

**PROVISION OF REASONABLE ACCOMMODATION FOR TEACHERS WITH  
VISUAL IMPAIRMENT IN GOVERNMENT SCHOOLS IN SOROTI  
MUNICIPALITY**

**BY**

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## **DECLARATION**

I, **Obany Sylvia**, declare that this is my original work and has never been presented to any institution of learning for academic award. To the best of my knowledge, the information here is original. The authors have been acknowledged for any material that is not my original work.

Signed ..... Date .....

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**APPROVAL**

We as university supervisors confirm the work in this thesis was carried out by the candidate under our supervision.

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## **DEDICATION**

In a special way, I would like to dedicate this research work to the Almighty God in honor of His grace that enabled me to accomplish my study time amidst many challenges. I dedicate this research work to my parents Mr. Elumu William and mum Elumu Immaculate Achili whose love for education has made me what I am now. My children Opolot Philips, Alemura Pricilla Mercy and Asekenye Hilda Fortunate who missed mother's love whenever I could be away from home to attend lectures. To my sister Tukei Jane Frances, you are commendably included. Your support and encouragement brings out the best to me and my family.

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## **ABSTRACT**

This study focused on exploring provision of reasonable accommodation for teachers with visual impairment in government schools in Soroti Municipality. The study explored the working conditions of teachers, established the adaptations in place and determined circumstances influencing provision of reasonable accommodation for these teachers

Qualitative approach was used to collect data. Purposive random sampling was used to get sample of 17 participants, all were reached and interviewed. They include; (04) headteachers (11) teachers with visual impairment (01) Education Officer In charge SNE and (01) member of the District Service Commission (DSC) representing Persons with Disabilities (PWDs). Data was collected using an interview guide. Data analysis was done through description of the findings.

The study found out that; there is limited awareness on what reasonable accommodation is among participants. No reasonable accommodation measures provided to teachers at their work place. Teachers with visual impairment use their spouses /relatives to support them in their professional duties. There is need for sighted guides to support teachers work with ease. There is negative attitude towards working with teachers with visual impairment. Limited resources / financial support in schools impede provision of reasonable accommodation.

The study recommended that; Awareness on reasonable accommodation be created in schools, Education Office, DSC. Reasonable accommodation should be provided in job procedures and the physical environment. The government of Uganda should enhance affirmative action in relation to employment of teachers with visual impairment. Sighted guides should be employed.

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## **LIST OF ABBREVIATIONS**

CAO	Chief Administrative Officer
DEO	District Education Officer
DSC	District Service Commission
ESC	Education Service Commission
EMIS	Education Management Information System
MoES	Ministry of Education and Sports
MoF	Ministry of Finance
MoPS	Ministry of Public Services
PS	Permanent Secretary
PWDs	Persons with Disabilities
SDSC	Soroti District Service Commission

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This study is about provision of reasonable accommodation for teachers with visual impairment in Soroti municipality. This chapter presents the background to the study, statement of the problem, purpose, objectives, research questions, scope of the study, significance, conceptual framework and the description of the conceptual framework.

#### **1.1 Background to the Study**

Reasonable accommodation is an adaptation made in a system to accommodate or make fair the same system for an individual who faces a disadvantage. The Convention on the Rights of Persons with Disabilities (CRPD) (2006), Article 2 explains, reasonable accommodation as necessary and appropriate modification and adjustments not imposing undue burden to an individual thus enabling PWDs to exercise on an equal basis with others all human rights and fundamental freedoms. For PWDs in employment, accommodations can be provided through making changes to a job application process, to the work environment and changes that enable an employee with a disability / impairment to enjoy equal employment opportunities, benefits and privileges like anybody else. In this study reasonable accommodation means making the employment process and work environment conducive for all employees so as to enable them have enjoyment of employment opportunities and privileges in their work place.

In society, disability refers to socially imposed restrictions by discriminatory practices of society to those with impairments. It is the restriction of activity caused by organizations which take no or little account of persons with impairments and thus excludes them from the mainstream of social activities (UN 2016). In this study disability refers to limitations or

inability in functional ability below the level expected of an individual. It also means reduced access to activities in typical daily life and this is usually seen to be environmental rather than located within the individual thus a person is disabled by society due to but not limited to; lack of brailled information, adapted environment/activity.

Visual impairment is an interference with sight which even with correction, it adversely affects a person's performance if no reasonable accommodation is provided to that person .It is a broad term that covers low vision and blindness as levels of visual loss (Scheinin & Krause 2014). In this study, teachers with visual impairment refer to professionals who exhibit difficulties in seeing and processing visual information therefore requiring reasonable accommodation to aid their participation in executing their professional duties.

Globally PWDs are not considered as part of the labour force (Ofuani, 2011). To address that countries are adapting laws that prohibit discrimination against PWDs in employment, requiring affirmative action and Equal Opportunities be granted to PWDs in Employment.

In the United Kingdom (UK), the stride of countries towards the implementation of international conceptions, in creating a fertile ground for PWDs in their efforts to become part of the productive section of the population. Ethiopia's Proclamation No. 568/2008 embraces the social-constructionist model; a conception of disability that strives towards the reduction of hurdles on participation of PWDs. Ethiopia has also ratified the Convention on the Rights of PWDs (CRPD) (2006) thereby endorsing reasonable accommodation in employment as a right of PWDs including teachers with visual impairment. Arguably, Ethiopia did not go far enough in implementing the right of reasonable accommodation for teachers with visual impaired in some places.

In Africa unemployment rate of PWDs is at 85% (Tyson & Zahid, 2013). Furthermore it is estimated that on average, eight in ten PWDs including teachers with visual impairment in South Africa are unemployed, this reflects that a majority of PWDs are unemployed hence making discrimination in employment opportunities one of the most overwhelming challenges faced by PWDs. That high percentage of unemployment signifies that reasonable accommodation in relation to access to employment opportunities and privileges is not provided for teachers with visual impairment in Africa.

In Uganda, the rights to employment of PWDs are provided for in The Persons with Disabilities Act (2006). Part III of the act prohibits discrimination in employment. Sec. 12;1 states, a person shall not discriminate against a qualified persons on grounds of that persons disability in regard to any job application procedures, promotion, compensation, training and other privileges of employment. Although this affirmative action is in place there is little in literature about employment and reasonable accommodation in place to ensure effective participation of teachers with visual impairment. However, although the (2014 Census Results) showed that 16 % of Ugandans have a disability (UBOS, 2014). This projection does not show the actual employment level of PWDs either in the private or public sector. This indicates that there is no reasonable accommodation for teachers with visual impairment in Uganda.

## **1.2 Statement of the Problem**

Approximately 16 % of Uganda's population has a disability and that includes teachers with visual impairment (UBOS- Census analysis of 2014). According to Emong (2014) Uganda is experiencing increasing awareness about disability. It's noted that Uganda has a challenge in providing employment to its rising labour force of which 16% are PWDs. The other factor is, Uganda is a country whose economy is largely private sector oriented. In such an economy



actualizing the inclusive employment can be challenging and even more challenging for persons with visual impairment because they are faced with mobility challenges and limited access to visual and written information, this makes employers to view them as difficult to employ. (Ministry of Gender, Labour &social Development, 2010).

On the other hand, even if a few teachers with visual impairment chance employment, studies point out that they experience exclusion, discrimination and inequalities in employment arising from infrastructural and attitudinal barriers in employment and in their daily life (NUDIPU 2016). Also where the law provides for affirmative action the employers do it at a restricted manner (UNAB 2012).It is also observable that these teachers face challenges in scheming using print text books, mark learners print books and make instructional materials to suit the needs of the learners. It's on that background that the researcher is compelled to carry out this study to explore how reasonable accommodation is provided for teachers with visual impairment.

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

The purpose of this study was to examine the reasonable accommodation measures in place for teachers with visual Impairment in Soroti Municipality.

### **1.4 Objectives of the Study**

- (i)To explore the working conditions of teachers with visual impairment
- (ii) To establish the adaptations in place for teachers with Visual Impairment
- (iii) To determine circumstances influencing provision of reasonable accommodation for teachers with visual impairment

## **1.5 Research Questions**

In order to achieve the set objectives, the study sought to answer the following research questions;

- (i) What are the working conditions of teachers with visual impairment in Soroti Municipality?
- (ii) Which adaptations are in place for teachers with Visual Impairment?
- (iii) What circumstances influence the provision of reasonable accommodations for teachers with visual impairment?

## **1.6 Scope of the Study**

### **1.6.1 Content Scope**

This study intended to explore the working conditions of teachers with visual impairment, adaptations in place and circumstances influencing provision of reasonable accommodations for teachers with visual impairment in Soroti Municipality.

### **1.6.2 Geographical Scope**

This study was carried out in specific areas in Soroti Municipality. These comprised of four schools, Education office and Soroti District Service Commission. These institutions were chosen because they have teachers with visual impairment, persons responsible for recruitment and supervision of employees.

### **1.6.3 Time Scope**

This research to its completion focused to cover a period from November 2018 to September 2019. This period of time was considered because an aspect of reputation is built over time and the researcher wanted to come-up with reliable conclusions and significant findings.

### **1.7 Justification of the Study**

Given that there is no evidence that the study of these nature has ever been carried out in the stated geographical scope of the study, it is justifiable that this study was carried out in this selected area of study.

### **1.8 Significance of the Study**

The study of the nature is presumed to be important in various ways; some of the aspects are;

It might guide policy makers when designing policies to improve working conditions of employees including teachers with visual impairment in the country.

It may enlighten the employers and education stake holders on the rights of teachers with Visual Impairment in regards to employment issues.

It might also inform the public and employment institutions on polices and legal frameworks in support of employment of teachers with Visual Impairment.

The study might create awareness of areas that need to be addressed to ensure inclusion of teachers with visual impairment in job competition/opportunities.

It might bring out to the country the needs of teachers with visual impairments in workplace environment.

