata hisi za kusoma za mtu zinakuwa na uzito wa kupapasa maandishi ya braille hivyo kumfanya mtu asishiriki vema katika kujifunza. Hii ni kwa sababu ya ulemavu wa kutokuona maana angekuwa anaona angejifunza maandishi ya kawaida kama wengine(AE2).*

*[Visual impairment causes many problems especially to adults because sometimes reading braille by touch may be difficult due to inactive senses in reading braille. The reason of this is the impairment within a person, if he/she was not impaired, could have been reading normal prints like others].*

One participant (ED2) said that where there are effective trained educators, conducive learning environment and community support visual impairment may not be a challenge because learning is accessible and participation in literacy skills development programmes is enabled.

This has been said by one of the participant:

*Kutokuona sio tatizo hasa pale ambapo kunavifaa visaidizi vya kitechnolojia, miundombinu rafiki, walimu waliofundishwa elimu maalumu na hasa namna*

*ya kuwafundisha watu wazima, uwepo wa vifaa vya kufundishia na kujifunzia na madarasa yaliyopangwa vizuri (EDO2).*

*[Visual impairment is not a challenge where there are assistive technology, friendly use infrastructure, trained educators in special needs and specifically in facilitating adults' learners, availability of teaching and learning materials and well organized classroom].*

Vision plays an important role in life, at every stage of life. Vision impairment and multiple disabilities can also affecting every aspect of a person's life.

According to the participants visual impairment has been associated with low participation or lack of participation in literacy skills development programmes because of its impact to adults. It has revealed that;

Adults with vision impairment have difficulties with mobility, such as walking, as well in accessing information sometimes may have depression and anxiety. They have a flow-on effect to other areas of life, for example it makes more difficult to develop or maintain friendships and social networks. It is also have a significant impact on a person's ability to ready braille because of inactive sense in reading braille by touch. For this case participants have proved that visual impairments has been a course to some of the learners to dropout from the programmes.

In this regard participants have showed that visual impairment being an inherent condition among adults with visual impairment contributes in low participation of adults with visual impairments in literacy skills development programmes in Tabora Municipality.

However where learning environment is well modified to accommodate adults with visual impairment the challenge of impairment can be solve and can gear full participation in literacy skills programmes.

At this juncture however much of the findings showed visual impairment has contributed to lower participation but in another way where learning environment is accessible visual impairment cannot be a barrier.

### **Old age of a learner**

Participants (n = 2) were of the views that age of a learner may increase the ability to learn and understanding literacy skills because adult persons knows what they are doing hence can concentrate in learning in order to achieve what they want. While participants three adults learners, two head of schools and social worker were of the view that old adult age may contribute in the decrease of the ability in learning. The following is a verbal quotation from one adult learner:

*Ni kweli kwamba tunapenda kujifunza kujua kusoma, kuandika na kuhesabu pamoja na masomo mengine, lakini tunapata ugumu kwa sababu ya umri huu wa utu uzima tunakuwa na mambo mengi kichwani na hisi zetu za kugusa zimeisha fifia sana kwa kupapasa braille(AL2).*

*[It is true that we like to learn how to read, write and numeracy with other lessons but old age is our biggest challenge because as older adults we have many things in our heads that affects concentration and our sensitivity to touch in reading Braille has been reduced].*

According to the participants' old age of adults with visual impairment may cause some difficulties especially in understanding braille dots using fingers and some of the abstract lessons. Because same times they may forget what was taught before.

The researcher realised that old age of adults with visual impairment may affects in the participation of a person in literacy skills development program because of fear of fail and taking long time in learning one thing.

In giving general comments participants requested for psychosocial support so that they can learn and develop their life.

One of the participants explained that:

*Tunahitaji msaada wa kitaalam na hasa kupatiwa ushauri jinsi ya kuchukuliana na hali hii inayoathiri ushiriki wetu katika harakati za kujifunza (ALI).*

*[We need professional help such as guidance and counselling on how to cope with the condition which hinder our participation in the learning endeavours]. Similar information was also obtained from other participants.*

### **4.3 Socio-cultural beliefs and practices which affects participation of adults with visual impairment in adult literacy skills development programmes.**

The study investigated socio cultural beliefs and practices which affects participation of adults with visual impairment in adult literacy skills development programmes in Tabora Municipality. It was important to find out on this theme in order to get clear understanding about those sub themes which influence participation of adults with visual impairment in literacy skills development programmes. Some of these sub themes have been revealed by participants as: Negative socio cultural believe and negative socio cultural practice.

#### **4.3.1 Socio-cultural beliefs**

It emerged in this study that socio cultural beliefs and practices are the elements in either promoting participation or lower participation of adults with visual impairment.

Participants (n = 8) commented that the communities still have negative beliefs about adults with visual impairments. The following verbal quotation from one participant explains further;



*Katika jamii baadhi ya watu wanaogopa kupeana mikono na watu wasioona wakati wa kusalimiana wakiamini kwamba upofu unaambukiza. Baadhi ya watu pia huepuka hata kukaa karibu na mtu asiyeona wanaamini kwamba upofu ni laana, bahati mbaya, ni mzigo katika jamii, dhambi, adhabu kutoka kwa Mungu (AL4).*

*[In the community, some people fear to shake hands with us when greeting each other because they believe that visual impairment is contagious. Some of the people avoid even to sit nearby a person with visual impairments, they beliefs that adults with visual impairment as a curse, bad luck, sin, punishment from God, and burden in the society].*

The response shows that negative socio-cultural beliefs such as a person with visual impairment cannot do anything, are a burden, beggars, cannot learn, they are nothing, they are like dead bodies and these have contributed to the exclusion of adults with visual impairment in literacy skills development programmes.

Participants (n = 6) reveal that positive beliefs of the community towards adults with visual impairments contributes in the participation of the persons in the community developmental activities. Therefore they should be supported in order to achieve their goal.

The following is a verbal quote:

*Jamii ikiwa na mtazamo chanya juu ya kuwashirikisha watu wasioona itakuwa ni rahisi kwetu kushiriki katika shughuli mbalimbali za maendeleo (AL3)*

*[If the community changes to positive attitude and gives opportunities to people with visual impairment to participate in the community developmental activities it may make easy for us to participate]*

The researcher is of the view that because of negative beliefs of the community towards adults with visual impairment, the provision of equal opportunities in education and other affairs such as Health, transport and ownership of the property have been affected.

