

**IMPROVING TEACHING INTEGRATED PRODUCTION SKILLS TO STUDENT  
TEACHERS WITH VISUAL IMPAIRMENT: A CASE OF BISHOP WILLIS  
TEACHER TRAINING INSTITUTE, IGANGA DISTRICT**

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## DECLARATION

I, Sirikire Sarah, declare that this report is my own work done from my efforts and has never been presented for any award by any institution of higher learning.

Signature..... Date...../...../.....

**APPROVAL**

This is to certify that this research dissertation was carried out under our close supervision and is now ready for submission with our approval.

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Signed:..... Date:.....

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Signed:..... Date:.....

## **DEDICATION**

I dedicate this work to my children; Racheal and Stephen, for their moral, spiritual and financial support.

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## TABLE OF CONTENTS

|  |           |
|--|-----------|
| Declaration .....  | i         |
| Approval.....  | ii        |
| Dedication .....   | iii       |
| Acknowledgement.....   | iv        |
| Table of contents .....  | v         |
| List of tables .....   | ix        |
| List of acronyms.....  | x         |
| Abstract .....   | xi        |
| <b>CHAPTER ONE: INTRODUCTION</b> .....                                     | <b>1</b>  |
| 1.1 Background to the study.....   | 1         |
| 1.2 Statement of the Problem .....   | 5         |
| 1.3 Study Objectives .....   | 5         |
| 1.4 Research Questions .....   | 6         |
| 1.5 Significance of the Study .....  | 6         |
| 1.6 Scope of the Study.....  | 7         |
| 1.7 Theoretical Framework .....  | 7         |
| 1.7.1 Characteristics of Capability Theory .....                           | 8         |
| 1.7.2 Criticism of the Capability Theory .....                             | 9         |
| 1.7.3 APPLICATIONS OF CAPABILITY THEORY .....                              | 9         |
| 1.8 Delimitations and Limitations of the Study .....                       | 10        |
| <b>CHAPTER TWO: LITERATURE REVIEW</b> .....                                | <b>12</b> |
| 2.1 Introduction .....   | 12        |
| 2.2 Students' Views towards Learning of Integrated Production Skills ..... | 12        |

|  |           |
|--|-----------|
| 2.3 Tutors views towards teaching of integrated production skills.....                       | 14        |
| 2.4 Strategies used to encourage students to opt for Integrated Production Skills .....      | 15        |
| <b>CHAPTER THREE: METHODOLOGY .....</b>  | <b>18</b> |
| 3.1 Introduction .....   | 18        |
| 3.2 Study Approach.....  | 18        |
| 3.3 Case Study Design .....  | 18        |
| 3.4 Target Population .....  | 19        |
| 3.5 Sampling Technique.....  | 20        |
| 3.6 Research Instrument.....   | 20        |
| 3.6.1 Trustworthiness of the qualitative research instrument.....                            | 21        |
| 3.7 Procedure of data collection.....  | 21        |
| 3.8 Data Analysis .....  | 22        |
| 3.9 Collaboration.....   | 23        |
| 3.10 Ethical Issues.....   | 23        |
| 3.10.1 Confidentiality and Anonymity.....  | 24        |
| 3.10.2 Informed and voluntary consent.....   | 24        |
| <b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION</b><br>.....                 | <b>25</b> |
| 4.1 Introduction .....   | 25        |
| 4.2 Bio-data of the participants .....   | 25        |
| 4.3 Data analysis, interpretation and presentation on Objective One under Category A.....    | 26        |
| 4.4 Data analysis, Interpretation and Presentation on Objective Two under Category A.....    | 28        |
| 4.5 Data analysis, interpretation and presentation on Objective Three under Category A ..... | 30        |

|  |           |
|--|-----------|
| 4.6 Data analysis, interpretation and presentation on Objective One under Category B .....               | 32        |
| 4.7 Data analysis interpretation, presentation and discussion on Objective Two under Category B.....     | 34        |
| 4.8 Data analysis interpretation, presentation and discussion on Objective Three - under Category B..... | 36        |
| 4.9 Data analysis, interpretation and presentation on Objective One - under Category C.....              | 38        |
| 4.10 Data analysis, interpretation and presentation on Objective Two - under Category C....              | 40        |
| 4.11 Data analysis, interpretation and presentation on Objective Three – under Category C .              | 42        |
| <b>CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION, RECOMMENDATIONS AND AREAS FOR FURTHER STUDIES.....</b> | <b>44</b> |
| 5.0 Introduction .....   | 44        |
| 5.1 Summary of findings .....  | 44        |
| 5.1.1 Students’ views towards IPS .....  | 44        |
| 5.1.2 Tutors’ views towards Integrated Production Skills.....  | 45        |
| 5.1.3 Strategies to encourage students with visual impairment to offer IPS .....                         | 45        |
| 5.2 Discussion of findings .....   | 46        |
| 5.2.1 Discussion of results on objective one .....   | 46        |
| 5.2.2 Discussion of Results on Objective Two.....  | 48        |
| 5.2.3 Discussion of Results on Objective Three.....  | 51        |
| 5.3 Conclusions .....  | 53        |
| 5.4 Recommendations .....  | 54        |
| 5.5 Areas for further research.....  | 55        |
| <b>REFERENCES.....</b>   | <b>56</b> |
| <b>APPENDICES .....</b>  | <b>60</b> |

|  |    |
|--|----|
| Appendix 1: Authorizing letter from Kyambogo University .....            | 60 |
| Appendix 2: Researcher’s Letter of Introduction to Participants.....     | 61 |
| Appendix 3: Interview Guide for Administrators-Category A .....          | 62 |
| Appendix 4: Interview Guide for Tutors who teach IPS-Category B .....    | 64 |
| Appendix 5: Interview Guide for Student Teachers-Category C.....         | 66 |
| Appendix 6: A MAP OF UGANDA SHOWING IGANGA DISTRICT(area of study) ..... | 68 |
| Appendix 7: A Map of Iganga District Showing the Area of Study .....     | 69 |