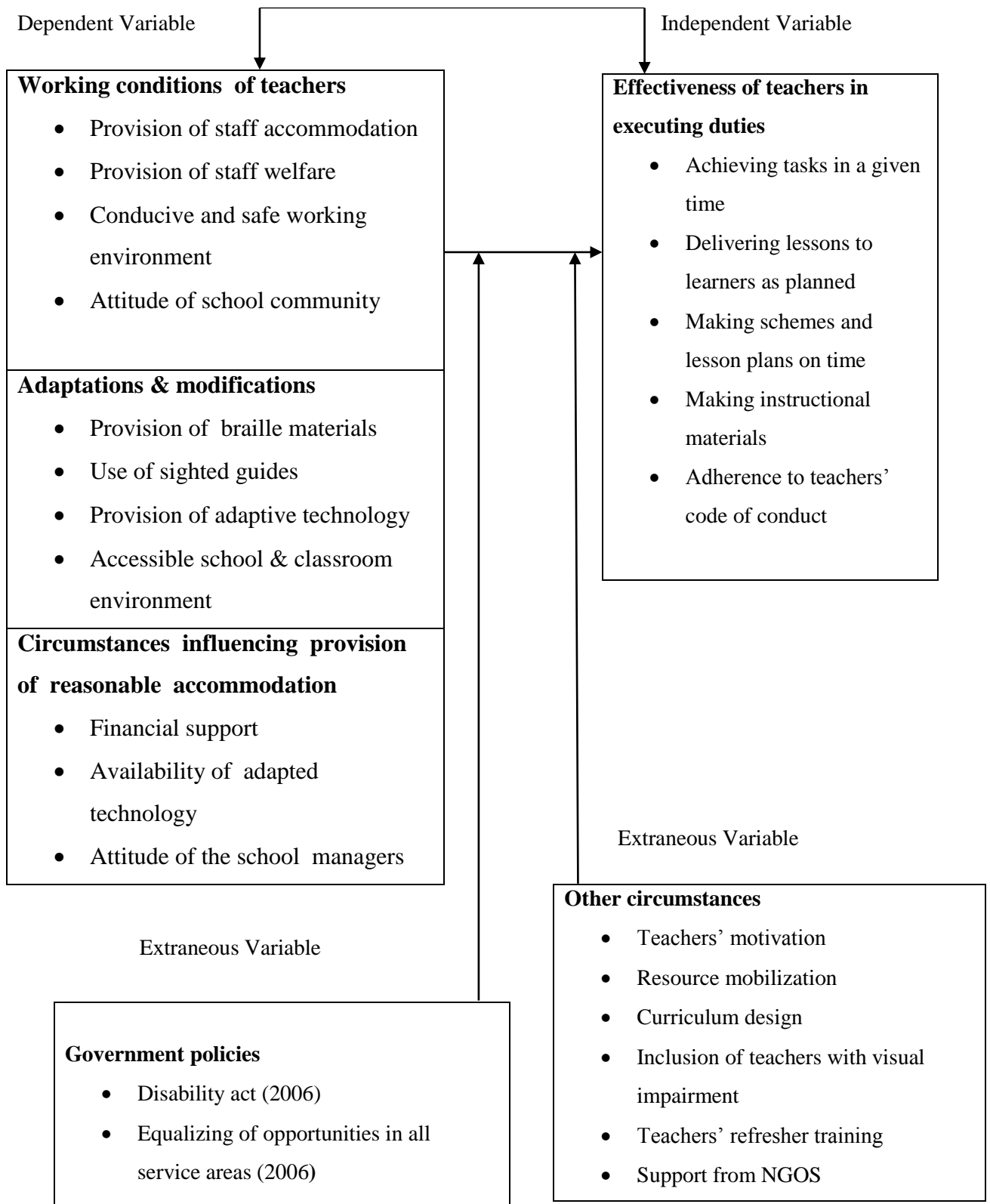
### **1.9 Theoretical Framework**

This study is guided by the social-constructionist model of (Oliver, 1996). The social-constructionist model claims that disability is a social construction and not the inevitable result of personal injury or illness. This model stems from the belief that all non-social conceptions, or ‘medical models’ of disability are critically defective. In opposition to the medical model, the social model explains the disadvantages as a product of negative attitude and complete discrimination that result in system-wide barriers to information,

communication, participation and the physical environment. Hence, the proponents of this model underline that conversant to the medical model the social model would do away with the parallel track and focus on ways to make social environments accessible and reform social institutions to include PWDs with the hope that once the nondisabled gains increasing contact with their peers with disability, discriminatory attitudes and fears of the unknown 'other' will disappear.

Cole (2007), in this respect, observes that, the social model identifies a framework of empowerment, liberation and participation, and in that framework, the idea of disability and bodily impairment takes on a distinct meaning. Generally speaking, many or any of the barriers that PWDs face are consequences of having those physical impairments under existing social and economic arrangements, especially the means of industrial production that do not accommodate the physical conditions or integrate the struggles of PWDs including teachers with visual impairment into the cultural concept of everyday life. The discussions so far made in the model illuminate the fact that disability arises from all circumstances that impose restrictions on PWDs including teachers with visual impairment thereby prohibiting provision of reasonable accommodation to PWDs.

## 1.10 Conceptual Framework



Source: Self designed

### **1.10.1 Description of the conceptual framework**

Reasonable accommodation measures at school enhance effectiveness of teachers with visual impairment in their work place. Reasonable accommodation may be realized in working conditions, these may include; provision of staff accommodation, provision of staff welfare such as meals, medication and transport, conducive and safe working environment, attitude of the school managers. Adaptations and modifications made at school also enhance teachers participation this may include; provision of braille materials, use of sighted guides, provision of adapted technology such computers with jaws program and accessible and safe environment through provision of accessibility features such as; ramps, hand rails and landmarks. Also circumstances such as financial support, availability of adapted technology and positive attitude of school managers enhance teachers' effectiveness. Effectiveness of teachers with visual impairment can be seen in the following; achieving tasks in a given time such as; writing reports; assessing, marking and presenting results on time, delivering lessons as planned, making schemes and lesson plans on time, making relevant instructional materials and adherence to the teachers' code of conduct. It can also be noted that other than reasonable accommodation, there are other circumstances that enhance teachers to do their duties. These include ; Government policies such as Disability Act (2006), Equalizing opportunities in all service areas (2006) and other circumstances such as teachers' motivation, Resource mobilization, Curriculum design, inclusion of teachers with visual impairment, teachers' refresher training and support from NGOs such as disability organizations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter reviews literature related to the objectives of the study so as to enable the researcher to support the findings. Literature was got from secondary sources such as books, journals, published reports and newsletters. First, an overview of employment of teachers is presented then literature review is given objective by objective.

##### **2.0.1 An Overview of Employment of Teachers**

Employment is a symmetric relation of power, on which both parties depend, but for contradictory reasons - employers must exploit labour power to draw profit and employees must conserve it to carry on earning a living (Ballabry 2019).

In Uganda, employment of teachers is a process. The number of vacancies at school level is submitted to the District Education Officer (DEO) by the headteacher. The DEO compiles the total number of vacancies in the district and then sends to the Chief Administrative Officer (CAO). The CAO sends the need to Central Government for clearance. The Ministry of Public Services (MoPS) compiles the total number of teachers needed in the country then liaises with the Ministry of finance (MoF) to ascertain availability of funds for paying the teachers. The amount of finance available in MoF determines the number of teachers that can be recruited at national level. Generally, this number is lower than the total number of vacancies identified because the total number of teachers is recruited according to funds available and allocated to districts by the Permanent Secretary's (P S') office. The PS then writes to CAOs on the number of teachers to be recruited by each district after approval of the recruitment work plan by the MoPS (Education Service Commission (ESC), annual Report, 2011/2012)

According to ESC- annual Report, (2011/2012) the process of teacher recruitment varies according to the level of education. Vacancies are identified at school level by the head teacher, using the recommended staff establishment formula. The formula is implemented in two steps: Step 1: each class/stream must have a teacher. Therefore, any case of class/stream without a teacher identifies a vacancy. Step 2: The school is entitled to receive extra teachers according to its level of enrolment. Indeed, if the learner- teacher ratio in a class is greater than 53 (53 being the learner- teacher ratio at national level, then any additional 53 learners and above as per class enrolment will attract an extra teacher. ESC- Annual Report adds that this process guides the employment of teachers in Uganda

Given that the government budget sometimes does not allow recruiting the exact number of teachers needed as cited in ESC- annual Report, (2011/2012), some government schools that still lack teachers are obliged to recruit teachers off payroll and pay them using resources mobilized by the school. The ESC Report states that there is no clear process for this kind of recruitment; despite the fact that according to the rule; eligible candidates to the position of a teacher must have completed successfully a training approved by the Ministry of Education (Grade III Certificate or Diploma in Primary Education or Diploma / Bachelor in secondary education). He /she should have registered with the Ministry of Education and Sports (MoES) before being in charge of a classroom, there is no control on the profile of the teacher recruited directly at school level. It is estimated that about 2% of teachers in government schools are off payroll (Education Management Information System -EMIS 2017).

However, despite all the processes involved in the employment of teachers, statistics in Uganda according to MoES / EMIS (2011) indicate that 169,503 teachers were employed in government primary schools and 47,194 teachers in government secondary schools. In the same report, statistics show that out of 169,503 teachers employed in government primary



schools 6,616 left the profession and out of 47,194 teachers employed in government secondary schools 2,185 left the job. That includes teachers with visual impairment.

The report on Monitoring of the Recruitment of Teachers (2018) shows that in all districts and at all levels of teaching opportunities, the number of applicants is always higher than the real number of vacancies. This is a signal that the job of a teacher is attractive and requires more competition (EMIS 2011). In this case, with limited skills characteristic of most Persons with Disabilities (PWDs) including teachers with visual impairment, accessing employment in a competitive trend is a major challenge since most potential employers do not give chance to teachers with visual impairment to compete for employment even where they have the necessary qualifications and experience, consequently, the majority of them are unemployed (UNAB Report, 2017)

Subsequently, some teachers with visual impairment have got employed. Nevertheless, failure to enhance a national employment policy has prohibited affirmative action for the majority of teachers with visual impairment who remain unemployed and underemployed (UNAB Report, 2017). This therefore means that promoting more inclusive societies and employment opportunities for teachers with visual impairment requires improved access to basic education, training relevant to labour market needs and jobs suited to their skills, interests and abilities, with adaptations as needed hence recognizing the need to dismantle other barriers which may be done through making the physical environment more accessible, providing information in a variety of formats, and challenging attitudes and mistaken assumptions about teachers with visual impairment (Korpinen, 2009).

In South Africa, according to the White Paper on the Rights of Persons with Disabilities (2016), it is estimated that on average, eight in ten PWDs including teachers with visual impairment are unemployed, making discrimination in terms of denial of employment

opportunities one of the most overwhelming challenges faced by PWDs including teachers with visual impairment. Moreover, the employment of PWDs is currently decreasing at all levels. The representation of PWDs decreased at the top management level from 1.7 % in 2014 to 1.2 % in 2016. It decreased further at senior management level, from 1.7 % to just 1.1 % during the same period. The professionally qualified level experienced a similar trend with representation decreasing from 1.4 % in 2014 to 0.9 % in 2016. Even the unskilled sector recorded a decrease in representation from 1.4 % in 2014 to 0.8 % in 2016. The decrease in the levels of employment of PWDs indicates that reasonable accommodation may not be taking place in the workplace. Moreover, inequality and discrimination in the workplace, as evident from imbalances in representation of PWDs including teachers with visual impairment across population groups and gender, persist due to the legacy of apartheid in South Africa.