## Socio-cultural practices

Participants (n = 4) mentioned that some of the socio-cultural practices such as giving a gift to a disabled person is one way of obtaining favour from God. This practice increases participation of persons with visual impairments in literacy skills development programmes. Participants (n=9) highlighted that negative social-cultural practices such as killing of persons with albinism, hiding of persons with disabilities, denial of taking to school people with disabilities affect participation of adults with visual impairment in literacy skills development programmes.

The following verbal quotation illustrated by one of the participant:

*Kunavitendo vya jamii ambavyo vinasababisha hofu kwa watu wenye ulemavu kushiriki katika shuguli na mipango ya jamii. Kwa mfano kitendo cha kukata viungo au kuwauwa watu wenye ualbino kinasababisha hofu na mashaka kwa watu wenye ulemavu kushiriki katika shughuli za kisomo cha manufaa (AL5).*

*[There are socio-cultural practices which cause fear to persons with disabilities to participate in the community developmental activities. For example cutting part of the body or killing of persons with albinism causes fear and worries to persons with disabilities to participate in literacy skills activities].*

The response shows that negative socio-cultural practices such as hiding person with visual impairment, locked them in the house, tying them on a tree or somewhere else, throwing them in the bush or river, isolation, segregation, discrimination, cutting part of their body or killing them have contributed to the exclusion of persons with disabilities in different developmental activities hence affecting participation of adults with visual impairment in literacy skills development programmes.

The researcher had of the view that because of negative socio-cultural practices of the community towards adults with visual impairment participation in learning literacy skills and in other activities such as Health, transport and ownership of the property has been reduced.

#### **4.4.1 The influence of educators' competencies on the participation of adults with visual impairment in adult literacy skills development.**

The study addressed the competence of educators in influencing participation of adults with visual impairments in literacy skills programmes in Tabora Municipality. As far as training of students who are adults with visual impairments is concerned it was important to find out influence of educators who are the facilitators in the participation of adults with visual impairments in literacy skills development programmes. The term teacher or facilitator can be used because the training is taking place in the school environment where teacher are teaching and in other words educators are the one who are responsible to teach adults in this programmes. The study was looking at the following sub theme in this objective: Educators training; knowledge, skills and values and facilitation methods.

#### **4.4.2 Educators training; knowledge, skills and values**

The study thought to find contribution of educators training in influencing participation of adults with visual impairments in literacy skills development programmes. In this sub theme the study wanted to found out how educators were equipped with knowledge, skills and value required in influencing participation.

Participants (n = 5) said that educators of adults' literacy skills programmes undergone certificate level of training in special needs education and attended one week seminar of training in facilitating adults literacy skills which was conducted by Kibreli Educational Center for the Blind (KECB) a non - government organisations and it was the only training which prepared them to facilitate literacy skills programme to adults with visual impairments.

The following is a verbal quotation from respondent:

*Wawezeshaji sio mahili kwa sababu walipata mafunzo ya muda wa wiki moja tu, ambapo sio rahisi kuwezesha sawasawa darasa la watu wazima wenye mahitaji maalum(EDO2).*

*[Educators are not competent enough because they attended short training for almost one week only something which makes difficulty in the effective facilitation of adults learners with special needs].*

The response shows that educators are not competent in facilitating literacy skills to adults with visual impairment in literacy skills development programmes because of inadequate training level in special needs education.

Because of that the researcher had the view that lack of enough training to educators has influencing participation of adults learners with visual impairment negatively, this is due to the fact that educators who are not well trained in the area of special needs education and in facilitating adults literacy skills programme cannot be effective in the facilitation of literacy skills to learner who are visually impaired.

#### **4.4.3 Teaching or Facilitation methods**

The study there for investigated how educators apply facilitation methods or strategies in the whole process of facilitating literacy skills to adults with visual impairments. In this sub them the researcher investigated how facilitation methods influence participation of adults with visual impairments in literacy skills development programmes.

Participants (n = 6) showed that educators are using inappropriate facilitation methods to facilitate literacy skills to adults with visual impairment.

The following verbal quotation of one participant explains the opinion:

*Wawezeshaji wa mafunzo wanapungukiwa na matumizi ya njia sahihi katika kufundisha watu wazima wasioona. Kwa mfano wanatumia njia zingine zinazofaa kufundishia watoto katika shule za msingi. Hivyo wanakisomo hawajisikii vizuri (HS).*

*[Educators are using inappropriate facilitation methods in the training adults with visual impairment. For example they use methods of teaching children in steady of methods of teaching adults. For this case learners do not benefit].*

Participant (n = 2) started that educators are using appropriate teaching methods such as question and answers and group discussion in teaching adults with visual impairment.

According to the findings it has revealed that inappropriate teaching or facilitation methods have influenced ineffective participation of adults with visual impairments in literacy skills development programmes in Tabora Municipality. This shows that educators are incompetent in the application of facilitation methods to adults with visual impairments.

#### **4.5 Available resources to facilitate participation of adults with visual impairment in literacy skills programmes.**

The study sought to assess the availability of resources to facilitate participation of adults with visual impairment in literacy skills development programmes in Tabora Municipality.

When participants asked about the availability of resources in facilitating literacy skills development programs participants they mentioned resources such as instructional materials, assistive or technological devices and financial support.

##### **4.5.1 Physical infrastructure**

The study finds out that the effect of physical infrastructure and how it influence participation of adults with visual impairment in literacy skills development programmes.

When participants asked about the physical infrastructure of the centre they explained that the infrastructure of the centre is accessible to learners with visual impairment. This has been proved by all participants: (n = 9) explained that the physical infrastructure of the school is suitable for persons with visual impairment. All the facilities like toilets, classrooms, dormitories, dining hall, walk ways that were constructed to suit the needs of persons with visual impairment.

The following is a verbal quotation of one participant.

*Miundombinu ya kituo hiki ni rafiki kwa watu wasioona kwa hiyo tunaweza kufika katika kila kona ya shule bila kizuizi chochote (AL3).*

*[The physical infrastructures of this school are friendly to use by persons with visual impairment so we are able to access every corner of the school without any limitation].*

The response generally shows that the infrastructures of the centre are accessible to persons with visual impairment.

During the data collection the researcher observed that in Furaha special school for the blind the physical infrastructure such as classrooms, type of furniture the student's use, path ways, land marks, toilets, dormitories, dining hall, kitchen, recreation room, sports arenas, laundry, beds, radars, entrances, were well constructed to suit learning movements of persons with visual impairment. For this case the physical infrastructures are supportive in participation of adults' learners in learning literacy skills. However there was no ramp in all building something which may hinder participation of adults learners with multiple impairment such as visual impairment and physical impairment or adults learners with visual impairment who are wheel chair users.