## LIST OF TABLES

|  |    |
|--|----|
| Table 1: Population and Sample.....  | 19 |
| Table 2: Bio-data of participants.....   | 25 |
| Table 3: Objective one: Students' view towards IPS category A.....   | 26 |
| Table 4: Objective two: Tutors views and preparednes to teach category A.....                                      | 28 |
| Table 5: Objective three: Strategies of encouraging students with visual impairment to offer IPS category A.....   | 30 |
| Table 6: Objective one: Students' views towards IPS category B.....  | 32 |
| Table 7: Objective one: Tutors' views towards IPS category B.....  | 34 |
| Table 8: Objective Three: Suggestions for encouraging students with visual impairment to offer IPS category C..... | 36 |
| Table 9: Objective one: Students's view towards IPS category C.....  | 38 |
| Table 10: Objective two: Tutors views view towards teaching IPS to students with visual impairment category C..... | 40 |
| Table 11: Objective three: Sggestions on encouraging students with visual impairment to offer IPS category C.....  | 42 |

## LIST OF ACRONYMS

|         |  |
|---------|--|
| PTE:    | Primary Teacher Education  |
| IPS:    | Integrated Production Skills                                     |
| BW:     | Bishop Willis  |
| ESA:    | Education Standard Agency  |
| PES:    | Professional Education Studies                                   |
| CMS:    | Church Missionary Society  |
| CPTC:   | Core Primary Teachers' College                                   |
| NTP:    | National Teacher Policy  |
| SNE:    | Special Needs Education  |
| COVID:  | Corona Virus Disease   |
| CAPE:   | Creative and Performing Arts                                     |
| UNESCO: | United Nations Educational, Scientific and Cultural Organization |
| SDGs:   | Sustainable Development Goals                                    |
| DPO:    | Deputy Principal Out-reach                                       |
| DPP:    | Deputy Principal Pre-service                                     |
| CCT:    | Center Coordinating Tutor  |
| VI:     | Visual Impairment  |
| SWVI:   | Students with Visual Impairment                                  |

## ABSTRACT

The study investigated Improving Teaching Integrated Production Skills to student Teachers with visual impairment in Bishop Willis Teacher Training Institute, Iganga district in Eastern Uganda. The objectives that guided this study were; exploring students' views towards IPS; establishing tutors' views towards teaching IPS to students with visual impairment; and identifying strategies of encouraging students with visual impairment to opt for IPS. This study is of qualitative approach that involved use of case study design. Data was got from participants who include principal, 2 deputy principals, 2 tutors of IPS and 5 students offering IPS. The findings were presented verbatim, using quotations got from participants. The findings of the study indicate, among other things tutors being willing to teach students with visual impairment, students with visual impairment prefer Home Economics among the IPS components. The second findings, which were from tutors, ordinary students and those with visual impairment show that IPS is of great importance. The third finding is that students with visual impairment have interest in IPS though they are challenged with some barriers like absence of modified equipment to use during practical lessons and their tutors being braille illiterate among others. It is evident that students with Visual impairment ought to have knowledge and skills of IPS if they are to manage their lives and match with the 21<sup>st</sup> century demands. With the stated findings listed above, relevant conclusions have been provided. One of the conclusions is that tutors' willingness to teach all categories of students is such a positive development. The second conclusion is that tutors need to continuously talk to students with visual impairment to get interested but also need to be helped on how to manage all learners. Finally, institutions need to be well equipped with appropriate materials to benefit all students. Basing on the conclusions, the following are the relevant recommendations; first, it is recommended that tutors need to always encourage all students using friendly language, Sensitization programs be conducted in Teacher Training Institutions to retool tutors on how to manage diversity among students and equipment/ materials appropriate to the educational needs of all students be availed to ease the teaching/learning process of Integrated Production Skills.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

This study examined Improving Teaching of Integrated Production Skills (IPS) to student teachers with visual impairment in Bishop Willis Teacher Training Institute, Iganga district Eastern Uganda. This chapter will describe the background of the study, statement of the problem, objectives and research questions, scope of the study and significance of the study.

The focus of this study is on Sustainable Development Goals (SDGs) 2015-2030 goal number 4 of the SDGs states/ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. It also makes emphasis on the principle of "leaving no learner behind including learners with visual impairment. Integrated Production Skills, according to PTE Curriculum (2011), are the creative use of resources, tools, processes, and environmental conditions to generate goods and services that benefit the person, family, and community. Nuwagaba (2017) asserts that Integrated Production Skills was introduced by the Ministry of Education and Sports to address the revised PTE Curriculum (2012) to address all the vocational skills subjects among students to achieve broader skills. Integrated Production Skills is a practical discipline taught by some student teachers in their second year of study during school practice, but it is compulsory in their first year of study. IPS is a practice-oriented subject which is taught by demonstration, displays, exhibitions and projects. In colleges, many subjects are taught including Profession Education Studies (PES), English, Mathematics, Science, Social studies, Religious Education, Kiswahili, Early Childhood Education, Integrated Production Skills, Music Education, Agriculture, Local Language and Physical Education (PTE Curriculum, 2012). The components of IPS include; Home economics, Entrepreneurship, Art and Crafts/ Technology, Technical education as well as Agriculture. It gives students the required understanding, information, and skills in decision-

making, problem-solving, creative thinking, critical thinking and effective communication as well.

This is in line with the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development in September 2015, which includes 17 Sustainable Development Goals (SDGs). As a result, Uganda, is in need of quality teachers, and among the many roles of teachers as professionals, is instilling in students desire to learn and develop their ability to acquire knowledge and relevant skills that will enable them to participate effectively in public life and national development (ESA Guidelines on Teacher Professionalism and Competences, 2005).

One of the criteria for achieving quality education, as a vehicle for human capital development, according to the National Teacher Policy (2019), is the availability of competent educators. Teachers, who are at the heart of providing high-quality education to students, have the responsibility of facilitating learning and the acquisition of both practical and academic skills appropriate to the student teachers' abilities. Integrated Production Skills, according to PTE Curriculum (2011), are the creative use of resources, tools, processes, and environmental conditions to generate goods and services that benefit the person, family, and community. Integrated Production Skills is a practical subject taught to some student teachers in their second year of study as one of the electives.