In reference to the above, the government of Uganda has adopted a number of laws and policies pertaining to PWDs, including their right to productive and decent work and basic services. Thus, Article 21 of the Constitution of the Republic of Uganda (1995) prohibits discrimination against PWDs including teachers with visual impairment in job offer. That therefore has enhanced to some extent employment opportunities for teachers with visual impairment in the country and at district levels since decentralization has been on implementation for some job offers.

Furthermore, part III (Sec. 12; 1) of the Persons with Disabilities Act (2006) makes provisions for the elimination of all forms of discriminations against people with disabilities and towards equal opportunities. The Act requires an employer to provide reasonable accommodation for PWDs, unless it would cause undue hardship. In other words, entities such as; education training institutions, government agencies, and professional education offices among others must ensure that teachers with visual impairment have an equal

opportunity to participate in and benefit from all the services provided by such entities. This may mean, depending on the circumstances, policies or procedures must be adjusted, discriminatory eligibility criteria eliminated, auxiliary aids and services provided, or structural communication barriers removed in existing facilities. For example, structural communication barriers may be eliminated by using tactile and contrasting signage. Barriers to the acquisition of information may be eliminated through the provision of auxiliary aids and services such as, but are not limited to, readers, taped texts, braille materials, and modification of equipment. In this respect, (Cole, 2007) sights out that, adaptations at the work place give a lea way for teachers with visual impairment to be fully involved though with some limitations in participation in practical activities

## **2.1 Working Conditions of Teachers with Visual Impairment**

Working Conditions for teachers at the most general level include; the sociological, educational and economical features of the work environment (Johnson, 2006).

### **2.1.1 Characteristics of the learners**

The demographic characteristics of the learners may affect a teacher's plans to leave her current school through at least two mechanisms. The first relates to her sense of efficacy as a teacher. If a large proportion of the students come from economically and educationally disadvantaged backgrounds, and the teacher does not have the skills or training needed to meet their needs or feels she has inadequate support to do so, she is likely to become discouraged and to consider leaving the school and/or the teaching profession (Johnson & Birkeland, 2003, Johnson, 2005). The second is that teachers may feel uncomfortable in such schools because of lack of student respect, bullying, harassment, absence of discipline, and possibly safety risks (Public Agenda, 2006). Emerging from such studies is the clear

conclusion that the presence of high proportions of racial minorities or low-income students makes it difficult for schools to retain teachers (Jackson, 2009)

### **2.1.2 Collegial workplace**

Leadership, Teacher Empowerment, and collaboration central to any discussion of teacher working conditions is a set of circumstances describing the collegiality of the workplace that, broadly defined, includes the relationship between school leaders and teachers and interactions among teachers. Much of the research suggests that schools will be more attractive to teachers when they are “organized for productive collegial work under a principal’s effective leadership” (Johnson, 2005, p. 67),

However, drawing on the effective schools literature, much of the early research on school leadership highlighted the role of instructional leadership (Elmore, 2000) and the ability of the principal to develop a clear school mission (Hallinger, Bickman, & Davis, 1996). Researchers shifted their attention to transformational leadership, and in particular the ability of leaders to build organizational capacity for change and innovation (Leithwood, 1994). Included under this rubric are terms such as teacher empowerment and shared or distributed leadership (Spillane, Halverson, & Diamond, 2001). Within such models, principals operate through helping the school community itself to develop a shared vision and a commitment to that vision. In this latter approach, leaders do not merely impose goals on others; instead, they work through and with others to establish the conditions to help them to execute their professional duties.

### **2.1.3 Involvement in Decision Making**

Transformational leadership focuses attention to teacher empowerment, which according to one definition is “a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems” (Bogler & Somech, 2004, p.

278). Among the dimensions of teacher empowerment are teachers' participation in decision making in areas that affect their work, perceptions that they have opportunities for learning and professional growth, and a feeling of mastery in both knowledge and practice. In studies reviewed by Firestone and Pennell (1993), teachers' autonomy in making classroom decisions and participating in school wide decision making both emerged as predictive of commitment to their schools, and hence the likelihood of staying in them.

#### **2.1.4 Collaboration Among teachers**

Historically, teachers have worked quite independently, but research starting in the early 1980s has documented positive effects on student performance of collaborative work among teachers. In addition, research has documented positive effects on both achievement and commitment to the school of "relational trust" among teachers, administrators, and students (Bryk & Schneider, 2002). The degree of collaboration and trust among teachers is closely linked to the nature of the school leadership; transformative leaders are far more likely to promote high levels of teacher collaboration, trust, and commitment to the school than are more controlling principals (Johnson et al., 2005, p. 72).

#### **2.1.5 Teacher Turnover**

Eric (2007) points out that, each year many teachers move within or between school districts or leave public schools entirely. This turnover is remarkably observed. Eric adds those transitions differ sharply by number of years of teaching. According to Eric (2007) teachers between eleven to thirty years' experience are likely to switch districts. As would be expected, mobility picks up again as teachers near retirement age: almost one-fifth of teachers with more than thirty years of experience would wish to stay and retire in a current school.

Other researchers have used teacher self-reports in place of or in addition to student demographics to investigate how working conditions affect turnover. Susanna Loeb & Linda

Darling-Hammond (2011) found that self-reported working conditions significantly affect the probability that administrators regard turnover as a serious problem, as well as their difficulty in filling vacancies and also the share of teachers in their first year.

Richard Ingersoll (2018) found that most teachers exit for reasons other than dissatisfaction with their current job-retirement, for example, or personal reasons, or the pull of other jobs. According to Ingersoll's analysis, the roughly one-quarter of teachers who leave schools because they are dissatisfied cite low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over decision-making.

### **2.1.6 Teacher's qualification**

In Uganda, eligible candidate to the position of a teacher must have completed successfully a training approved by the Ministry of Education (Grade III Certificate or Diploma in Primary Education or Diploma / Bachelor in secondary education). He /she should have registered with the Ministry of Education and Sports (MoES) before being in charge of a classroom. Teachers employed in meet the condition stated. (Employment Guidelines, MoES 2011).

However, Oyster & Pearl, (2019) cite that, never do you hear teachers talking about availability of friendly work environment/tools. For teachers with visual impairment, the problem is graver because their limited visual functional ability hinders them from using the computer to research, and frequently update notes to remain relevant to learners. Many teachers choose the unreliable option of asking colleagues to help them make notes, mark students' work, and assess them hence this kind of help does not come easy and is highly unpredictable. This desperate and heart rending situation has been prevailing for the blind workforce in the country since time immemorial and many suddenly find themselves leaving their jobs, involuntarily due to limitations in active participation (Oyster & Pearl, 2019).

However, Sect. 13 of the Persons with Disability Act (2006), points out that PWDs including teachers with visual impairment have a right to practice their professions and to carry on any lawful occupation of their choice. Although this affirmative action is in place there is little in literature about employment, reasonable accommodation and adaptations in place to ensure effective participation of teachers with visual impairment. That therefore exposes them to less chance in job competition.

### **2.1.7 Salaries**

Eric (2007) states that salaries as primary determinants of teacher supply are potentially important in determining the quality of instruction, though the extent of their influence depends on the effectiveness of district personnel decisions. Because variations in salaries and working conditions can contribute to unequal school quality, they are the focus of much concern on the part of policy- makers, legislators, and the courts.

Survey (SASS) for the (1999-2000) academic year to show variations in teacher salaries and working conditions, respectively, by region and community type (urban, suburban, and rural) that potentially contribute to unequal instructional quality. Results revealed wide variation in both starting salaries and salary growth, including patterns that contradict some widely held beliefs about salary differences by community type, such as that suburban areas pay systematically more than urban areas. Average salaries in small town and rural school in districts are much lower in all regions.

However, MacMillan (2010) in a Study from the New Brunswick Elementary School examined how teacher professional satisfaction is related to background characteristics and workplace conditions measured through teaching competence, administration control, and organizational culture. Results showed that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the

profession longer were less satisfied with their professional role. Work- place conditions positively affected teacher satisfaction; administration control was the most important, followed by teaching competence and organizational culture. Significant interactions between teacher background characteristics and workplace conditions occurred. The gender gap in professional satisfaction grew with increased teaching competence.

## **2.2 Adaptations in place for teachers with Visual Impairment**

According to Moleket (2007) adaptation refers to the reduction of the impact a disability has on a person's capacity to execute the essential functions of a job. It can be defined as measures taken to ensure that a person with a disability is able to discharge his/her function with minimal assistance. This could be through the re-assigning of some non-essential functions of a particular job to another official; the provision of assistive devices; the reshuffling of working hours, and / or making premises physically accessible

At present, the government of Ethiopia has changed the perception of disability from the medical model to the social model (Proclamation, No101/1994). The Proclamation and the National Program of Action located disability in the medical model that depicts PWDs including teachers with visual impairment as suffering subjects, characterized by the devastating changes and crises for both themselves and their families.

Principally, the medical model relies on rehabilitation and welfare facilities to mediate or accommodate the effects of disability by establishing separate facilities, such as nursing homes, sheltered workshops, and special education schools (Fitzpatrick, 2018). Fitzpatrick, (2018) adds, the establishment of separate facilities is based on the assumption that the needs of PWDs including teachers with visual impairment are better served in separate facilities that can be constructed to meet very specialized needs. These facilities, needless to say, are characterized as charitable efforts to respond to their neediness. With the purpose of shifting



the understanding of disability in the laws of Ethiopia, the Ethiopian parliament endorsed a new disability employment proclamation. The need for the change of the understanding of disability is visible through paragraph 1 of the Preamble of the Proclamation (No.101/1994 ) that reads: ‘the negative perception of persons’ disablement in society is deep rooted that, it has adversely affected the right of PWDs to employment.’ This proclamation has endorsed the social-constructionist model as visualized under Art. 2 (1). It aims at: physical, mental, or sensory impairments in relation with social, economic and cultural discrimination. The proclamation to some extent has put the communities to some level of awareness on disability issues as cited by (Katharina Heyer, 2007).

The Employment Equity Act, 55 of the constitution of South Africa (1998) seeks to ensure that the workplace is free of discrimination and to promote employment equity through advancement of designated groups in the workplace. People with disabilities constitute one of the designated groups. Section 1 of the Act defines people with disabilities as ‘people who have a long-term or recurring disability / impairment’, which substantially limits their prospects of entry into, or advancement in employment.