#### 4.5.1 Instructional or learning materials

The study thought to find contribution of available resources in facilitation of participation of adults with visual impairments in literacy skills development programmes. In this sub theme the study found out how instructional or learning materials facilitate participation of the adults learners in literacy skills development programs.

Participants (n = 11) have revealed that there were inadequate instructional and learning materials which limit facilitation of literacy skills programmes.

The following is a verbal quotation from one of the participant who strongly said that.

*Kunaupungufu wa vifaa kwa ajili ya kufundishia na kujifunzia kiasi kwamba inasababisha ugumu katika ujifunzaji wa wanakisomo wetu. Changamoto kubwa ni vitabu, kwani hakuna vitabu vyenye habari kwa ajili ya watu wazima bali vitabu vilivyopo ni kwa ajili ya watoto wa shule za msingi. Vile vile hakuna vitabu vya maandishi yaliyokuzwa kwa ajili ya wenye uoni hafifu bali vitabu vyote vimeandikwa kwa braille (AE1).*

*[There is shortage of teaching and learning materials in such a way that it demotivates moral in learning. The big challenge is books, we don't have story books relevant to adults. Most of the books are for children in primary schools. Also there are no large print books for low vision learners and all the books available are written in braille].*

The response shows that the programmes of teaching literacy to adults with visual impairment is not well facilitated in terms of instructional materials and for that case it lower participation.

During observation the researcher observed some of the instructional materials such as; Braille books, slates, stylus, Perkins braille and braille paper. These are the materials which have been used throughout the programmes. There are no large print text books for learners with low vision.

#### 4.5.2 Assistive devices

The study went further to assess types of assistive technology which are available for adults who are visually impaired which influence participation in learning literacy skills.

Participants: (n = 2) showed that there is enough assistive devices for teaching literacy skills development programme while participants such as two adult educators, three adult learners and one education officers admitted that there are inadequate assistive devices to facilitate literacy skills development programme for adults with visual impairment.

Most of the assistive devices are those equipment which are in low technology. In explaining more they mentioned those devices such as Perkins braille, slates and stylus, they continue that there are also few advanced technological devices but were not exposed to it.

Example of participant verbal quotation:

*Vifa vya kutumia wakati wa kujifunza kama vile Perkins braille havitoshelezi kiasi kwamba inabidi wakati mwingine usubirie mwenzako amalize kazi ndipo na wewe uchukue uanze pia vifaa visaidizi vya kisasa katika kurahisisha ujifunzaji wetu havitoshi na baadhi havipo kabisa jambo ambalo linathiri sana ushiriki wetu katika ujifunzaji (AL5).*

*[Assistive devices such as Perkins braille are few in comparing to the number of learners, you need to wait after your colleague finishes then you borrow the machine and starts to do your work. Also technological devices are very few and I can even say some of them are not there, something which affects our participation in the learning process].*

Similar information was given by other participants.

This shows that inadequate of assistive devices have contributed to lower participation of learners in literacy skills development program.

The researcher noticed that there were; forty hands frames or slates, forty stylus, fifty pocket frames, twenty abacus, seven type writers and all of them were faulty, ten Perkins braille, twelve



reams of braille paper, twenty five braille kits computer but two was faulty and three had Job Access With Sound(JAWS) software and one has no JAWS software. Ten closed circuit television but seven was faulty and three was in good condition, eight magnifiers including high ten high powered lens, counted forty white canes, thermoform machine, one thermoform machine, one Braille embosser in a good condition and one television set.

#### **4.5.3 Financial support**

The study needed to find out about the contribution of financial support as a sub theme in the theme of availability of resources in influencing the participation.

The participants (n = 8) explained that the programmes is good because it helps special group of people whom were left behind in education. But there are little funds which are given to support running of the program. The following verbal quotation is an example of what has been reported.

*Mpango huu haujatengewa fedha za kutosha na unaendeshwa chini ya ufadhili wa shirika lisilokuwa la kiserikali. Suala hili linaleta changamoto katika uendeshaji kwani fedha hazitoshelezi na ufadhili huu ukikoma mpango unaweza kufa (HS).*

*[This programmes has not been well facilitated and is still under sponsorship of non - government organisation. This brings challenges especially in the running of the programmes because the funds are not enough to meet the needs and once the donors stop to support may lead to the end of the programmes].*

The statement assert that there is no enough funds to run the programmes this means that there are some challenges which they encounter in facilitating literacy skills to adults with visual impairment. Due to shortage of funds it is obvious there is less campaign in sensitizing the community about learning literacy skills for the adults who are visually impaired and therefore affects participation.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion of the findings and summarized findings of the study. It also gives conclusions and recommendations

#### **5.1 Discussion of findings**

This chapter discusses findings of the study presented in the same approach as the previous chapter that is, in accordance to specific objectives of the study which include inherent conditions influencing participation of adults with visual impairments in literacy skills development programmes; Socio-cultural beliefs and practices which affects participation of adults with visual impairment in adult literacy skills development programmes; Educators' competencies in influencing participation of adults with visual impairment in adult literacy skills development programme and Available resources to facilitate participation of adults with visual impairment in literacy skills programmes.

##### **5.1.1 Inherent conditions influencing participation of adults with visual impairment in literacy skills development programmes**

Objective one sought to establish inherent factors influencing participation of adults with visual impairments in literacy skills development programmes.

The findings have revealed that motivation, self-esteem, visual impairment and age of the learner are the major inherent conditions that influence participation of adults with visual impairment in adult literacy skills development programmes.

## **Motivation**

The findings have showed that motivation contributes to either effective participation or low participation of adults with visual impairments in literacy skills development programmes. Where an adult learner has personal motivation can participate effectively and where a learner lack motivation can lower his or her participation. The findings are in line with Paulsein and Ahmadi, (2011) who assert that lack of motivation contributes to low participation of a person in the activities. In addition, Sasson and Morrison (2017) emphasise that lack of self - motivation includes: Lack of faith in one's abilities, fear of failure due to failure in the past, fear of what others might say, the habit of laziness, the feeling or belief that there are other more important things to do, being too stressed or nervous, absence of enough stimuli or incentives and lack of faith in one's abilities. While Alizadeh, (2016) observes that motivation generates the will in an individual to do something. In the same way Butnaru, Gherasim & Maireana (2011) added that motivation helps to energize, direct and sustain positive behaviour over a long period of time. Contrary to the above when an adult learner lacks motivation, his or her participation becomes low.

From the discussion, there is an indication that motivation is very crucial in participation in any activity by an individual. Where there is high motivation, the level of participation is also high and where there is low motivation, the level of participation is as well low.