This program is designed to help student teachers develop long-term skills for personal and community development. The creative use of materials, equipment, processes, and environmental circumstances to generate things and services that increase the welfare of an individual, family, and community is characterized as Integrated Production Skills. Crafts, carpentry, baking, and business planning are examples of abilities. The level of education attained in a country and the quality of life that its citizens enjoy socially, economically,

politically, culturally, and otherwise are both qualitatively and quantitatively dependent on the level of development attained in that country's education system, according to the (Primary Teacher Education Curriculum for Special Needs Education, 2012). It is further pointed out that the system of education itself cannot be better than the quality and the quantity of the teachers that dispense that education. Integrated Production Skills is appreciated worldwide and is relevant to students in enormous ways.

The interesting point of view of Integrated Production Skills to student teachers is that it enables him/her to develop the required competences to teach the subject of IPS education in primary schools and IPS can always supplement salary when this student qualifies by engaging in production skills outside the official classroom duty. This was evident during the lockdown due to COVID 19 pandemic when teachers and students who had acquired the IPS skills became bread winners in their families. IPS is a practice-oriented subject which is taught by demonstration, displays, exhibitions and projects. These items develop a variety of practical skills for enabling student teachers make a living in a multi-skilled manner; in production, marketing, management, attitude change and building positive values towards work hence developing knowledge, skills and attitudes as highlighted in the Primary Teacher Education (PTE Module for IPS year one, 2019).

Tutors are ever ready to welcome and teach students who show interest in the subject during their second year of study. In one statement on the occasion of bidding farewell to the final students for the academic year 2020, Kagoda (2021) emphasizes that the rate of change in today's world implies that teachers must learn, acquire new knowledge, and employ innovative pedagogical approaches to suit the demands of their students. She went on to say that this necessitates redefining their identity as teachers and what teaching entails in 21st-century learning environments, and that these changes also necessitate teachers being

supported in learning to teach in a variety of ways that are relevant to their individual needs and the contexts in which they work throughout their careers.

The engagement of students with visual impairment in learning of Integrated Production Skills is highly recognized in their first year of study. After their promotional examinations they seem to excuse themselves from the subject yet mastery of IPS competences and skills determines the level of effectiveness during one's career. Most students with visual impairment depend on donors and sponsors and this makes them more dependent that IPS knowledge/ skills would empower them to live independently after college. Some even make calls requesting the head of department for SNE at college to find them schools that can accommodate them in their condition and this is a crucial issue that calls for thorough investigation.

Some student teachers are excited with graphics which introduces them to a lot of Art work whereby during their school practice, they design files develop charts and other instructional materials which are purchased by their colleagues who do not offer IPS even during the time for house parties, cakes are baked by students from the IPS department who equally sell them to other students' houses. For learners in primary schools where these student teachers shall teach after being prepared in the college to benefit, these student teachers must be well equipped to be competent enough to pass on the skills and knowledge attained regarding IPS because it is among the subjects taught in primary schools and is referred to as Creative Performing Arts (CAPE 3). Basing on the standard or quality of teachers in the 21<sup>st</sup> century, Schallock & Rybski(2018) for a teacher to meet all the skills required by future professionals, this can be possible trough integrating various subjects and courses throughout student life just like the way Bishop Willis does. With the effort rendered by the IPS department and the benefits enumerated above, it leaves me perturbed as to why the number of student teachers who offer IPS is ever low yet student teachers with visual impairment are hesitant to offer the

subject in second year after passing it in promotional examinations from first year promotional examinations. This situation has compelled the researcher to meticulously investigate about this topic at hand.

### **1.2 Statement of the Problem**

Integrated Production Skills is a subject offered by all students in the first year of study. It is meant to equip them with knowledge and skills to competently teach pupils in primary schools after qualification but in the final year of study a few offer the subject. Since 2018 (30) ordinary/ sighted students offered IPS with none from students with visual impairment yet the total enrollment was (360), 2019 (58) out of (852), and in 2020(9) out of 248 respectively including (1) student with low vision who broke history among students with visual impairment. It is inexplicable for the last four years that the researcher got interested to conduct this study investigate why students with visual impairment seem less interested in offering Integrated Production Skills as one of their electives in their final year of study. Despite the endless importance it has that open avenues for student teachers to live independently yet relevant to their families and communities. There are, however, other factors affecting the implementation of quality education; the society we live in has changed globally. There is diversity of people with different cultures and languages. It leaves the researcher wondering why student teachers do not opt for such a subject with a lot of components embedded in. Could it be the attitude, inability to do it, how it is taught? or expenses to meet the requirements to use? It is these questions that put the researcher to a dilemma that she is interested to meticulously investigate about this study.

### **1.3 Study Objectives**

The objectives of the study were to:

1. Explore the views of students with visual impairment towards Integrated Production Skills.
2. Establish views of tutors towards teaching Integrated Production Skills to students with visual impairment.
3. Identify strategies of encouraging students with visual impairment to opt for Integrated Production Skills

#### **1.4 Research Questions**

The study was guided by the following research questions:

1. What are the views of students with visual impairment towards Integrated Production Skills?
2. What are the Tutors' views towards teaching Integrated Production Skills to students with visual impairment?
3. Which strategies can be made to improve upon the number of students with visual impairment who offer Integrated Production Skills?

#### **1.5 Significance of the Study**

It is hoped that the findings of the study would be significant. The study may be a contribution of new knowledge in the teaching of student teachers with visual impairment in all educational institutions and most especially in PTC of study the only college in the country where students with visual impairment enroll.

The study may guide policy makers and implementers of education in laying strategies on improving the learning of student teachers with visual impairment specifically in subjects that require demonstrations, displays, exhibitions and projects among others.

This study may act as a reminder to pragmatic teachers to be lifelong learners who collaborate, share information and experiences to ease the teaching and learning processes to design competence-based activities then also be true advocates of the 21<sup>st</sup> century.

Finally, the findings of this study may help teachers to gain interest and skills in cookery, tailoring, Agriculture, art and crafts among others.

This study may as well avail important information for research in the same discipline in future.