The Convention on the Rights of Persons with Disabilities (2008), links reasonable accommodation to the concept of ‘Universal design’. The Delta Centre (2013) states that, this concept refers to the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. This Universal design shall not exclude assistive devices for particular groups of persons with disabilities where this is needed. Assistive device is that equipment required in meeting the physical needs of a person with a disability (Taylor 2018)

The (Guidelines on employment of PWDs, 2016), point out that reasonable accommodation must be “reasonable” to both the employee and the employer, and can be interpreted in terms

of the accommodation not creating or causing an unjustifiable hardship to either party. The Guidelines add that accommodation is always made according to the particular needs of the individual concerned and the nature of the essential requirements of the job.

Moleket (2007) points out that reasonable accommodation should be applied throughout the Human Resource (HR) process from advertising, employment offer to termination of employment. There are several forms of accommodation in the workplace. These are: Making the workplace physically accessible to people with different types of disabilities. Provision of assistive devices such as reading glasses and mobility features such as ramps, landmarks, shorelines and handrails where need be. Budgeting for inclusion of PWDs and it should be a cross-cutting issue so that the people with responsibility for the building, line functions and finances all buy into the process. This suggests that the provision of reasonable accommodation is best viewed as part of the organization's operational requirements rather than as a special action.

Moleket (2007) adds the following as adaptations that are necessary for teachers with visual impairment; lighting, colour contrast, use of symbols, use of readable font, use of Textured Surfaces, Relief maps and 3D models, uniform layout for buildings of a similar type (For example, classrooms or boardrooms at the work places), Accessible Routes, Key office equipment such as photocopiers should be at the correct level and position that a person with visual impairment can make use of the machine, as well as be able to perform maintenance (e.g. replace paper). Office furniture such as desks should take into account the ergonomic and functional needs of the user. Security gates and screens should have visual and auditory commands to "stop" and "go".

According to Moleket (2007), lifts should have auditory and visual prompts. Accessible Facilities warnings should also advise when the lift opens or closes. Lift buttons should have

a tactile surface and should only be activated by positive force (i.e. not heat sensitive). Communication (information) for a person with visual impairment should be available in tactile format (Braille) and in high contrast and large print versions. Icons can be a very effective way of identifying the information required.

### **2.3 Circumstances influencing the provision of reasonable accommodations to teachers with visual Impairment**

Circumstances influencing the provision of reasonable accommodations to teachers with visual impairment can be both positive and negative. They include; training, appropriate resources, induction courses, inadequate facilities /resources, societal negative attitude and high cost of specialized assistive devices.

#### **2.3.1 Provision of skills-based training programs**

In an effort to address employment challenges among PWDs including teachers with visual impairment, government of Uganda has established training program to equip PWDs with employable skills. However, these programs are limited in scope and no longer meet current market employable skills requirements. Government has also started a program to sensitize employers to recruit qualified and skilled PWDs including teachers with visual impairment. Consequently, some of the teachers with visual impairment have got stable employment. However, absence of a national employment policy has barred affirmative action for the majority of PWDs including teachers with visual impairment who remain unemployed due to unfavorable conditions in work places.

### **2.3.2 Provision of appropriate resources**

Oyster & Pearl, (2019) cite that provision of appropriate resources such as adaptive technology supports teachers with visual impairment to execute their professional duties. These scholars sight programs such as jaws to be installed on computers to make the technology user friendly to persons with visual impairment.

### **2.3.3 Absence of induction programs**

For a variety of well-documented reasons, novice teachers often start their careers in schools with students who are the most challenging to educate, without extra support for such teachers, many of them are likely to leave not only their current school but also the profession(Clotfelter, (Ladd, Vigdor, & Wheeler, 2007). According to Smith & Ingersoll (2004), induction program scan, assuming they are sufficiently comprehensive, reduce the turnover of new teachers. One might hypothesize that ongoing professional development programs would help to retain teachers by promoting a sense of teacher efficacy. Such programs, however, have often not been well designed and have typically not succeeded in that goal (Hill, 2007).

### **2.3.4 Inadequate facilities and resources**

According to Trounche (2016) inadequate facilities and resources are likely to reduce a teacher's willingness to stay in a school. When facilities are unsafe or are badly configured for teaching and learning, or when teachers have access to insufficient supplies, teachers are likely to feel unsupported and to be less successful than they otherwise would be. Although disparities in these dimensions across schools are large and well understood, only a few studies have documented the adverse effect of poor facilities or access to material on teacher retention. Using survey data, for example, Buckley, Schneider, and Shang (2005) found a

positive, but relatively small, relationship between teachers' plans to leave the school and their rating of the school's facilities.

### **2.3.5 Societal negative attitude**

Generally, PWDs are vulnerable by virtue of their impairment and negative societal attitudes arising from ignorance, superstitions, neglect and lack of awareness. As a result, teachers with visual impairment have inadequate access to services, information, resources as well as limited participation in the socio-economic development process (UNAB Report, 2016). Consequently, the majority depend on their families and communities for survival. However, the socio-economic situation of most PWDs is still characterized by abject poverty, with a greater percentage of their population living in poverty (UBOSE, 2014). This background affects their education levels hence affecting their ability to compete for teaching jobs with other teachers.

### **2.3.6 High costs of specialized assistive devices**

According to EMIS –Report (2011), the report pointed out that, scarcity and high costs of specialized assistive devices such as book readers, text scanners, embossers and assistive services such as guides, are major circumstances which hinder performance of teachers with visual impairment. The Report furthermore stated that, public education programs often use languages and images that are not comprehensible to most teachers with visual impairment. Physical accessibility and affordability to programs are major to education and skills training limitations that constrain participation of teachers with visual impairment.

In this chapter (chapter two) the researcher presented literature review. In next chapter (chapter three) the methodology of the study is presented.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter presents the methodology that was used by the researcher to carry out the study. research approach, study design, study population, sample size, sampling technique, data collection sources, data collection tools, data analysis, ethical considerations of the study, limitations and delimitations of the study.

#### **3.1 Research Approach**

Qualitative research approach was suitable in this study. According to Bryman (2016) qualitative research helps the researcher to gain an insight and understanding of the phenomenon through intensive collection of narrative data in order to explain, predict and control the phenomenon. In this study qualitative research was useful in enabling the researcher gain insight on provision of reasonable accommodation to teachers with visual impairment in Soroti Municipality. It enabled the researcher to have in-depth interaction with participant.

#### **3.2 Study Design**

Descriptive research study design was applicable because the interest of this study was to describe how reasonable accommodation is provided for teachers with visual impairment in public schools. In particular to describe the working conditions of teachers with visual impairment, the adaptations in place for teachers with visual impairment and circumstances influencing provision of reasonable accommodation for teachers with visual impairment in Soroti Municipality.

### 3.3 Study Population

The target population of the study involved teachers with visual impairment, headteachers, Education officer In-charge SNE and the representative of PWDs in Soroti District Service Commission (SDSC). This population was targeted because they are knowledgeable and have the necessary information to answer the research questions.

### 3.4 Sample Size

A Sample of (17) participants in government institutions in Soroti Municipality was chosen for the study population. These participants were purposely selected because they have real life experience of having visual impairment and its related limitations in employment, others have experience in supervising and recruiting teachers with visual impairment in the teaching profession.

**Table 1: Study sample for six (06) Institutions**

Category of respondents	Target population	Sample size	Sample technique
Headteachers	22	04	Purposive sampling
Teachers	555	11	Purposive sampling
Education officer -SNE	01	01	Purposive sampling
Representing PWDs- DSC	01	01	Purposive sampling

**Source: Primary data**

### 3.5 Sampling technique

Purposive sampling technique was used to select the participants for interviews. Headteachers and Education officer in charge SNE were selected because they are the technical personnel who are supervisors of teachers (Amin, 2005), the teachers with visual impairment were selected because they are the right respondents who could give the right information basing on real life experience about working conditions, reasonable accommodation in place for

teachers with visual impairment in their workplaces and circumstances that influence provision of reasonable accommodation to teachers with visual impairment. The representative for PWDs in Soroti DSC was selected because he is knowledgeable on reasonable accommodations in place during recruitment of persons with visual impairment to job opportunities available. Purposive sampling will be used because it helped avoid cases of biasness in sampling, it offered accurate results and high degree of representation of respondents in accordance to real lived experiences (Amin, 2005).

### **3.6 Data collection sources**

Both secondary and primary data was considered in this study.

#### **3.6.1 Secondary data**

This is a form of data obtained from documentaries. In this study; the main source of this form of data was written reports such as; employment reports, performance records, duty time table schedules, duty reports and literature from scholars among others. This source of data was employed because it helped in the assessment of research findings.

#### **3.6.2 Primary data**

Primary data consists of data gathered by conducting interviews with the respondents. This source of data was considered because of the experiences and insights of teachers with visual impairment, headteachers, education officer in charge SNE, a representative of PWDs in Soroti DSC in obtaining information and the researcher is able to judge through respondents' expressions.

### **3.7 Data Collection tools**

#### **Interviews**

Interviews were appropriate for this study. According to Amin (2005) an interview is an oral interaction between the researcher and the respondent. In this study an interview guide was



preferred because it provided direct interface with the respondent and it allowed probing in order to get in-depth information the researcher was interested in, its less expensive as compared to questionnaire technique, even in schools where there were five teachers with visual impairment where focus group discussion would be possible, it was not possible to bring participants together because of their busy schedules. The interview guide had structured questions both close ended and open ended questions, each category of participants had a structured interview guide see appendixes (63-72)

### **3.8 Data analysis**

All data obtained through interviews was categorized according specific issues guiding this research study. The analysis steps were systematically and consistently done for each of the objectives through data description (Tadeo, 2011)

### **3.9 Ethical considerations**

The following ethical considerations were ensured during the course of the study:

The researcher obtained an introductory letter from the university authorities for the purpose of the research data collection.

The researcher sought for permission from the relevant authorities to carry out the study.

Acknowledgement of authors and scholars whose work was reviewed in the study was done to avoid cases of plagiarism in the study. This was done through citations and referencing.

Respondents consent was sought before they embarked on this research. This was done so as to allow respondents to participate in the study freely and at their own will.

The researcher also ensured confidentiality of respondents' responses. This was to prevent cases of stress and attack after research in connection to information provided. This was done

through presenting information provided by respondents without presenting their true identity.

### **3.10 Limitations**

Some respondents felt that the information required was sensitive and could affect their working relationship if revealed. The researcher however made an effort to convince respondents that the information shared would be confidential.

Interpretation of the questions affected the intended responses, however the researcher tried to probe till expected responses were given.

Some respondents were not willing to sign the consent form, the researcher had to convince them by use of titles and ensuring confidentiality.

Some respondents kept bouncing the appointment day for interviews, later on they gave in time to the researcher but this delayed the process of data analysis.

### **3.11 Delimitations**

The researcher was acquainted with both English and local language of the people of the area of the study.