## **Self-esteem**

The findings also found out that self-esteem contributes a lot to the level of participation of adults with visual impairment in literacy skills development programmes: where high self-

esteem is exhibited, there is active participation whereas low self-esteem leads to low participation respectively.

It has been revealed that adults with visual impairment have low self-esteem and as a result, their participation in literacy skills programmes is low. This is confirmed by Mojarrad and Ghanavi (2012) who says that because of low self-esteem persons with visual impairment usually have deep-seated, basic, negative beliefs about themselves and the kind of person they are and this is because of the impairment. In support Shannon (2012) who stresses that low self-esteem is basically the opposite of high self-esteem. When one doesn't feel good about him/she, thinks he/she is not worthy of even trying to move forward and cannot afford to do anything. Likewise Lyons (2012) argued that low self-esteem is a risk factor for a person to fail, because of negative feelings within a person towards participation. In the same line, Nyman, Dibb, Victor and Gosney (2012) state that unhappy condition in learning, impaired self-esteem, a learner become less socially active and experiencing challenges with regards to interpersonal relationships and communication.

### **Visual impairment**

It emerged in this study that visual impairment affects negatively the level of participation of adults with visual impairment in literacy skills development programmes. This is in line with Mastronardi (2017) who commented that at school, adult learners with vision impairment can take longer to gain literacy and numeracy skills, particularly if they require support to learn additional skills such as Braille or orientation and mobility training. In addition, their (adults with visual impairment) reading can be low unless more support and services are provided (*World Blind Union (WBU) 2015*). Similarly, Brandao, Kira and Anarosa (2018) point out that individual with visual impairment face varied challenges when attending education

programmes in many fields and levels. In the same line Purvis, Cross, Jones and Buff (2012) went further and believed that learners with more than one impairment such as deaf blindness may face many learning challenges in learning literacy skills. They do not learn literacy in typical ways like others because they need more specialised equipment. However Mboshi (2018) observes differently from the colleague, by arguing that an appropriate inclusive school environment for learners with visual impairment should provide infrastructures that are disability friendly, teaching facilities (materials and equipment), human resources and other related services needed for the wellbeing of the learners.

In regard to the social model of disability theory, 'there is acknowledgement of an impairment but it does not have anything to do with limitations of the person's level of participation. It is instead the society that causes the disadvantage towards participation'. This means that an argument of having an enabling environment is valid in ensuring active participation of adults with visual impairment in literacy skills development programmes.

### **Age of the adult learner**

The study indicated that age of the adult learner can impact the level of participation in the whole process of learning. This is in line with Elarde (2018) who found that age may affect a person differently in learning in the following areas: mixing of memories from different events, Failure to recall, especially short term memories or newly formed memories and Decline in cognitive skills and emotional intelligence, resulting in a decrease in reasoning skills and an increase in inappropriate emotional responses. Similarly Clark, Freedberg, Hazeltine and Voss (2015) say that Age is often associated with a decline in cognitive abilities that are important for maintaining functional independence, such as learning new skills. In relation, Khurram and Manojjangir (2014) observe that age is the biggest risk factor for many brain diseases, most of

which affect brain structure and function. Khurram and Manojjangir (2014) describe age and maturation as the factor which may contribute in the participation because learning is directly dependent upon age and maturation. They further added that age can also affect adult learning especially when they think that they are too old to learn new skills and sometimes they don't want to learn because the teacher is too young compared to their age.

In relation to the above arguments, when an adult learner with visual impairment is advanced in age, at times he/she may tend to lose interest in learning anything new and as such it affects his/her interest in participation in literacy skills development programmes.

### **5.1.2 Socio-cultural beliefs and practices which affects participation of adults with visual impairment in literacy skills development programmes:**

Objective two sought to investigate the Socio-cultural beliefs and practices which affects participation of adults with visual impairment in adult literacy skills development programmes.

The findings have shown that the low participation of adults with visual impairment in literacy skills development programmes is caused by different socio-cultural beliefs and practices:

This is also in line with the social model of disability most notably redefined as a societal problem rather than an individual problem and solutions became focused on removing barriers and social change (WHO, 2011).

#### **Socio-cultural beliefs**

It has indicated that social cultural believes of the community towards adult learner with visual impairment are negative hence contributing to low participation in literacy skills programmes.

This is shared by Baxter and William (2018) who observes that some of the traditional beliefs see the birth of a child with visual impairment as a punishment for parental violations of

traditional teachings, such as dishonesty or misconduct. Similarly, Braathen and Kvam, 2008; Muwana and Ostrosky, (2014) observed that Cultural beliefs are an integral part of the African traditional society and play a critical role in the process of exclusion from society. In addition, persons with visual impairment hardly get the opportunity to participate in social, educational, economic and political activities, which further push them away from the mainstream society because of negative socio cultural believes (Kasiram & Subrayen, 2013). Munyi (2012) also point out that persons with visual impairment are seen as hopeless and helpless in the community. In the same way Similarly Papadaki and Arsova (2013) point out that visually impaired people are still treated with some prejudice concerning the severity of their disability in education and their integration into society.

### **Socio-cultural practices**

The results have also revealed that socio cultural practices such as human sacrifice contribute in lowering participation of adults with visual impairment in literacy skills development programmes. This is acknowledged by Under the Same Sun (UTT) Organisation (2019) that reported that people with visual impairment such as those with albinism have been traumatized, severely mutilated and killed. In the same line WHO (2011), reported that negative socio – cultural practices are part of the disabling barriers of participation to individual with visual impairment. In connection WHO (2013) point out that people with disabilities face stigma and discrimination in their communities and are frequently denied their basic rights such as education, food, employment and access to health services. In the same line (Rowland & Bell, 2012) argued that negative practices carried out by the sighted public towards disabilities in general have a similar impact on the psychological well-being of people with disabilities as on people who are blind. In addition Grech and Soldatic, (2015) note that negative practices creates

barriers that are difficult for adult learners with visual impairment to overcome and limit their ability to achieve success and independence. In addition Braathen and Kvam, (2008) concluded that historically, Individual with visual impairments were often marginalised, abandoned in terms of basic human needs and excluded from socialisation activities, both at family and community levels.

It is true that adults with visual impairment would like to participate in literacy skills development programmes but due to socio-cultural beliefs and practices which instil fear, stigma, and isolation and withdraw, their level of participation significantly reduced.