### **1.6 Scope of the Study**

This study was conducted in one of the colleges in Bishop Willis Teacher Training Institute in Eastern Uganda. This is because it is the only college in Uganda that admits student teachers with visual impairment among other types of disabilities and educational learning needs among students. This study was limited to Improving Teaching of Integrated Production Skills to student teachers with visual impairment only and was conducted within a period of one year (2022)

### **17 Theoretical Framework**

This study is guided by the Capability Theory which was developed in 1979 by Amartya Kumar Sen. According to the Capability Theory, social structures can be judged primarily on the degree of freedom that people/students have in promoting and achieving functions that they value. Two major claims are sighted in this theory. The first affirmation is that the belief that the freedom to pursue happiness is of major moral value which may be correct or incorrect. This well-being in this case is what all students wish to attain including students with visual impairments during and after the course of training.

The second assertion is that well-being freedom must be viewed in terms of people with capacities (the real opportunities to do and be what they value). Amartya clearly states that

people's quality of life is measured in terms of "functioning" and "capacity." The focus is on the moral implications of pupils' abilities to value the kind of life they have reason to value is well acknowledged.

### **1.7.1 Characteristics of Capability Theory**

Capability Theory affirms that happiness is determined by what people can do and be. As a result, the type of life they are capable of leading. Amartya further describes this as "Transportation" and points out that whether it will actually provide transportation will depend on the characteristics of those trying to use it.

According to this theory, abilities are determined by three factors: first, personal characteristics such as intellectual capacity, level of education, and physical conditions; second, social characteristics such as social hierarchies, social norms, public policies, and cultural practices; and third, social characteristics such as social hierarchies, social norms, public policies, and cultural practices. Environmental features, such as climate, infrastructure, and the availability of relevant public goods and services, comprise the third category. The Capability Approach focuses on the real quality of life that people may attain, and this quality of life is assessed using the fundamental ideas of "Functioning" and "Capability". This may not be based on their abundance of resources or subjective well-being, but their ability to live a life that new people have reason to respect. It claimed that this could be the correct approach of judging how well people are doing. In order to measure how people, perform in terms of capacity, it is necessary to either decide which functions are crucial to a good life and how much, or to describe an assessment technique to do so. Assessing capability necessitates gathering information on what constitutes well-being and evaluating people's flexibility to make decisions. Interpersonal variations influence people's abilities to access resources like those with disabilities who require unique or special equipment to receive the same capability to perform.

### **1.7.2 Criticism of the Capability Theory**

Recognizing human diversity is very fundamental to Capability Theory. It allows focusing on different individuals within different settings by focusing on each individual's unique set of capabilities. The feature of recognizing human diversity is very important to Capability Theory. This is because it allows an individual to focus on different individuals in different settings by focusing on each individual's unique set of capabilities. This feature, however, may be challenging due to the fact that diverse educational needs of students may go unmet because some tutors appear to lack the skills and knowledge to meet these needs may be challenging on facts that diverse educational needs of students may not be addressed due to the fact that some tutors seem to lack skills and knowledge to meet these different needs.

This Capability Theory focuses on people's/students' ability to choose (freedom to achieve) what they want to be (achievements), which varies from person to person and context to context, so not using the function some may be challenged in making choices, while others may make choices based on those of their peers.

The flexibility of a person or organization to promote or attain valuable functions is referred to as capability. Capability is thus a set of functional pathways that reflect a person's freedom to live one form of life or another, depending on what they value. This may not be ideal for one to embrace intellectually or legally, but it is beyond his or her reach in practice.

### **17.3 APPLICATIONS OF CAPABILITY THEORY**

This approach has become so popular in recent years that the researcher has chosen to use it as well. The capability theory has been applied to poverty, inequality, well-being, social justice, gender, social exclusion, health, child poverty, and identity, and will be applied to education and disability concerns in this example. It's also about human needs, human rights, and human security, as well as growth in general. In this case study, the Capability theory will

be applied focusing on functionality and capabilities in terms of freedom to choose among the optional subjects.

In his Capability Theory approach, Amartya (2020) emphasizes the importance of freedom to attain well-being, and that freedom to achieve well-being must be viewed in terms of people's (students') capacities. According to the capacity perspective, people's freedom to achieve happiness is a function of what they can accomplish and be, and thus the kind of life they can effectively choose or lead. The capability approach focuses on the real quality of life that people may accomplish, and this quality of life is assessed using the fundamental ideas of "functioning" and "capability".

Amartya further claims that assessing capability necessitates more data than previous theories of advantage since it not only takes a far broader view of what defines well-being, but also attempts to analyze people's genuine flexibility to make high-quality choices. Because the value of a set of capabilities represents an individual's effective freedom to live a life that is valued of the functioning available to that individual, when those functions are enhanced, the individual's effective freedom is boosted as well. In brief the above theory focuses on function ability and capability of an individual. The capability theory is also adaptable and has a high level of internal pluralism, allowing different researchers to develop and apply it in a variety of ways (Alkire, 2002). As a result, it lends itself nicely to the study's topic, which is Integrated Production Skills.

### **1.8 Delimitations and Limitations of the Study**

This study was about Improving Teaching Integrated Production Skills to students with visual impairment and was conducted in Bishop Willis Teacher Training Institute, Iganga district in Eastern Uganda. The focus of this study was on students who offered IPS, even the top administrators of the college and tutors of IPS. So, the findings herein are therefore limited to the responses and comments provided by the participants interacted with in this study.

This study was challenged with the COVID-19 pandemic lockdown which caused a forced break and scattering of participants. This challenge was mitigated by making calls to all participants to keep them interested in the study. Keeping in touch with all participants created a strong bond.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter (Chapter Two) presents a survey literature from different authorities in relation to the topic being investigated. The purpose is to identify ideas and findings generated by different authorities from different parts of the world that enabled the researcher to get tentative base for relevance of the study topic. It was done in line with the objectives of the study. For the attention of the reader, the said objectives are reproduced here, as follows: students' views towards IPS, tutors' views towards teaching IPS, and strategies used to encourage students' study IPS.