The researcher was able to probe for expected responses and this was successfully done. The researcher works in the district of the study and this enabled the researcher to meet all the respondents though some kept postponing the appointment dates.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter presents analyses and interprets empirical findings from the study and the demographic characteristics of participants. There after data is presented based on the formulated objectives which are reproduced for the attention of the reader thus: working conditions of teachers with visual impairment, adaptations in place for teachers with visual impairment, circumstances influencing provision of reasonable accommodation for teachers with visual impairment.

The researcher intended to interview (17) participants and all were interviewed. The researcher was able to interview all the participants because they were; easy to reach, available, and willing to be interviewed.

The participants included (04) headteachers, (11) teachers with visual impairment, (01) Education Officer In charge SNE and (01) Representative for PWDs in Soroti DSC.

The information got from the participants was kept confidentially by not identifying the participants by their real names but they were referred to as; Headteacher A, Headteacher B, Headteacher C and Headteacher D then teacher1, teacher 2,teacher 3,teacher 4,teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, Teacher 10, Teacher 11.

#### 4.0.1 Demographic characteristics of participants

The findings in table 3 below present the distribution of participants by age group and gender

**Table 2: Distribution of participants by age group and gender**

Age group	Male	Female	Total
20-35 years	03	03	06
36-45 years	01	04	05
46-55 years	02	04	06

**Source: Primary Data**

The findings in table 3 above show that among the participants the female were more than male participants this implies that there are more female teachers in schools than male. Still findings indicate that the greatest number of female participants were above forty years whereas the greatest number of male participants were below thirty six years thus a majority of female participants are more experienced in the profession than the male participants.

**Table 3: Distribution of participants according to qualification**

Qualification	Frequency	Responsibility
Certificate in primary education	04	Teachers
Diploma in public administration	01	Representative of PWDs in SDSC
Bachelor Degree in SNE	02	Education officer i/c SNE & Headteacher
Bachelor Degree Education	07	Teachers
Master Degree in educational policy, planning and management	03	Headteachers
<b>Total</b>	<b>17</b>	

**Source: Primary Data**

In Uganda the minimum qualification to teach in a secondary school is a diploma and in a primary school a certificate is required. This implies that a good number of teachers with visual impairment who were interviewed have attained sufficient qualification through teacher training at different levels. The qualification of teachers with visual impairment as stated in table 4.1.2 indicates that there is no problem on issues of qualification of teachers therefore teachers are informed or are aware of their professional duties and policies that govern their practices as professionals with visual impairment. With that awareness high standard in education and quality work has been realized in the schools this teachers work in.

**Table 4: Distribution of participants according to work experience**

<b>Employment status</b>	<b>Employment record</b>	<b>Frequency</b>
Period taken in the profession	2- 5 years	01
	6 -10 years	05
	11-15 years	04
	16 -20 years	01
	21 above	06
Period taken in the current employment	2- 5 years	01
	6 -10 years	05
	11-15 years	03
	16 -20 years	03
	20 above	05

**Source: Primary Data**

In the teaching profession in Uganda a teacher is regarded to be a senior teacher after teaching for a period of about 6 years. Therefore 16/17 participants had over 6 years work experience. Findings also indicate that a good number of teachers with visual impairment had

been in the same employment from their time of appointment without any changes taking place therefore they were aware of forms of reasonable accommodation that facilitate their participation, the adaptations in place and the challenges they encounter in their work environment and that helped them to adapt strategies to enable them cope with challenges encountered in their work environment.

**Table 5: Distribution of participants according to Subjects taught(applyes to teachers)**

<b>Subject</b>	<b>Frequency</b>
CRE	03
English	02
Literature	02
S.S.T	03
Music	01

**Source: Primary Data**

The findings show that a majority of teachers with visual impairment like / are allocated to teach CRE and Social Studies followed by those who teach English. Observably from the findings there is no science subject taught by teachers with visual impairment this implies that visual impairment limits the teachers from teaching science subjects as they involve more of practical or rather experimental work that requires perfect visual functioning.

#### 4.1 Working conditions of teachers with visual impairment

What are the working conditions of teachers with visual impairment?

**Table 6: Working conditions of teachers with visual impairment**

<b>Condition</b>	<b>Frequency</b>
<b>Additional responsibility to teaching (applies to only teachers)</b>	
-Teachers in charge of religious affairs	02
- Teacher in charge of Music, Dance and Drama club	01
- Teachers in charge of staff welfare	02
- Teachers in charge of writers club	06
<b>Limited resources (applies to teachers and headteachers)</b>	
-Inadequate Braille books to use while scheming	03
- lack of tactile instructional materials	04
- Inadequate finances to purchase Braille materials / equipment	08
<b>Negative attitude</b>	
-Some teachers have a negative attitude towards working with teachers with visual impairment	17
<b>working experience of teachers with visual impairment</b>	
-It's difficult to mark learners print work	11
-Making tactile instructional materials is challenging	11
-It's difficult to scheme as most text books are in print	11
<b>Opinions of other stakeholders about teachers with Visual impairment</b>	
-Teachers with VI need much support from other teachers	05
-They face challenges in making instructional materials	05
-They need braille books/equipment	06
-They need sighted guides to be effective in executing their duties	06

**Source: Primary Data**

##### 4.1.1 Additional responsibility to teaching

Additional responsibility is given to teachers as part of their roles and it is a practice in the teaching profession. This may include being a games teacher, in-charge sports or religious affairs among others. Although that is the practice in the teaching profession, most of the

participants expressed that given the nature of their impairment having many responsibilities makes them not effective in executing some of their roles.

In fact, Teacher 3 expressed that,

*Due to visual limitations and lack of sighted guides who could support my visual and practical functioning I have in most cases not supported my learners to the expectations of the parents. He added that, that sets me back in the implementation of the curriculum and executing other responsibilities allocated to him.*

#### **4.1.2 Limited resources**

Both the headteachers and teachers expressed limited resources as a condition that affects performance of teachers. Specialized resources such as brailers, embozzers and braille text books are expensive therefore most institutions are not able to purchase them. On that note, Headteacher A expressed that,

*Lack of ready-made tactile instructional materials has made teachers with visual impairment to conduct lessons without instructional materials as they face difficulty in adapting / modifying the available instructional materials without the help of the sighted guides.*

Furthermore, Headteacher C expressed that,

*Inadequate finances to purchase Braille materials affects performance as teachers with visual impairment cannot use materials that are easy to get such as pens, text books, manilas and maker pens among others.*

#### **4.1.3 Work experience of teachers with visual impairment**

Findings further indicate that teachers with visual impairment expressed that they face difficulties in marking learners print work. The teachers pointed out that, learners with low



vision use print that has prompted them in many occasions to use their spouses / relatives to support them in marking and reading print work. In addition to that teachers also expressed that the text books are in print thus so challenging in terms of scheming and lesson preparation. In that scenario teacher 7 expressed that,

*I use my spouse to support me and often my professional duties have been compromised as my spouse has busy schedules and besides that she is not a professional.*

A similar expression was given by other participants who expressed that they use relatives to read print work. Participants expressed that their work is compromised as their relatives have busy schedules and at times work is not done timely and in a professional manner most especially during the time of assessment as information at times may be leaked out before the appropriate time.

Findings further show that all participants expressed that some teachers have a negative attitude towards working with teachers with visual impairment. Teachers with visual impairment emphasized that negative attitude of sighted teachers towards working with them limits their empowerment and development of self-esteem and learning from one another is as well hindered.

To cope with the challenges experienced at work places, teachers with visual impairment expressed that they use audio versions, still they expressed that even in the use of audio versions they need support of sighted persons in the process of recording. Participants pointed out that to address the challenge of lack of braille books they braille work for learners in bits, still experience was shared that learners don't get enough practice in comprehension because manual braille in relation to the large number of learners is hectic.

In relation to school support, participants indicated that the school ensures that braille machine and papers are in place to some extent although it's not 100% realized. All teachers

expressed that headteachers do supervision and that has enabled them to practice their professionalism such as having a scheme of work and a lesson plan, being present at the work place. Participants shared that responsibilities are given to the teachers and that has enabled them gain experience in the profession as well as develop their gross and fine motor skills in activities such as music, dances and drama and attending workshops has enabled them widen their experience in the profession, make friends and develop a sense of belonging to a professional group.

Teacher 9 expressed that,

*Nothing much has been put in place in terms of reasonable accommodation and adaptations for teachers with visual impairment as far as mainstream schools are concerned and there are no organizations that support teachers with visual impairment directly.* Similarly Teacher10 also had the same expression.

#### **4.1.4 Opinions of other stakeholders about teachers with Visual impairment**

The findings show that the headteachers expressed that teachers with visual impairment need much support from other teachers and also face challenges in making instructional materials. The headteachers pointed out that teachers with visual impairment depend a lot on support given by other teachers for activities like scheming, making instructional materials and supervising the cleaning of the school while on weekly duty. The education officer in charge Special Needs Education (SNE) and the representative of PWDs in Soroti District Service Commission (SDSC) expressed that teachers with visual impairment need braille books/equipment and sighted guides to be effective in executing their duties.

Findings also revealed that, headteachers were aware of Uganda National Association for Blind (UNAB) as an organization that lobbies for specialized materials and advocates for the

rights of persons with visual impairment and that has enabled employers to observe and respect the rights of teachers with visual impairment.

#### 4.2 Adaptations in place for teachers with visual impairment

The adaptations that have been put in place for teachers with visual impairment are presented in table 7 below:

**Table 7: Which adaptations are being provided for teachers with visual impairment?**

<b>Adaptation</b>	<b>school (01) (special school)</b>	<b>school (02)(special school)</b>	<b>school (03) mainstream</b>	<b>school (04) mainstream</b>	<b>Municipal Education Office</b>	<b>Soroti DSC</b>
<b>Provision of:</b> financial support for purchasing specialized equipment	provided	provided	not provided	not provided	not provided	not provided
braille materials	most often provided	most often provided	not provided	not provided	not provided	not provided
<b>Accessibility features</b> (i) ramps	Provided	Provided	to some extent provided	to some extent provided	to some extent provided	to some extent provided
(ii) landmarks	most often provided	most often provided	not provided	not provided	Not provided	not provided

**Source: Primary Data**

#### **4.2.1 Provision of Financial Support**

Findings indicate that special schools get financial support called subvention grant from the Ministry Of Education and Sports and other finances from Non-Government Organizations for disability inclusion.

Headteacher A expressed that,

*Although the school gets financial support for disability inclusion, the finances are directed to learners with visual impairment, teachers with visual impairment benefit from them indirectly when such finances are used to purchase some relevant materials for teachers as well.*

Similarly, Headteacher B shared the same experience.