### **5.1.3 The influence of educators' competencies on the participation of adults with visual impairment in adult literacy skills development programmes.**

Objective three was concerned with the influence of educators' competencies on the participation of adults with visual impairment in adult literacy skills development

The study findings found out that incompetence of educators has affected the participation of adults with visual impairments in literacy skills development programmes as revealed in the following factors; inadequate training of educators and inappropriate teaching/facilitation methods,

#### **Training of educators**

The study revealed that educators are not well trained on handling or facilitating adults' literacy skills programmes. In particular, those who were appointed to facilitate adult literacy learning had a training for only one week and there were no more training opportunities given to them to enhance their knowledge, skills and values. Whereas the Education and Training Policy of Tanzania (URT) (2014) spells out that the Ministry of education shall provide training of specific



cadre of adult education educators and tutors. The findings have discovered that not much has been done on the ground in regard training.

This is in agreement with (Mukhopadyay, Molosiwa, & Moswela, 2009) who affirm that there are limited competencies of educators, as a result of lack of training on effective adaptive teaching strategies which is among the factors responsible for such failure in the whole teaching process of adult learners. In a similar way, Kuyini and Mangope, (2011) argue that if instruction among educators is inadequate, usually does not meet the needs of diverse learners with special needs.

In relation Kurniawan and Munadi (2016) observe that competencies are considered as a milestone for instruction. Educators to be labelled as incompetent includes poor classroom management and instructional skills, lack of content knowledge, insubordination, ethical violations, lack of relational skills, and lack of respect or integrity (Jacob, (2010); Nixon, Dam, and Packard, (2010); Nixon, Douvanis, and Packard, 2010). Nichol, (2019) conclude that if a teacher is not concerned with the needs of the students, the students' education will suffer.

In order for a facilitator of adult learners with visual impairment to deliver, he/she needs to be grounded through training in knowledge, skills and values of enabling persons with visual impairment to learn. The fact that educators are not well trained, it ultimately affects the quality of literacy skills training programmes to adults with visual impairment.

### **Teaching/Facilitation methods**

The findings showed that educators (facilitators) are using strategies to teach children (pupils) to teach adults with visual impairment literacy skills which demoralize their participation in the

whole learning process. This is in line with Adunola, (2011) who postulate that quite remarkably, regular poor academic performance by the majority learners is fundamentally linked to application of ineffective teaching methods by educators to impart knowledge to learners. The commonly used teaching methods especially in developing countries are teacher-centred which are viewed to be somewhat ineffective in the impartation of knowledge and skills (Guloba, Wokodola, and Bategeka, 2010). In addition Zakaria, Chin and Daud (2010) point out that teaching should not merely focus on dispensing rules, definitions and procedures for adults learners to memorize, but should also actively engage adults learners as primary participants.

With the same view Ayeni (2011), observe that teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. In relation Adunola (2011) explained that in order to bring necessary changes in adults' learners, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj and Pal (2011) affirm that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010)

The methods being used by facilitators/educators to teach literacy skills to adults with visual impairment are more suitable for children but inappropriate to adults. This means that the adult learners with visual impairment are discouraged to participate actively.

### **Availability of resources and their influence on participation of adults with visual impairment in literacy skills programmes**

The study found out that there were accessible physical infrastructures which inadequate resources in terms of instructional materials, assistive devices and finance to facilitate literacy skills training to adults with visual impairment. Whereas the Education and Training Policy [URT] (2014) which states that government shall ensure that adequate resources are made

available to enhance access and equity education, the study findings have indicated to the contrary. This means that the level of participation of adults with visual impairment in literacy skills development programmes is greatly reduced.

### **Instructional or learning materials**

Instructional materials may assist a student in concretizing a learning experiences as to make learning more exciting, interesting and interactive. However this study has found that there are inadequate instructional materials. This is in line with Likoko, Mutsotso and Nasongo (2013) point out that lack of instructional materials hinders effective teaching and learning.

In the same way Tety (2016) reveals that absence or inadequacy of materials makes educators handle subjects in an abstract manner, portraying it as dry and non-exciting. Lesson objectives and the facilitation of teaching and learning process highly depend on the adequacy and appropriateness of instructional materials selected by the teacher (Ogaga, Wallace & Benson 2016). The challenge of inadequate learning resources was found to negatively affect teacher effectiveness in the use of teaching methods (Coleman & Anderson 2013; Orodho, Waweru, Ndichu & Nthinguri 2013).

It is true that instructional materials contribute largely to the success of any learning session. In this case where educators of adult learners with visual impairment in Tabora are experiencing the problem of inadequate instructional materials, the quality of participation and subsequently learning by adult learners with visual impairment is in literacy skills development programmes compromised.

### **Assistive devices**

The study revealed that there are inadequate assistive devices which hinder participation of adults with visual impairment in literacy skills development programmes. In relation to this

finding, WHO (2011) observes that lack of personnel with proper training in many developing countries, production of assistive devices is done only on a small scale, or perhaps not at all, due to limited access to materials, machinery and expertise and in the same line

Challenge faced by adults' learners with visual impairment unreliable assistive devices in the learning centres (Johnstone, Altman, Timmons & Thurlow 2009). In the same note Mansa (2017) viewed that adult learners with visual impairments find it difficult to access relevant information for academic work, due to unavailability of assistive technology in schools.

Assistive technology equipment are too expensive and not available in schools (Nguyo 2015; Koweru, Omoke, & Orodho 2015)

WHO (2018) notes that assistive devices can contribute either in inclusion where they are available and used effectively and where they are not available can cause exclusion.

In emphasising the importance of assistive technology Regan, Barkeley, Hughes and Kirby (2014) affirm that the use of assistive technology can facilitate learning environment where adult learners are able to access their educational programmes through low and high technological devises. Learners with visual impairments and additional disabilities must have access in the use of appropriate assistive technology such as switches and communication board tailored to their particular visual abilities (Smith, Kelly & Kapperman 2011).

Griffiths and Addison (2017) realised that in order learners to be successful in learning literacy skills they must have basic knowledge of assistive technology. In relation to that Ahmad (2015) suggested that adults' learners with visual impairment need to be supported on how to use the assistive technology to enable successful learning. Smith, Kelly, and Kapperman (2011) argued that learners with visual impairments and additional disabilities must have access in the use of

appropriate assistive technology such as switches and communication board tailored to their particular visual abilities.

Learning is achieved best when learners are actively involved. Assistive devices do contribute a lot towards participation by persons with visual impairment in learning activities generally. The fact that there are inadequate assistive devices in Tabora Municipality to facilitate literacy training for adults with visual impairment, it indicates that the level of participation is low and ultimately affects their literacy competences.