#### **2.2 Students' Views towards Learning of Integrated Production Skills**

Skill training can be seen as a bridge between college and the workplace, allowing student teachers to develop their abilities and take on life problems in order to become productive individuals. Mastropieri and Scruggs (2010) disclose that students with visual impairment face barriers in education due to negative attitudes. They further reveal that generally such attitudes and stereotypes emerge from lacking knowledge and understanding about students with visual impairment. Teachers and students should obtain the majority of the materials used in IPS from the environment in order to promote the discipline that is so important in the effort to develop the specific skill necessary to obtain employment for all student teachers, including those with special needs in institutions (Katusabe, 2010). A student teacher needs to be prepared to ensure that all children in class are catered for equally and receive quality education (Niyisabwa & Oyesigye, 2017). They further highlight that teachers need to be prepared to think and act out appropriately. What the authors bring out is in line with what kind of teachers are required in the 21<sup>st</sup> century who may be able to embrace the need to change our societies in the face climate change and other changes like outcomes of

pandemics like COVID 19 which made almost all to long for developing skills that enable one to live independently.

The effort of educating students with special needs, including those with visual impairment, necessitates teachers with extensive experience and relevant knowledge and skills; high skills ability should be acquired to enable them to guide students in technical and vocational fields; they are expected to assist them in learning more effectively; and they require completely different training than that of teaching the ordinary students (Yuwono & Okech, 2021). This is in line with Keller (2004) who says that she lost her sight at an early age and made learning and understanding the world around her challenging. This argument does not differ from that of Okafor and Udeani (2012), who discovered excellent teaching strategies by having students show their work so that their peers can critique it in front of the tutors.

Among the issues that arise with students with special needs, including visual impairment, are a sense of intimidation by their own potentials, difficulties in communicating with peers, difficulty adjusting to a new environment, a sense of challenging competition, lack of confidence in completing tasks, and an easy willingness to give up (Friend & Bursuck, 2019). This may arise due to unknown barriers. This is because Friend and Bursuck (2019) mention that teachers cannot do the job themselves but have to rely on strong sustained administrative support and adequate resources. They also point out that student teachers with special needs often believe that their physical and mental issues are the most significant barrier to their participation in the provided training skills, leaving them completely reliant on fate and chance. Friend and Bursuck's ideas may be revealing the situation of some student teachers in this PTC who seem to be challenged in being self-driven so may end up depending on others to accomplish tasks.

### **2.3 Tutors views towards teaching of integrated production skills**

Tutors play a professionalism role by inspiring students' desire to learn and developing their abilities to acquire knowledge and desirable skills to help them participate in public life and national development in order for positive results to be realized among student teachers with or without visual impairment (Education Standard Agency, 2005). It is very paramount as ESA guidelines state that for tutors to skillfully stimulate and encourage student teachers to develop the skills and ability to learn.

Building relationships between instructors and students is critical for mutual trust and respect, and learning should be engaging, enjoyable, and tailored to students' needs (Ward, 2018). Ward claims that tutor's mindset is also crucial and offering constructive feedback to their students is important when effective teaching is to be realized. He (Ward, 2018) adds that the importance of assisting student teachers in assimilation of well-integrated, powerfully coherent frameworks of interrelated concepts in order to provide actual comprehension of human phenomena. Creating learning environments that enable students to become active learners and enhance their professional competence and general skills is one of the most difficult issues for institutions like colleges (Ward, 2018). To address this, Friend and Bursuck (2018) propose that educators be given a solid foundation in critical special education ideas and be given relevant learning activities that match to real-life situations and processes to ensure that students' rights are upheld.

One of the ways to implement the Uganda Vision 2040 (National Teacher Policy, 2019) is to put the country's development programs into action. NTP aims to provide inexpensive, high-quality education services, as well as a healthy, literate, and well-informed society, all of which are the consequence of qualified and effective teachers.

Eron and Okot (2019) gave guidance to tutors on how to manage teaching learners with visual impairment by considering supplementation of laboratory, practical, experimentation and/or field trips by providing individualized (one to one) orientation. Eron and Okot further explain that practical or technical equipment and/ or computers be availed in order to minimize anxiety among students with educational need. In such circumstances damages and likely injuries can be mitigated. These ideas are really beneficial when utilized by tutors who teach IPS in this college.

ESA (2006) is emphatic on tutors' need to practice self-evaluation in order to check on issues of quality. These guidelines further provide that student teachers have to be involved in practical work, something that is crucial to students with visual impairment. The researcher finds the above statements useful and something that may be used in PTCs to improve IPS teaching. It is evident that during school practice students who offer IPS are always active in assignments or tasks given exhibit expertise during their teaching and score high.

#### **2.4 Strategies used to encourage students to opt for Integrated Production Skills**

Learning takes place in a social environment thus at the interpersonal and intrapersonal levels, (Vygotsky, 1978). He points that tools of mediation should always be applied at both levels. In the process, an expert facilitates learning at the interpersonal level. In this scenario, a teacher who is competent at teaching a new topic could be the expert. These intermediary tools are known as psychological tools, and they are utilized to represent thoughts via language, symbols, signs, and various artifacts. This is the point at which something the learner has learned is applied on an intrapersonal level. For instance, the topic is initially learned during internal discussion and subsequently during dialogue. The interpersonal and intrapersonal levels mutually inform each other during internalization, and the interpersonalisation process becomes intrapersonal, which means that the tools modify and transform the students' thinking processes as he or she begins to use these new tools to

express their thinking (Hall 2007: Vygotsky, 1978). Vygotsky adds that there are three types of tools that could be used to understand the environment and these are material tools, psychological tools, and humans as tools. These are the physical, linguistic, and intellectual tools.

The above findings are in line with what Kagoda (2021) in her communication to tutors and students at this college of study by stating that “Teachers are lifelong learners. Please collaborate and work well with others, share experiences communicate and learn from others to be important in the learning and teaching process” (Iganga, 8<sup>th</sup> November, 2019). This calls for collective effort to improve the learning of IPS by student teachers with visual impairment.