Headteacher D from the mainstream school expressed that,

*Although the school has teachers with visual impairment, the school does not receive any special funding for disability inclusion and that affects performance of teachers with visual impairment as the school is unable to purchase specialized Materials for teachers with visual impairment.*

He emphasized that,

*That makes the teachers to work under difficult conditions thus affecting their effectiveness in the profession.*

On the other hand the representative of PWDs in Soroti DSC was not aware of how schools get financial support for disability inclusion besides Universal Secondary Education (USE) and Universal Primary Education (UPE) funding from the government through the Ministry of Education and Sports. That expresses lack of awareness on how government is providing

financial support to schools for disability inclusion. It also shows that DSC might not be aware of the challenges experienced by teachers with visual impairment in their work place.

#### **4.2.2 Provision of Braille materials/equipment**

Headteacher A expressed that,

*The school gets braille materials from Ministry of Education & Sports (MOES) or Non-Government Organizations (NGOs) but the support is not directed to teachers with visual impairment, teachers with visual impairment benefit from what is donated for learners if there are surplus in store. Sometimes they borrow from learners if there is shortage of materials like braille machines.*

Headteacher D expressed that,

*Teachers with visual impairment in mainstream school struggle on their own to find what they need to facilitate them perform their duties, he emphasized that the school has no provision of allocating funds to cater for the needs of teachers with visual impairment neither does the school get support for disability inclusion.*

#### **4.2.3 Provision of accessibility features in the environment**

According to Lazar (2011) accessibility features are indicators put in place to guide the mobility of persons with visual impairment.

According to the participants in special schools accessibility features such as ramps, landmarks, shorelines and handrails are provided in the environment to aid access to structures and effective mobility for teachers with visual impairment while teachers in mainstream schools, Participants pointed out that ramps are only provided at the entrance of the school structures yet their schools have storage buildings and handrails or ramps are not

provided to ease the mobility. This therefore has limited their exposure to all school structures or offices located upstairs.

The Education Officer In charge SNE expressed that,

*Teachers with visual impairment need sighted guides to support them in their daily activities yet the institutions that employ teachers with visual impairment are not able to provide them with sighted guides as their major specific need.*

He conclusively said,

*That affects the performance of teachers as their mobility and awareness of the environment is limited.*

Headteacher B shared that, the schools provide for the specific needs by lobbying for Braille materials, white canes, making the environment fairly accessible for teachers with visual impairment. The Education Officer In charge SNE gave a similar response. The representative of PWDs in Soroti DSC was not aware of how the DSC is to provide for the specific needs of teachers with visual impairment, this signifies that the DSC lacks awareness on disability inclusion and therefore the needs of teachers with visual impairment are not fully catered for during the process of recruitment.

Teachers with visual impairment in mainstream schools shared that a little has been done to make the environment accessible for them. According to the teachers, that has limited their exploration and awareness of the school environment. The teachers expressed that often they have fallen victims of accidents in the school compound and that too has made them develop fear to move in the school compound freely thus limiting their exploration of the school environment.

### 4.3 Circumstances influencing provision of reasonable accommodation to teachers with visual impairment

Reasonable accommodation means making the employment process and work environment conducive for all employees so as to enable them have enjoyment of employment opportunities and privileges in their work place.

**Table 8** Circumstances that influence provision of reasonable accommodation to teachers with visual impairment.

**Table 8: What are the circumstances that influencing provision of reasonable accommodation to teachers with visual impairment?**

<b>Positive influencing circumstances</b>	<b>Frequency</b>
Availability of computers with jaws for lesson preparation& access to free internet	15 out of 17
Availability of a few Brailers & Brailled text books	10 out of 17
Recorders provided to teachers to record books in audio version	06 out of 17
Supportive relationship among teachers in school	15 out of 17
<b>Negative influencing circumstances</b>	
Negative attitude of other teachers towards teachers with Visual impairment	15 out of 17
Low financial status of the school	17 out of 17

**Source: Primary Data**

#### **4.3.1 Positive influencing circumstances**

Finding on the side of positive influencing circumstances, show that participants in schools expressed that the presence of a computer lab for research purpose and access to free internet has enabled teachers with visual impairment do research easily as opposed to using books.

Teachers with visual impairment in a special school emphasized that,

*Availability of braille machines, a few braille texts books, computers with jaws Program and recorders facilitate the teachers with visual impairment during scheming and lesson preparation.*

Although those adaptations are in special schools, Teacher 9 in an ordinary school shared that,

*The school has computers which have no programs that facilitate easy use by persons with visual impairment therefore he does not benefit from those computers as they are user friendly to only sighted persons.*

Participants also pointed out that to some extent there is supportive relationship among teachers and that has enabled teachers with visual impairment experience a sense of belonging.

#### **4.3.2 Negative influencing circumstances**

On negative influencing circumstances, teachers and headteachers indicated that, some teachers have a negative attitude towards working with teachers with visual impairment and that at times makes teachers with visual impairment live a life of isolation. The headteachers expressed that low financial status of the schools makes the schools not able to purchase specialized materials sources for teachers with visual impairment. They emphasized that Braille materials/equipment are costly and are not easily found in open market. The participants also pointed out limited finances limit adaptation of the school environment so as to remove mobility barriers and employment/hire of sighted guides to support teachers with



visual impairment in most activities thus leaving gaps in terms of performance and environment adaptation.

In this chapter (chapter four) the researcher did the presentation, analysis and interpretation of the research findings. In the next chapter (chapter five) discussion of the results, conclusion and recommendations/suggestion are presented.

## **CHAPTER FIVE**

### **DISCUSSION OF THE RESULTS, CONCLUSION AND RECOMMENDATIONS/SUGGESTIONS**

#### **5.0 Introduction**

This chapter discusses the results of the study. It's comprised of four sections which include; demographic characteristics of participants, presentation of the discussion according to the objectives of the study, conclusion and recommendations/suggestions.

#### **5.0.1 Summary of study findings**

It is however worth noting that a majority of participants had been in the profession longer hence they had a greater range of experience in the field of teaching and therefore could be heavily relied on for valid information. Results indicate that a good number of teachers with visual impairment had been in the same employment from their time of appointment without any changes taking place therefore they were aware of forms of reasonable accommodation that facilitate their participation, the challenges they encounter in their work environment and they were able to adapt strategies to cope with challenges encountered in their work environment. Of the participants interviewed more female were interviewed than the male.

Participants have attained minimum qualifications and a good number of them have a Bachelor degree in education and (01) has a Bachelor degree in Special Needs Education, this implies that participants are knowledgeable and well informed of their professional duties and policies that govern their practices as professionals.

It is also notable that there is need for the teachers with visual impairment who possess certificate to upgrade so as to widen their education experiences. The result is in line with Donzelli (2006) who observes that teachers are always trained and qualified professionals so as to be able to perform their jobs most effectively. In support Govinda and Varghese (2015)

found out that the educational attainment of teachers positively influences learners in a learning setting. The scholars also observed that there is positive correlation between teachers' knowledge of their subjects and impact in the classroom therefore its worth for teachers who have lower grades to upgrade.

## **5.1 Discussion of the results**

### **5.1.1 Working conditions of teachers with visual impairment.**

Results indicate that all teachers with visual impairment have additional responsibilities to their daily duties. Actually most of the participants expressed that given the nature of their impairment having many responsibilities makes them not to be very effective in executing some of their roles due to visual limitations and lack of sighted guides who could support their visual and practical functioning. Results showed that teachers with visual impairment use their spouses / relatives who are not professionals to support them execute their duties such as marking learners print work. In that scenario teachers expressed that their work is compromised as their spouses / relatives have busy schedules and at times work is not done timely and in a professional manner most especially during the time of assessment as information at times may be leaked out before the appropriate time.

Results indicate that lack of ready-made tactile instructional materials has made teachers to conduct lessons without instructional materials as they face difficulty in adapting the available instructional materials without the help of the sighted guide. A long the discussion results point out the need for sighted guides to enable teachers with visual impairment participate effectively in executing their professional duties.

The results showed limited resources as a condition that affects performance of teachers. Although two schools had computers with jaws program lack of brailers, braille text books and computer programs that support persons with visual impairment to access information

limits efficiency and effectiveness of teachers with visual impairment in terms of scheming and lesson preparation. Furthermore participants expressed that inadequate finances to purchase specialized materials / equipment affects the performance of teachers with visual impairment.

Results further showed that in some schools some teachers have a negative attitude towards working with teachers with visual impairment. According to teachers with visual impairment negative attitude of sighted teachers towards working with them limits their empowerment and development of self-esteem and learning from one another is as well hindered.

To cope with the challenges experienced at work places, teachers with visual impairment use audio versions, whereas they use audio versions teachers expressed that they need support from sighted persons in the process of recording. Participants pointed out that to address the challenge of lack of braille text books they braille work for learners in bits, still experience was shared that learners don't get enough practice in comprehension because manual braille in relation to the large number of learners is hectic.

In relation to school support, participants indicated that the school ensures that Braille machine and Braille papers are in place to some extent although it's not 100% realized. All teachers expressed that headteachers do supervision and that has enabled them to practice their professionalism such as having a scheme of work and a lesson plan, being present at the work place.

Results indicate that nothing much has been put in place in terms of reasonable accommodation and adaptations for teachers with visual impairment as far as ordinary schools are concerned and there are no organizations that support teachers with visual impairment directly in special schools or in ordinary schools. Teachers therefore struggle to fit into the environment.

Results show that teachers with visual impairment need sighted guides to be effective in executing their duties, they need support from other teachers therefore they depend a lot on support given by other teachers because of visual limitations they cannot perform some activities on their own, such activities may include scheming, making instructional materials, marking learners print work and supervising the cleaning of the school while on weekly duty.

### **5.1.2 Adaptations in place for teachers with visual impairment**

Results indicate that special schools get financial support “subvention grant” and specialized materials/ equipment from the Ministry of Education and Sports (MoES) and other finances from Non-Government Organizations for disability inclusion. Results show that although special schools get financial support and specialized materials/ equipment for disability inclusion, the finances are directed to learners with visual impairment, teachers benefit from them indirectly when such finances are used to purchase some relevant materials for teachers as well. Ordinary schools do not receive any special funding and specialized materials for disability inclusion and that affects performance and effectiveness of teachers with visual impairment in the profession as the schools are not able to purchase specialized materials/equipment. That reflects that teachers with visual impairment in ordinary schools struggle on their own to find what they need to facilitate them work effectively.

It's evident in the results that the institutions that employ teachers with visual impairment are unable to provide teachers with visual impairment with sighted guides and Braille material / equipment to some extent as their major specific needs. Results show that a little has been done to make the environment accessible for teachers with visual impairment most especially in ordinary schools. According to the teachers with visual impairment in ordinary schools, they have often fallen victims of accidents in the school compound that has limited their exploration and awareness of the school environment.