### **Financial support**

The study has found out that inadequate funds have contributed to the low level of participation of adults with visual impairments in literacy skills development programmes. This is line with WHO (2011) which asserted that the main barrier in accessing assistive technology in less resourced settings is the lack of funds. It is also shared by who said that financial resources are paramount in producing performance to the extent that resource availability increases educational effectiveness (Andrea & Gomes, 2014). In relation National Open University of Nigeria [NOUN], (2009) commented that lack of financial resources devoted to education can be evidenced in many ways, including: lack of schools and other facilities; insufficient classrooms; underpaid educators, and/or insufficiently trained educators; lack of management and supervision; lack of and/or poor quality textbooks and other learning materials; and insufficient attention to standards and quality assurance. Costs can be especially prohibitive in the case of learners, as they need their assistive products replaced or adjusted as they grow UNICEF (2013). Similarly, Dang and Bulus (2015) summarised that finances in running the schools either public or private; boarding or day-school, stand out as a challenge in meeting up the academic

achievement or performance of the learners, thereby, discouraging effective learning and teaching.

Adequate of financial support in literacy skills training programmes and well utilization of the available financial allocated enable smoothly, effective and efficiently participation of adults with visual impairments in literacy skills development programmes. As it has been revealed that there are inadequate of financial support to facilitate literacy skills training programmes in Tabora Municipality it is an indication that the level of participation of adults with visual impairment in literacy skills development programmes is insignificant.

## **5.2 Conclusion**

From the findings of the study, it can be concluded that

Inherent conditions such as motivation enhances cognitive processing of a learner, self - esteem makes a learner to be active in the learning, positive attitude motivated adults in learning, remember, focus and absorb information in the learning also help learners to develop skills, talents, and interests, old age of a learner helps a learner to concentrate on learning so that to compensate time wasted. Old age influenced positively participation because to helps learners to be fully engaged in the whole learning process. While inherent conditions such as lack of motivation lower cognitive processing of a learner, low self - esteem makes a learner become inactive in the learning, old age of a learner affects learners' concentration and reduced sensitivity to touch in reading Braille. Visual impairment can affect a learner from understanding abstract, limit opportunity to explore environment and objects, delays in social interaction, have influenced negatively participation of adults with visual impairment in literacy skills development programmes.

Positive beliefs such as having a child with disability is a good luck, a child with disability is a gift from God and taking care of a person with disability is a blessing and positive socio-cultural practices such as provision of support to persons with disabilities such as financial support for capital, school fees, mobility devices, learning devices, medical treatment may increase participation, including persons with disabilities in the developmental activities influence participation positively. Negative beliefs such as impairment is caused by witchcraft, sin, evil spirit, results of roughing at a person with disabilities, results of eating some of prohibited foods, results of fail to pay sacrifice to the fore fathers, God punishment and the supernatural causes and negative practices such as neglect a person hide a person in the villages, locking a person in the house or on chain when parent or relatives needs to go out, throw a child in the river, lake or ocean, cut body part or kill a person and burry secretly, have influenced negatively participation of adults with visual impairments in literacy skills development programmes.

Low level of training and inadequate knowledge and skills in livelihood activities such as primary health, entrepreneurship, livestock keeping, family health, democracy and gardening which are taught in conjunction with writing, reading and numeracy have contributed lowering participation of adults with visual impairment in literacy skills development programmes because learners do not learn all what was expected to be learnt.

Availability of resources can positively influencing participation by, hold learners' interest, stimulate thinking, fuel learners imaginations, reward repeated use, helping to improve educational outcomes and convey important ideas about teaching and learning in ways that can be understood and implemented in the classroom. Contrary inadequate of resources can affect participation of adults with visual impairment in literacy skills development in the following ways: making the process of teaching and learning hard, cannot hold learners' interest, cannot

stimulate thinking, does not fuel their imaginations, reward repeated use, lower educational outcomes and makes teaching and learning in ways that cannot be understood and implemented well in the classroom.

Overall, it can be concluded that negative inherent conditions, negative socio-cultural beliefs and practices, incompetence of educators and inadequate resources lowers participation of adults with visual impairment in literacy skills development programmes. On the other hands positive socio-cultural beliefs and practices, competent educators and adequate resources enhances participation.

### **5.3 Recommendations**

Based on the conclusions made for the study, the following recommendations have been made:

Educators should provide guidance and counselling to the learners so that to reduce the impact of inherent conditions and improve motivation, self-esteem, attitude, to cope with visual impairment and age so that to participate in literacy skills development programmes.

Educators should sensitize persons with visual impairment and community members who have negative beliefs and practices to change and have positive beliefs and practices towards participation of adults with visual impairment in literacy skills development programmes.

Educators' capacity should built to enable them handle livelihood activities such as: gardening, livestock keeping, entrepreneurship, which are connected to literacy skills development.

The Institute of Adult Education in collaboration with Tanzania Institute of Education should ensure that teaching learning or instructional materials for teaching literacy skills to adults with visual impairments are available in all schools or centres which enrol adults with visual impairment.



The Ministry of Regional Administrative and Local Government should budget for adequate funds to support adult literacy skills development programmes.

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**Appendices**  
**Appendix I**

**KYAMBOGO UNIVERSITY**  
**FACULTY OF EDUCATION**

**DEPARTMENT OF SPECIAL NEEDS STUDIES**

**INTERVIEW GUIDE FOR THE REpondENTS**

Please refer to the letter of introduction from Kyambogo University and my own. The purpose of this study is to find how adults with visual impairments participate in literacy skills development programmes in Tanzania. All information which you are going to give will be handled as confidential and no person will be mentioned by name.

1. Gender .....
2. How many learners are adults with visual impairment  
Male ..... Female..... Total .....
3. How many educators have been appointed to facilitate literacy skills to adults with visual impairments? .....

**Inherent factors affecting participation**

4. What motivate adults to participate in this programmes .....
5. What do you think is the impact of literacy skills in their life? .....
6. What is the attitude of the community towards adult's learners who are visually impaired?.....
7. What are the challenges do you experience when participating in this programmes.....

8. How age impact participation in learning? .....

**A. Social culture believes and practices**

9. What are the community cultural beliefs and practices regarding adults with visual impairments? .....

10. What is the perception of the community towards provision of literacy skills to adults with visual impairments? .....

11. In which ways do you suggest can help in lowering negative beliefs and practices towards adults with visual impairments be addressed? .....

**B. Educators competences**

12. Which level of training did the teacher attend especially in teaching learners with visual impairments? .....

13. What methods do educators use in facilitating learning of adults with visual impairments.....

14. What challenges do they experience in teaching literacy skills to adults with visual impairments? .....

15. How competences in facilitating literacy skills to adults with visual impairment be improved? .....

**C. Resources available**

16. Which instructional materials are available to facilitate literacy skills to adults with visual impairments? .....

17. Which assistive devices are available to facilitate learning of adults with visual impairments? .....
18. Where do you get support to facilitate this literacy skills programmes .....
19. What strategies can help to mobilise more resource to improve participation of adults with visual impairments in literacy skills programmes? .....