When students go for field trips, they strengthen their observation and perception skills, resulting in a positive attitude toward learning. This enables them to link what they have learned in class to what they have encountered in the field (Nabors et al, (2009). When field trips are included in to the teaching schedules, it provides an opportunity for students to view information for themselves and use their own senses to touch, or feel materials that they had previously heard about. The use of trips is also intended to enable students have good knowledge of what actually happens in the world of work through collaborative learning. Ability to acquire practical skills can only be attained through interactions with another (Okoye, 2015). It is of value for students in the college to study with or without sight (Nabors et al, 2009; Okoye, 2015). They add that when students’ senses of touch or feeling materials are well utilized, the learning of IPS may be made possible and simplified.

Ouno (2011) states that students can be encouraged through means of incentives, rewards, leadership. He further urges that organizing the environment in a way that helps individuals to deliver results in accordance to the expectations of management.

Clearing obstacles for students with visual impairment reduces accidents. Students with visual impairment ought to be involved and engaged in different home and class activities with so as to be accepted by others (NCDC, 2021).

Paulo (2017) elucidates a philosophical sense of equality as a condition of liberating education for which “accepting and respecting differences” among individuals is another way to address needs of students. Lahey (2017) is in agreement with Paulo by asserting that teachers can use design thinking to create a classroom layout that conforms to the needs of their students. Lahey further explains that a good relationship between a teacher and a learner is one where the learner feels motivated and encouraged.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This study examined Improving Teaching of Integrated Production Skills (IPS) to student teachers with visual impairment in Bishop Willis Teacher Training Institute, Iganga district in Eastern Uganda. The objectives of the study are to: Explore the views of students with visual impairment towards Integrated Production Skills; Establish views of tutors towards teaching Integrated Production Skills to students with visual impairment; and Identify strategies of encouraging students with visual impairment to opt for Integrated Production Skills. This chapter describes the approach and design of the study, population, sample size, sampling strategy, research instruments, procedure, data collection and analysis, Collaboration, validity, ethical issues, consent, and limitations.

#### **3.2 Study Approach**

To carry out this study, qualitative research approach was used. Qualitative research approach refers to methods and techniques of observing, analyzing and interpreting attributes, characteristics and meaning of specific contextual features of phenomena under study. (Kasamba: 54) Qualitative approach was used in this study to allow participants to provide more data to the fullest. This is due to the fact that this research approach assisted the researcher in examining a phenomenon within a specific context using numerous data sources, and it results to expose multiple facts about the phenomenon (Baxter & Jack, 2008).

#### **3.3 Case Study Design**

To carry out this study, qualitative research approach was used. In a case study design, a real-time phenomenon is investigated in its natural setting, with the understanding that context makes a difference (Kaarbo & Beasley, 1999). The researcher decided to rely on a case study

design because it is flexible in nature and allowed the researcher to prompt participants to avail elaborate data. The purpose for this case study which is qualitative in nature was to solve an institution challenge through the participation of different stake holders at college of study in Iganga. The researcher took a lead in collecting information using different methods like interview guides, observation checklists and existing documents for the purpose of triangulating information. This is in line with Creswell (2014) who states that a case study involves an exploration and description of an event, people or individuals. So, the researcher went for a case study because of its strengths of intensively gathering data which is rich of detailed descriptions of the situation under study that are vivid, nested in real content, and have a ring of the truth that has strong impact on the reader and was of help to the researcher to supplement, validate, explain and interpret data gathered from the same setting.

### 3.4 Target Population

Population is the set of units from which a sample is drawn (Bryman, 2016). It refers to both persons and objects that are the subject of investigations. The population of the study therefore comprised of 3 administrators, 35 tutors and 42 students who offer IPS.

**Table 1: Population and Sample**

| <b>Target population</b> | <b>No.</b> | <b>Sample No.</b> | <b>Method of selection</b> |
|--------------------------|------------|-------------------|----------------------------|
| Administrators           | 3          | 3                 | Purposive                  |
| Tutors                   | 27         | 2                 | Purposive                  |
| IPS male students        | 24         | 2                 | Purposive                  |
| IPS female students      | 18         | 3                 | Purposive                  |
| <b>Total</b>             | <b>72</b>  | <b>10</b>         |                            |

**Source: Primary Data (2022)**

### **3.5 Sampling Technique**

A purposive sampling method was used to select 10 Participants for the reason that they were available at the time I needed them with the information required. Like Creswell (2014) points out that purposive sampling increases the utility of data to be collected from participants. Purposive sampling was used to select the three administrators because their positions could enable the researcher to attain the information required. The College has 27 tutors among which are three administrators namely the principal, deputy principal in charge outreach and also deputy principal in charge pre-service (College documents 2021). Among the tutors two who teach Integrated Production Skills were contacted and interviewed in this study. One of them teaches Art and Crafts, another teaches home economics and Entrepreneurship. The researcher also involved a total of 5 student teachers of which 2 are with visual impairment. Students who offer IPS as one of their electives were interviewed since they were aware of the IPS discipline right from their first year of study.

Two from the selected five students were those with visual impairment who offer IPS, two males selected randomly and one sighted female student who showed interested in this study and a bit close to students with visual impairment.

The researcher's approach to purposive sampling helped in probing participants to ensure that their responses were in line with the objectives so that the solutions are to better the teaching and learning of Integrated Production Skills in this selected college of study.

### **3.6 Research Instrument**

Interview guides were used during data collection. They were used to find out the characteristic(s), or information of interest. Colin (1997) defines an interview as any kind of conversation with a purpose, whereas Koul (1984) defines it as a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a

face-to-face situation, ear to ear, or instructive if the interview is conducted over the internet. Interviewers use questions based on themes of experience contextualization, comprehension, and clarification (Mark, 2014). He goes on to argue that the approach of asking as well as the new use of imaginative variety to investigate experience can be done through interviews.

The researcher used structured interview to get data for this study. Structured interview was chosen because it allowed for a lot of freedom and flexibility in the asking process, as well as the researcher's ability to explore for more information through extra questions in form of probing as evidenced in the recordings. This instrument was of greater help to the researcher while gathering information at this core PTC. Interview was as well helpful because participants were not required to mention their names so this enabled administrators, Tutors and student teachers to provide the required information freely.