### **5.1.3 Circumstances influencing provision of reasonable accommodation to teachers with visual impairment**

Results indicate that provision of financial support, availability of computers with the jaws program and access to free internet in special schools has enabled provision of reasonable accommodation to teachers with visual impairment. Financial support enables the institutions to make the environment accessible / user friendly through provision accessibility features such as ramps, landmarks among others. In addition to that finances aid purchase of recorders, braille machines, braille computers and installation of programs that support persons with visual impairment access information. Results also point out that there is supportive relationship among teachers and that has enabled teachers with visual impairment experience a sense of belonging to a professional group.

Furthermore results indicated that, some teachers have a negative attitude towards working with teachers with visual impairment and that at times makes teachers with visual impairment live a life of isolation. At another point of view low financial status of the schools makes the schools unable to purchase specialized materials for teachers with visual impairment. They emphasized that Braille materials/equipment are costly and are not easily found in open market. The results also point out limited finances as a factor that limits adaptation of the school environment so as to remove mobility barriers and employment/hire of sighted guides to support teachers with visual impairment thus leaving gaps in terms of performance and environment adaptation.

## **5.2 CONCLUSION AND RECOMMENDATIONS/SUGGESTIONS**

### **5.2.1 Conclusions**

This study concluded that:

There is no appropriate reasonable accommodation provided for teachers with visual impairment in the process of employment right from job application, recruitment process and at the work places in Soroti Municipality.

It is also evident that in Soroti Municipality awareness of inclusion of PWDS has not fully been done so as to enable all stakeholders become aware of how institutions facilitate inclusion of teachers with visual impairment so as enable them access employment opportunities / to do their professional duties effectively.

However, minimal adaptations have been made to support the mobility of some teachers with visual impairment, that is to say, provision of fairly safe and accessible school environment to teachers with visual impairment most especially in special schools whereas not much is observed in ordinary schools that have employed teachers with visual impairment. In addition to that, a few teachers with visual impairment are supported by providing computers with jaws program, brailers and recorders to record books to audio version but still they face a challenge of reading print in the process of recording work. In this case they expressed using their spouses/relatives who are not professionals to read for them print literature. Therefore they need sighted guides to support them in executing their daily duties as it was expressed by most of the participants interviewed.

Finally literature shows that, Globally, PWDs are not regarded as part of the labour force as sighted by Ofuani (2011) that reduces their chances for employment even when they have the qualifications. The other view is that the socio-economic status of most PWDs is still characterized by abject poverty, with a greater percentage of their population living in

poverty. This background affects their education levels hence affecting their ability to compete for teaching jobs with other teachers (Uganda Household Survey, 2014).Discriminatory practices of society to those with impairments caused by organizations which take no or little account of persons with impairments and thus excludes them from the mainstream of social activities (UN 2016).

### **5.2.2 Recommendations/suggestions**

The researcher presents both the participants and the researcher's recommendations.

### **5.2.3 Recommendations/suggestions by participants**

Teachers' specialized instructional materials be provided always to support teachers with Visual impairment to teach effectively.

Schools should employ guides to support teachers with Visual impairment to work effectively

Teachers with visual impairment should be employed in special schools where they feel their needs are understood.

### **5.2.4 Recommendations by the researcher**

I therefore recommend that;

#### **Working conditions of teachers with visual impairment**

Awareness on provision of reasonable accommodation for teachers with visual impairment should be created through sensitization by advocates for Persons with disability / impairment.

Staff accommodation should be provided to teachers with visual impairment so that they are within the school environment which they are familiar with to ease their mobility.



Sensitization of the school and the entire community should be carried out with the aim of changing their negative attitude towards working with teachers with visual impairment.

### **Adaptations in place for teachers with visual impairment**

Sighted guides should be employed in institutions that have employed persons with visual impairment.

Braille materials such as brailers and braille papers should be provided to teachers with visual impairment to enable them make schemes and lesson plans

Adapted Technology such as computers with jaws and internet should be provided to teachers with visual impairment to increase their opportunities to research for information relevant to the subjects they teach since they cannot use print text books.

A variety of specialized materials such as embossed diagrams and maps should be provided for teachers with visual impairment for effective performance

Accessible and safe school and classroom environment should be provided for teachers with visual impairment to aid their mobility and increase their contact with the learners.

### **Circumstances that influence provision of reasonable accommodation**

Schools should lobby for adequate funding to enable school managers to support teachers with visual impairment to teach effectively.

The government of Uganda should provide adequate funding to schools so as to enable school managers to purchase specialized materials used by teachers with visual impairment, which will enhance a teacher's participation.

The government of Uganda should put in place a policy on employing sighted guides in institutions that employ persons with visual impairment to support them execute their professional duties effectively.

The government of Uganda should enhance affirmative action in relation to employment of teachers with visual impairment at all levels.

### **5.3 Areas of further research**

The researcher suggests “Strategies to address provision of reasonable accommodation for teachers with visual impairment.” as an area of study.

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## APPENDICES

### APPENDIX I: BUDGET ESTIMATE

ITEM	QUANTITY	AMOUNT
Stationary	3 ream of paper and 10 pens	50,000 =
Typesetting and printing the work	Lumpsum	200,000 =
Data collection process	Lumpsum	300,000 =
Binding final report	Lump sum	500,000 =
Miscellaneous	Lump sum	450,000 =
Total		1,500,000 =

## APPENDIX II: RESEARCH WORKPLAN

<b>Month &amp; year</b>	<b>Activities</b>	<b>Resource</b>	<b>Persons involved</b>
November 2018	Identification, Submission and approval of the research topic	Pens and papers	Researcher and supervisors
September 2018 - January 2019	Writing and correcting the research proposal	literature books, a computer and finances for printing	Researcher and supervisors
February 2019	Approval of the research proposal and presentation	Finances for transport and printing work	Researcher, supervisors and other lecturers
March 2019	Developing and approval of data collection tools	Finances for transport and printing work	Researcher and supervisors
April 2019	Data collection	Pens, papers and Finances for transport	Researcher and respondents
May –June 2019	Data analysis, type-setting/ printing work and submitting the report for corrections	Pens, papers and finances for printing work and transport	Researcher and supervisor
JULY 2019	Submitting the research report for marking	Finances for printing work and transport	Researcher and supervisor
August – September 2019	Defending the research report, type- setting corrections, printing and submitting the final report	Computer, finances for printing work and transport	Researcher, supervisor and examiners



### APPENDIX III: INTRODUCTORY LETTER



## KYAMBOGO UNIVERSITY

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

THE PRINCIPAL EDUCATION OFFICER  
SOROTI MUNICIPAL COUNCIL SCHOOLS

Dear Sir/Madam,


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

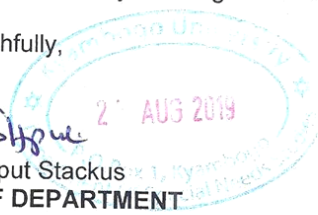
This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs./Ms... OBANYI SYLVIA.....  
Reg.No: 1.7.1.1.4.8.2.1.1.G.M.S.N.I.P.E... who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Diploma/Degree/Masters, 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

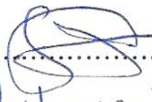


**APPENDIX IV: CONSENT FORM FOR RESPONDENTS**

By signing below, I acknowledge that I offered my time to the researcher to have an interaction with t me inform of interviews for purposes of her research study. I do agree that the information I have provided for the purpose of the study may be used by the researcher to develop her thesis and I believe that it will be available to other researchers and the public for scholarly and educational purposes only.

Title: Headteacher A  
Signature.....  
Date..... 14/4/2019.....

Title: Teacher 1  
Signature ..... A.P.....  
Date ..... 14/4/2019.....

Title: Headteacher B  
Signature.....  
Date..... 14/4/2019.....

Title: Teacher 2  
Signature ..... JyC.....  
Date ..... 14/4/2019.....

Title: Teacher 3  
Signature.....  
Date..... 14/4/2019.....

Title: Teacher 4  
Signature .....  
Date ..... 16/4/2019.....

Title: Teacher 5  
Signature.....  
Date..... 16/4/2019.....

Title: Teacher 6  
Signature .....  
Date ..... 16/4/2019.....

Title: Headteacher C

Signature..... *11-24*

Date..... *18<sup>th</sup> / 4 / 2019*

Title: Teacher 7

Signature.....

Date..... *18<sup>th</sup> / 4 / 2019*

Title: Teacher 8

Signature.....

Date..... *18<sup>th</sup> / 4 / 2019*

Title: Teacher 9

Signature.....

Date.....

Title: Teacher 10

Signature.....

Date..... *23 / 4 / 2019*

Title: Headteacher D

Signature..... *zde*

Date..... *23 / 4 / 2019*

Title: Teacher 11

Signature.....

Date..... *24 / 4 / 2019*

Title: Education Officer I/C SNE

Signature..... *SPH*

Date..... *28<sup>th</sup> / 4 / 2019*

Title: Representative SDSC

Signature..... *B. P.*

Date..... *28<sup>th</sup> / 04 / 2019*

**APPENDIX V: STRUCTURED INTEVIEW GUIDE FOR TEACHERS WITH  
VISUAL IMPAIRMENT**

Dear Respondent,

I am a student of Kyambogo University conducting a research study on “An examination on teachers’ competence on application of adaptive technology in teaching learners with visual impairment”. The study is to be conducted in Soroti district. This study is a requirement leading to partial fulfillment for the award of Master’s Degree in Special Needs Education of Kyambogo University. You are kindly requested to answer all questions in this questionnaire honestly. Your responses will be treated confidentially and used for only this research purpose. Your input is highly appreciated.

In this section, please indicate the response by circling the appropriate one/number.

**1. Demographic characteristics of the respondent.**

1	Gender	1. Male 2.Female
2	Age	1. 20-30 yrs 2.31-40 yrs 3. 45-50 yrs
3	Education level completed	1. Diploma 2.BachelorDegree 3. Master Degree

2. (i) How long have you been a teacher ?

(ii) How long have you been working in this school?

(iii) What do you teach?

3. What additional responsibility have you ever held besides teaching?

4. What is your experience as a teacher? (Requires probing)

5. (i) What kind of challenges do you experience as a teacher with visual impairment?

(Requires probing in areas such as; classroom issues, school environment, relationship with other teachers, with learners and the headteacher, attitude of the headteacher, other teachers and the learners, marking of learners work, accommodation issues, perception of the SMC on teacher with visual impairment as part of employees)

(ii) How do you cope with the challenges you experience in your professional duty?

6. How does the school ensure that you do your professional activities as a teacher?

(Requires probing- Does the school community understand your challenges? How does the school respond to your challenges?