Thank you so much.

## Appendix II

### KYAMBOGO UNIVERSITY

### FACULTY OF EDUCATION

### DEPARTMENT OF SPECIAL NEEDS STUDIES

#### OBSERVATION GUIDE FOR THE STUDY (Participation of adults with visual impairment in literacy skills development programmes)

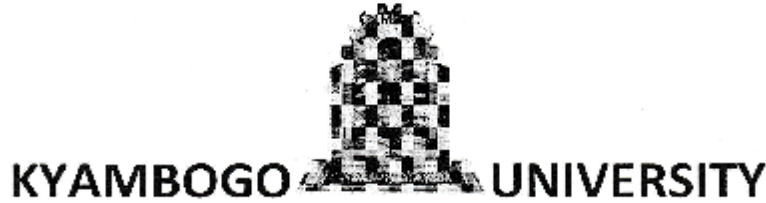
Aspects	Items	Responses	Remarks
Teaching and learning materials	Braille books	I counted 32 braille books	Good number
	Large print books	There was no large print books	
	Slates or writing frame	I counted 40 A4 frames	Good number
	Stylus	I counted 40 stylus	Good number
	Pocket frames	I counted 50 pocket frames	Good number
	Abacus	I counted 20 abacus	They are few compare to the number of the learners
	Type writers	I counted 7 type writers and all of them were faulty	They were not used
	Perkins braille	I counted 10 Perkins braille	Learners had to wait from one another
	Braille manila	I counted 12 reams	Were few according to the needs of the learners
	Braille kit	I counted 25 braille kits	They were few compare to number of the learners

Assistive devices or technology	Computer	I Counted 6 computer but 2 was faulty and 3 had joss software and one has no joss software.	Learners were not using computers
	CCTVs (closed circuit television)	I counted 10 closed circuit television but 7 was faulty and 3 was in good condition	Learners were not used
	Magnifiers lenses	I counted 8 magnifiers	Learners were not given to use
	Digital recording	There was no digital recording materials	
	White canes	I Counted 40 white canes	All learners used white canes in their movements
	Thermoform machine	I counted 1 thermoform machine	Used for duplicating tests and examinations and exercises
	Braille embosser	I counted 1 braille embosser in a good condition	Was not used
	television	I counted 1 TV set	It was used by learners in the recreation room in watching news
Physical infrastructures aspects cover the seats organization, the classrooms, type of furniture			
	Classrooms	I observed that class room was in a good condition in terms of lighting, ventilation, sitting plan, size of the rooms, seats and tables, cleanness, windows,	Good condition

the student's use, path ways, land marks, toilets, dormitories, dining hall, kitchen, recreation room, sports arenas, laundry, beds, ramps, radars, entrances,)		type of furniture, colour, temperature	
	Dormitories	I counted 2 dormitories 1 for girls and another one for boys and each with 4 rooms and beds and mattresses were available.	Good condition
	Dining hall	1 dining hall was available in a good condition and used by learners	Good
	Laundry	1 laundry building was available and use	Good
	Kitchen	1 kitchen was available and used	Good
	Corridors and walk ways	Corridors were well built connecting all the school buildings covered by concrete roof	Good
	Land marks	Land marks were available in the school compound	Good
	Recreation room	The room was available and used by learners	Good
	Library	1 building of library was available and used by learners	Few braille books were in the shelves and there was no books in large prints
	Playing arenas	Playing grounds were available and used by learners	Good
Indoor games	Games like showdown was available and played by	Good	

		learners	
	Toilets	I noticed the toilets were in good condition and accessible for learners with visual impairment	Clean and safe to be used by learners with visual impairment

Appendix III



P. O. BOX 1, KAMPALA  
FACULTY OF SPECIAL NEEDS & REHABILITATION  
Tel: 0414-286237/285001/2 Fax: 0414-220464  
**DEPARTMENT OF SPECIAL NEEDS STUDIES**

15<sup>th</sup> January, 2019

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

.....  
.....

Dear Sir/Madam,



**RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION**

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs/Ms.....  
**Reg.No:**..... who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Master in Special Needs Education (MSNE), he/she is required to undertake a research on the approved area of study.

The purpose of this letter is to request you to allow him/her have access to information from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,

  
  
Dr. Okwaput Stackus  
HEAD OF DEPARTMENT

OS/aj



## Appendix IV

MWL. IBRAHIM SULEIMAN  
S.L.P 302  
TABORA  
15/03/2019

MKURUGENZI WA MANISPAA  
S.L.P 174  
TABORA

K.K  
AFISA ELIMU MSINGI MANISPAA  
S.L.P 174  
TABORA

K.K  
AFISA ELIMU KATA KANYENYE  
S.L.P 174  
TABORA

Mheshimiwa

### YAH; OMBI LA KIBALI CHA KUFANYA UTAFITI WA ELIMU

Tafadhali husika na kichwa cha habari hii hapo juu

Mimi ni mwalimu ninayefundisha katika shule ya wasioona Furaha. Tangu mwaka 2017 nimekuwa katika masomo ya **Shahada ya Uzamili ya Elimu Maalum katika Chuo Kikuu cha Kyambogo nchini Uganda**. Hivyo ili kukidhi mahitaji ya kuhitimu shahada hiyo ninatakiwa kufanya utafiti na kuwasilisha matokeo chuoni kama sehemu ya mafunzo.

Utafiti nitakao ufanya ni juu ya **ushiriki wa watu wazima wasioona katika kisomo cha manufaa**. Dhumuni la utafiti huu ni kupanua wigo wa kuwajumuisha watu wenye mahitaji maalum katika elimu.

Sehemu ambazo ningependa kufanyia utafiti huo ni shule ya wasioona Furaha na shule ya msingi Isike zote za kata ya Kanyeye. Hivyo naomba kibali ili niweze kufanya utafiti katika shule hizo.

Naahidi katika utafiti huu sitakiuka maadili yoyote ya utafiti na wala kuathiri usalama wa taifa letu.

Pamoja na barua hii naambatanisha na barua ya kutoka chuoni kwa uthibitisho zaidi.

Natanguliza shukrani za dhati kwa ombi langu kukubaliwa.

Wako katika maendeleo ya Elimu.