### **3.6.1 Trustworthiness of the qualitative research instrument**

In this section effort is made to describe the qualities of the research instruments used (interview guide) A good research instrument must be one that is seen as trust worthy in quality. This quality is further explained in sub-quality that include; Credibility, Transferability, Dependability and Confirmability of the Study under investigation.

#### **Credibility**

Credibility refers to the criteria of establishing that the results of the study instrument is able to bring out trustworthy and believable results from the participants. (Mugenda & Mugenda, 2012). In order to meet the credibility in the instrument was developed with guidance of the supervisors. The second step involved piloting the instrument.

### **3.7 Procedure of data collection**

Research instruments were developed and tried out before applying them on the targeted group. Top administrators were contacted first to gather information, Tutors who teach

Integrated Production Skills were interacted with next and then lastly students who were offering IPS were talked to in a focused group discussion just to create rapport. Later these students were contacted to respond to structured interview questions. High level of confidentiality was exhibited in this study and this made participants to feel at ease as they discussed in response to the questions asked by the researcher.

The required information was derived from three parties in the college of study. They are, the three top administrators, two Tutors who teach IPS and the student teachers. After the researcher had convinced the participants, they were interviewed and recorded as well for an estimated duration of thirty-five minutes. Finally, the information was collected for analysis.

### **3.8 Data Analysis**

Data from participants was analyzed as soon as it was attained by the researcher. To make the process meaningful, the researcher sought for permission from the participants to allow recording to be done during the interview. Recordings from semi-structured interviews were then transcribed because some were in Braille format. Participants were coded as follows;

Participants; a) Administrators = A1, A2 and A3

b) Tutors = T1 and T2

c) Students = S1, S2, S3, S4 and S5

Coding was done for anonymity and to make the data analysis systematic and transparent. Objectives were based on to derive the main themes and sub-themes that guided the in gathering data through structured questions. Schedules were checked through deductive thematic data analysis and the researchers' approach to analyze data was guided by the six-step process. According to Caulfield (2019) steps for analyzing data involves: Familiarization where the researcher transcribed Braille and audio responses from respondents who were offering IPS and had confirmed it as their elective , Coding which was done by highlighting texts-phrases or sentences mentioned by administrators, tutors & and coming up with

responses to describe the content, Generating themes –this was with reference to the objectives done specifically through looking over the codes the researcher had formulated while identifying the patterns among the provided responses from participants. Reviewing themes- involved looking back on the provided responses to ascertain that the themes are useful and accurate representation of data is done, Defining and naming themes- at this step, the researcher named and defined each theme which involved formulating exactly their meaning and figuring out how it helped the researcher to understand data, finally Writing up the analysis of data in regards to the thematic analysis. The term "thematic analysis for the reader's interest" is used in the context of qualitative data analysis to refer to the extraction of important themes from the data (Bryman, 2016).

### **3.9 Collaboration**

Since this is a case study, the researcher maximized the Tutors of Integrated Production Skills, the administrators and students to explore about the perceptions on teaching IPS to students with visual impairment in Bishop Willis Teacher Training Institution . This was in line with (Castrol, 2015).

### **3.10 Ethical Issues**

After approval of the proposal by the concerned supervisors, the researcher got a letter of introduction from Kyambogo University to seek consent from the principal. This paved way in that the principal introduced the researcher to the department of IPS who in turn guided on when they conduct their lessons as per the time table.

Participants were contacted to seek for their consent/acceptance.

### **3.10.1 Confidentiality and Anonymity**

Anonymization of data from coded participants was part of this study throughout the process this is because no participant mentioned their names except when they voluntarily wished to do so (Wiles, 2008). Anonymity of individual participants and any arising from an individual interview and face to face discussions with others in ways that might identify an individual submission information arising from individual participants was treated confidential and all sources of information were kept safe without exposing them to the consumption of the public (Wiles, 2008) This was done during working hours when all staff were at work and during group discussion on the side of student teachers for confidentiality and at the institution of study.

### **3.10.2 Informed and voluntary consent**

According to Schumacher (2007) voluntary participation through adequate and appropriate information about what participation involves was done for the research process to run smoothly and cooperatively. All participants were contacted and well convinced before actual recording. Permission was sought from all the participants including administrators, Tutors and student teachers to participate in the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter provides the; data presentation, analysis and interpretation of findings thus “Improving Teaching Integrated Production Skills (IPS) to Students with visual impairment from one of the colleges in Eastern Uganda.” This was done thematically following the objectives of the study; (i) To explore the students’ views towards IPS, (ii) To establish tutors’ views towards teaching IPS and (iii) Identify strategies of encouraging students with visual impairment to opt for IPS and other themes that arose during data analysis.

#### 4.2 Bio-data of the participants

**Table 2:**

**Bio-data of the participants**

| <b>Title</b> | <b>Age range</b> | <b>Sex</b> | <b>Qualification</b> | <b>Duration in college</b> |
|--------------|------------------|------------|----------------------|----------------------------|
| R1           | 50-60            | Male       | Masters              | 3 years                    |
| R2           | 50-60            | Male       | Bachelor’s degree    | 8 years                    |
| R3           | 50-60            | Male       | Bachelor’s degree    | 13years                    |
| T1           | 45-55            | Female     | Bachelor’s degree    | 8 years                    |
| T2           | 50-60            | Male       | Bachelor’s degree    | 13years                    |
| ST 1         | 20-25            | Female     | O level              | 2 years                    |
| ST 2         | 20-25            | Female     | O level              | 2 years                    |
| ST 3         | 20-25            | Female     | O level              | 2 years                    |
| ST 4         | 20-25            | Male       | O level              | 2 years                    |
| ST 5         | 20-25            | Male       | O level              | 2 years                    |

### 4.3 Data analysis, interpretation and presentation on Objective One under Category

#### A

Objective One was meant to explore students' views towards IPS. The findings are as shown in Table 3.