7. What has been put in place to enable you perform your professional duties effectively as a teacher with visual impairment?

8. What circumstances within the school environment influence how you are supported as a teacher with visual impairment to each effectively?

9. (i) Do you have any organizations that is supporting you to enable you execute your duties effectively as a teacher with visual impairment? If yes which organizations?

(ii) How do those organizations support you?

10. Please, do you have any other information you wish to provide in this interview?

**Thank you for your audience and the wonderful time we have had together, God bless you.**

## APPENDIX VI: STRUCTURED INTEVIEW GUIDE FOR HEADTEACHERS

Dear Respondent,

I am a student of Kyambogo University conducting a research study on “An examination on teachers’ competence on application of adaptive technology in teaching learners with visual impairment”. The study is to be conducted in Soroti district. This study is a requirement leading to partial fulfillment for the award of Masters Degree in Special Needs Education of Kyambogo University. You are kindly requested to answer all questions in this questionnaire honestly. Your responses will be treated confidentially and used for only this research purpose. Your input is highly appreciated.

In this section, please indicate the response by circling the appropriate one/number.

### 1. Demographic characteristics of the respondent.

1	Gender	1. Male 2.Female
2	Age	1. 20-30 yrs 2.31-40 yrs 3. 45-50 yrs
3	Education level completed	1. Diploma 2.Bachelor’s Degree 3. Master’s Degree

2. How long have you been a headteacher of this school?
3. How do you find working with teachers with visual impairment as their immediate supervisor?
4. As a headteachers what challenges do (es) your teacher(s) with visual impairment experience while executing professional duties?

(Requires probing in areas such as; classroom issues, school environment, relationship with other teachers, with learners and the headteacher, attitude of the headteacher, other teachers and the learners, marking of learners work, accommodation issues, perception of the SMC on teacher with visual impairment as part of employees)

5. How is the school supporting a teacher with visual impairment to do his/her professional duties effectively?
6. (i) How is the relationship of a teacher with visual impairment with the headteacher?  
(ii) How is the relationship of a teacher with visual impairment with other teachers?  
(iii) How is the relationship of a teacher with visual impairment with the learners?
7. What support do other teachers provide to a teacher with visual impairment to enable him/her to perform his/her professional duties effectively?
8. What support does government provide to the school a teacher(s) with visual impairment to support them teach effectively?
9. What are the specific needs for teachers with visual impairment to enable them do their work effectively?
10. How is the school providing for those specific needs of teachers with visual impairment?

11. (i) Do you have any organizations that is providing for those specific needs of teachers with visual impairment? If yes which organizations?

(ii) How do those organizations providing for those specific needs of teachers with visual impairment?

12. Please, do you have any other information you wish to provide in this interview?

**Thank you for your audience and the wonderful time we have had together, God bless you.**



**APPENDIX VII: STRUCTURED INTEVIEW GUIDE FOR EDUCATION OFFICER  
IN CHARGE SNE**

Dear Respondent,

I am a student of Kyambogo University conducting a research study on “An examination on teachers’ competence on application of adaptive technology in teaching learners with visual impairment”. The study is to be conducted in Soroti district. This study is a requirement leading to partial fulfillment for the award of Masters Degree in Special Needs Education of Kyambogo University. You are kindly requested to answer all questions in this questionnaire honestly. Your responses will be treated confidentially and used for only this research purpose. Your input is highly appreciated.

In this section, please indicate the response by circling the appropriate one/number.

**1. Demographic characteristics of the respondent.**

1	Gender	1. Male 2. Female
2	Age	1. 20-30 yrs 2. 31-40 yrs 3. 45-50 yrs
3	Education level completed	1. Diploma 2. Bachelor’s Degree 3. Master’s Degree

2. How long have you been in the office as education officer in charge SNE?

3. How do you find working with teachers with visual impairment as their supervisor?

4. As education officer in charge SNE, what challenges have you noted teachers with visual impairment experience while executing their professional duties? (Requires probing).
5. How is the education office supporting teachers with visual impairment to do their professional duties effectively?
6. (i) How is the relationship of a teacher with visual impairment with the headteacher?  
(ii) How is the relationship of a teacher with visual impairment with other teachers?  
(iii) How is the relationship of a teacher with visual impairment with the learners?
7. What support do other teachers provide to a teacher with visual impairment to enable him/her to perform his/her professional duties effectively?
8. What support does government provide to the education office for teachers with visual impairment to support them teach effectively?
9. What are the specific needs for teachers with visual impairment to enable them do their professional duties effectively?
10. How is the education office providing for those specific needs of teachers with visual impairment?
11. (i) Do you have any organizations that is providing for those specific needs of teachers with visual impairment? If yes which organizations?  
(ii) How are those organizations providing for those specific needs of teachers with visual impairment?
12. Please, do you have any other information you wish to provide in this interview?

**Thank you for your audience and the wonderful time we have had together, God bless you.**

**APPENDIX VIII: STRUCTURED INTEVIEW GUIDE FOR A MEMBER OF THE  
DISTRICT SERVICE COMMISSION**

Dear Respondent,

I am a student of Kyambogo University conducting a research study on “An examination on teachers’ competence on application of adaptive technology in teaching learners with visual impairment”. The study is to be conducted in Soroti district. This study is a requirement leading to partial fulfillment for the award of Master’s Degree in Special Needs Education of Kyambogo University. You are kindly requested to answer all questions in this questionnaire honestly. Your responses will be treated confidentially and used for only this research purpose. Your input is highly appreciated.

In this section, please indicate the response by circling the appropriate one/number.

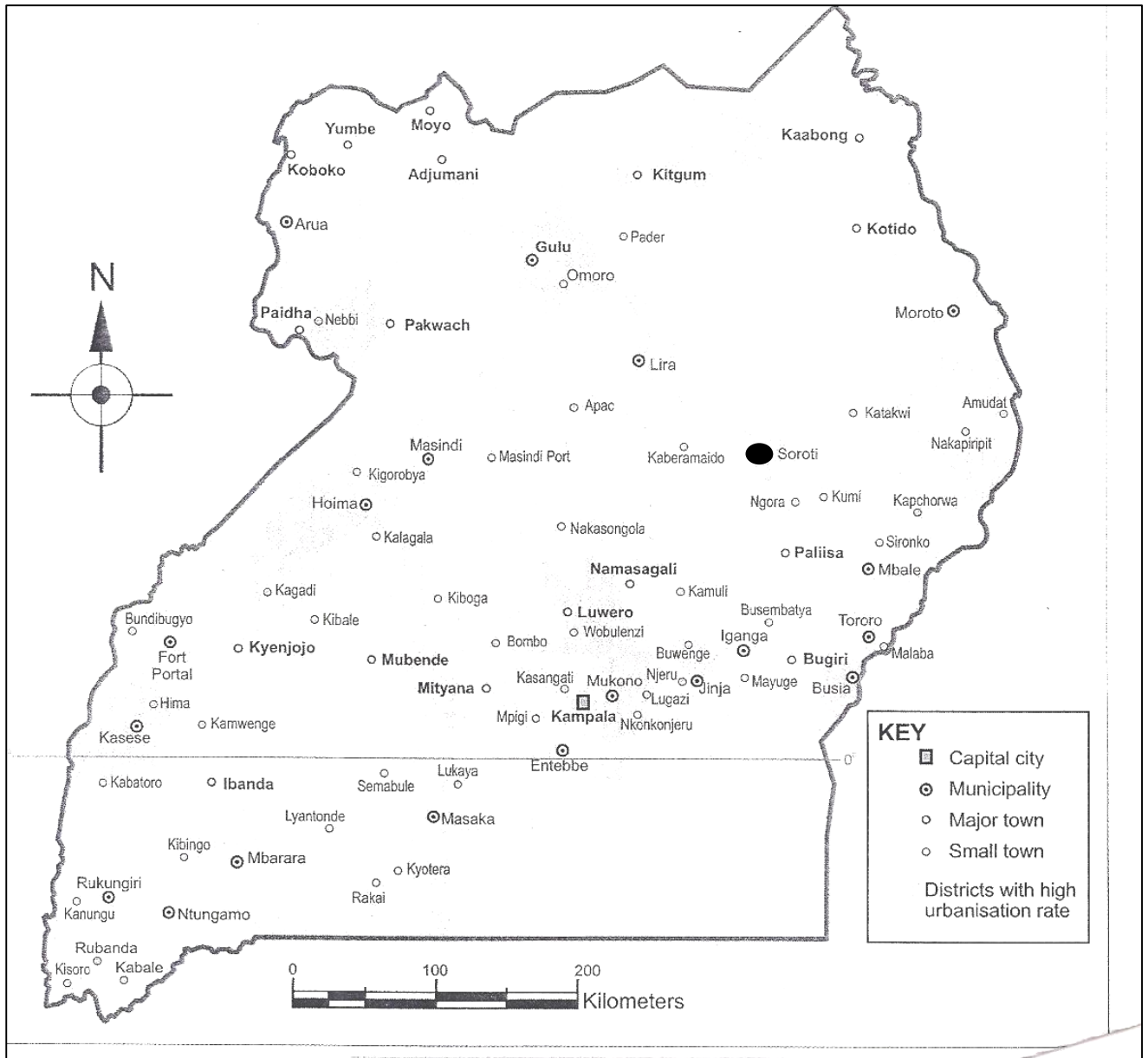
**1. Demographic characteristics of the respondents.**

1	Gender	1. Male  2.Female
2	Age	1. 20-30 yrs  2.31-40 yrs  3. 45-50 yrs
3	Education level completed	1. Diploma  2.Bachelor’s Degree  3. Master’s Degree

2. How long have you been a member of the district service commission?
3. How do you find the recruitment of teachers with visual impairment into the teaching profession?
4. As a member of the district service commission, what challenges have you noted teachers with visual impairment experience while competing to be recruited into the teaching profession? (Requires probing).
5. How is district service commission supporting teachers with visual impairment in the process of recruitment to c?
6. What support does government provide to the district service commission for teachers with visual impairment to support them be recruited into the teaching profession?
7. What are the specific needs of teachers with visual impairment to enable them to compete for jobs with other professional effectively?
8. How is the district service commission supporting teachers with visual impairment to meet their specific needs?
9. (i) Do you have any organizations that is providing for those specific needs of teachers with visual impairment? If yes which organizations?  
  
(ii) How are those organizations providing for those specific needs of teachers with visual impairment?
10. Please, do you have any other information you wish to share in this interview?

**Thank you for your audience and the wonderful time we have had together. God bless you.**

**APPENDIX IX: A MAP OF UGANDA SHOWING THE MUNICIPALITY OF THE STUDY**



Source: <https://www.google.com/search?q=map+of+uganda>

**KEY:**

- Soroti Municipality (area of study)