**Appendix V**

**THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT  
TABORA MUNICIPAL COUNCIL**  
(All correspondence Municipal Director)

TABORA REGION

TEL: 026-2604315/2606088

FAX: 026-260



MUNICIPAL DIRECTOR

P. O BOX. 174

TABORA - TANZANIA

REF.NO. TMC/U/VOL.II/361

Date: 11/11/2014

.....  
KYAMBOGO UNIVERSITY  
P. O. BOX. 1  
..... KAMPALA

**RE: REQUEST FOR UNDERTAKING THE RESEARCH**

Please refer to the heading above and your letter dated 15/3/2014 with Reg. No. 11420/1420/1420 in favour of the above subject.

I am pleased to inform you that we are ready to host SULEIMAN IBRAHIM ELISHA your student to undertake the research program.

Kindly inform the student to report to the MEO(P) for further procedure. The organization doesn't offer any kind of payment concerning for your field.

*Ch*  
FOR: MUNICIPAL DIRECTOR  
TABORA

MUNICIPAL DIRECTOR  
P. O. Box 174  
TABORA

Copy to:

- SULEIMAN IBRAHIM ELISHA
- MEO(P)

**Appendix VI**

THE UNITED REPUBLIC OF TANZANIA  
THE PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT  
TABORA MUNICIPAL COUNCIL

*(All correspondence should be forwarded to the Municipal Director)*

TABORA REGION  
TEL: 026-2604315/6088  
FAX: 026-2604835



MUNICIPAL DIRECTOR OFFICE  
P.O. BOX . 174,  
TABORA – TANZANIA

Ref. No.TMC/AEM/170/VOL.III/89

Date: .....05/04/2019.....

.....ELRONA..... PLS  
.....LSIKE..... PLS  
.....  
.....  
.....

TABORA MUNICIPAL

**RE: REQUEST FOR UNDERTAKING RESEARCH**

Please refer to the heading above.

I am pleased to inform you that...SULEIMAN...ELISHA..... who is a student from.....KYAMBOGO.....UNIVERSITY.....has requested to conduct his/her research topic is PARTICIPATION OF ADULTS WITH VISUAL IMPAIRMENTS IN LITERACY SKILLS DEVELOPMENT PROGRAMS IN TANZANIA

Hence, kindly you are asked to host the mentioned person for further procedures once he/she reports at your school. Your school will not be responsible to offer any kind of payment concerning his/her field work.

*M/Mg*

FOR: MUNICIPAL DIRECTOR,  
TABORA

FOR: MUNICIPAL DIRECTOR  
P. O. BOX 174  
TABORA

**Appendix VII**

MR. IBRAHIM SULEIMAN

S.L.P 302

TABORA

20/03/2019

**Ndugu/ Mwalimu/ Afisa .....**

**YAH: KUOMBA USHIRIKIANO WAKO KATIKA UTAFITI WA ELIMU**

Tadhali husika na kichwa cha habari hii hapo juu.

Mimi ni mwanafunzi wa Chuo kikuu cha Kyambogo kilichopo nchini Uganda ambapo ninasomea shahada ya uzamili katika fani ya Elimu Maalum.

Katika mchakato wa masomo haya ninapaswa kufanya utafiti ilikukamilisha mafunzo haya. Utafiti ninaotaka kuufanya utahusu **ushiriki wa watu wazima wasioona katika elimu ya watu wazima na hasa kisomo cha manufaa**. Hivyo naomba ushirikiano wako katika utafiti huu.

Natanguliza shukrani zangu za dhati.

Wako



**KYAMBOGO UNIVERSITY**  
**FACULTY OF SPECIAL NEEDS AND REHABILITATION**  
**DEPARTMENT OF SPECIAL NEEDS STUDIES**  
**MASTER OF SPECIAL NEEDS EDUCATION**

**CORRECTION MATRIX**

**NAME OF CANDIDATE:** SULEIMAN IBRAHIM ELISHA **Reg. No.:**  
17/X/14826/GMSN/PE

<b>Recommended Corrections</b>	<b>Action Taken</b>	<b>Page</b>
Rephrasing wording in topic  Factors influencing participation of adults with visual impairment in literacy skills development programmes a case study of Tabora municipality in Tanzania	The topic has been amended by adding a word a case study of Tabora Municipality  So the tittle read: Participation of adults with visual impairment in literacy skills development programmes a case study of Tabora Municipality in Tanzania	Title page
Abstract should start with the aims	It has been amended so that to begin with the aims	xi
Narrowing objectives one: Inherent factors and their effects in influencing participation of adults with visual impairment in literacy skills development programmes	The objective one has been narrowed by removing the word factors and effects. So it read as; Inherent conditions which influence participation of adults with visual impairment in literacy skills development programmes	8
Presentation of research paradigm should be before research approach and design.	The research paradigm has been presented before research approach and design	47
Presenting of numbers in words	All numbers has been presented in words	51 & 52

<p>Matching of the objectives with the findings:</p> <p>Inherent factors and their effects which influence participation of adults with visual impairment in adult literacy skills development programme in Tabora Municipality.</p> <p>Socio cultural beliefs and practices and their effects on participation of adults with visual impairment in adult literacy skills development programme.</p> <p>Educators' competencies and their effects on participation of adults with visual impairment in adult literacy skills development programme.</p> <p>The availability of resources and its effects on the participation of adults with visual impairment in adult literacy skills development programme.</p>	<p>The objectives has been reviewed so it reads;</p> <p>Inherent conditions which influence participation of adults with visual impairment in adult literacy skills development programme in Tabora Municipality.</p> <p>Socio cultural beliefs and practices which affect participation of adults with visual impairment in adult literacy skills development programme.</p> <p>Educators' competencies in influencing participation of adults with visual impairment in adult literacy skills development programme.</p> <p>The availability of resources on the participation of adults with visual impairment in adult literacy skills development programme.</p>	<p>60,67,69&amp;72</p>
<p>Identification of government policies</p>	<p>The government policies have been identified. For example education policy adults education policy and inclusive education policy</p>	<p>9</p>
<p>Specify socio-cultural beliefs and practices</p>	<p>Socio- cultural beliefs has been specified i.e. adults with visual impairment are cursed, have bad luck, are sinner, punished by God, are beggar and are burden in the society.</p> <p>Socio-cultural beliefs has been specified i.e. hiding person with visual impairment, locked them in the house, tying them on a tree or somewhere else,</p>	<p>67 &amp; 69</p>

	throwing them in the bush or river, isolation, segregation, discrimination, cutting part of their body or killing them	
Specify the group of adults in the study young adults or old adults	The group of adult in this study has been specified as all adults with visual impairment from the age of 18 years and above.	1
Specify approach used, qualitative or mixed approach	The approach used is qualitative research approach	49