**Table 3:**

#### Objective One: Students' views towards IPS

##### Category A

| No | Factor   | Response  |
|----|--|---|
| 1  | Components that make up IPS  | a) Art and Technology<br>b) Home Economics<br>c) Technical Education<br>d) Entrepreneurship                           |
| 2  | Components most liked by students with visual impairment               | a) Home Economics<br>b) Art and Technology<br>c) I am not sure  |
| 3  | Why particular components are liked by students with visual impairment | a) Tutors encourage students<br>b) Home Economics empowers all students<br>c) It involves cooking of different dishes |

*Source: Primary Data (2022)*

#### Components that make IPS

The findings under this theme of objective one varies. Concerning the components that make up IPS, administrators who were coded as participants (A1, A2, and A3) revealed that the key components of IPS include; Art and Technology, Home Economics and Technical Education.

### **Component liked most by students with visual impairment**

Findings regarding the most liked component of IPS by student teachers with visual is clear. Participant A1 said that students with visual impairment prefer Home Economics, Participant A2 pointed out that students with visual impairment most especially those with low vision enjoy Art & Craft. Participant A3 was frank enough to say that he was not sure of which component students with visual impairment liked most.

### **Why students with visual impairment like a particular component**

With reference to why students with visual impairment opt for a particular component of IPS Participants (A1 and A3) revealed that Home Economics is liked most by students with visual impairment because tutors keep encouraging them and that the cooking empowers/ prepares all students for future life.

#### 4.4 Data analysis, Interpretation and Presentation on Objective Two under Category A

Objective Two was meant to establish views of tutors towards teaching IPS to students with visual impairment. The findings are as shown in Table 4.

**Table 4:**

#### Objective Two: Tutors' views and preparedness to teach Category A

| No | Factor  | Response  |
|----|---|---|
| 4  | How many tutors teach IPS   | a) Many qualified but 2 teach IPS<br>b)2 tutors<br>c)IPS tutors are 2   |
| 5  | How tutors introduce IPS to students with visual impairment                 | a) By encouraging all students to pass all subjects<br>b) I do not know<br>c)By demonstration   |
| 6  | Challenges tutors face when teaching IPS to students with visual impairment | a) Some tutors lack patience when teaching students who cannot do all activities<br>b) Tutors may lack the knowledge and skills to manage students with visual impairment<br>c)Tutors cannot read Braille and correcting some words becomes challenging |

*Source: Primary Data (2022)*

#### How many tutors teach IPS

The findings of this sub-theme of objective two leave a lot to be desired concerning how many tutors teach IPS. Participant A1 noted that there are quite many tutors qualified to teach IPS but some of them were assigned to do some work in outreach, Participant A2 and A3 pointed out that two tutors teach IPS.

### **How tutors introduce IPS to students with visual impairment**

The findings regarding how tutors introduce IPS to students with visual impairment show similarities. Participant A1 noted that tutors introduce all subjects including IPS by encouraging students to pass all papers, Participant A2 was not certain on how tutors introduced IPS to students with visual impairment while Participant A3 pointed out that tutors introduce IPS to students with visual impairment by demonstration and explanation.

### **Challenges tutors face when teaching IPS to students with visual impairment**

The findings regarding challenges tutors face when teaching IPS to students with visual impairment are as follows. Participant A1 said that some tutors lack patience when teaching students who cannot do all activities, Participant A2 noted that tutors may lack knowledge and skills to manage students with visual impairment in the mainstream class and Participant A3 said that tutors cannot read braille used by students with visual impairment so correcting mistakes made by these students becomes challenging.

#### 4.5 Data analysis, interpretation and presentation on Objective Three under Category A

Objective three was meant to identify strategies of encouraging students with visual impairment to opt for IPS. This is as shown in Table 5.

**Table 5:**

#### Objective Three: Strategies of encouraging students with visual impairment to offer IPS

##### Category A

| No | Factor   | Response  |
|----|--|---|
| 7  | Suggestions on what can be done to interest students with visual impairment to opt for IPS | a) Students need to be sensitized about the goodness of IPS<br>b) Creating awareness for students to value IPS<br>c) Students ought to know that IPS equips them with knowledge and skills  |
| 8  | How best tutors can be supported   | a) Tutors need to develop a positive attitude for students with visual impairment<br>b) Tutors be given some basic training in Special Needs Education<br>c) Continuous sensitization of students to make them aware of IPS and the value it has  |
| 9  | Reasons why students with visual impairment should offer IPS                               | a) IPS emphasizes life skills that are required by every human being<br>b) IPS may help students with VI to attain knowledge and skills of earning side income<br>c) IPS can provide an alternative source of income and helps one to make use of hands and brains to touch and feel materials produced |

*Source: Primary Data (2022)*

## **Suggestions on what can be done to interest students with visual impairment to opt for IPS**

Concerning suggestions on what can be done to interest students with visual impairment to opt for IPS as their elective, Participant A1 suggested that students need to be sensitized on the importance of IPS as an optional subject, Participant A2 noted that awareness should be created for students with visual impairment to value IPS and Participant A3 mentioned that students ought to know that IPS equips them with knowledge and skills.

## **How best tutors can be supported to teach students with visual impairment**

Regarding how best tutors can be supported while teaching IPS, Participant A1 suggested that tutors need to develop a positive attitude towards students with visual impairment, Participant A2 noted that tutors be given some basic training in Special Needs Education to empower them to manage all categories of students. Participant A3 pointed that continuous sensitization of students will help tutors to help guide students with visual impairment.

## **Reasons why students with visual impairment should offer IPS**

Findings on why students with visual impairment should offer IPS are; Participant A1 noted that IPS emphasizes life skills which are required by every human being, Participant A2 noted that IPS may equip students with visual impairment with knowledge and skills of earning a side income on top of teaching and Participant A3 pointed out that IPS can provide an alternative source of income and helps one to make use of hands and brains to appreciate materials produced.

Having noted what the findings are, under Objective One, Two and Three for category A in the next section presentation of findings are of Objectives for category B.

#### 4.6 Data analysis, interpretation and presentation on Objective One under Category B

Objective One was meant to establish students' views towards IPS. This is as shown in Table 6

**Table 6:**

#### Objective One: Students views towards IPS Category B

| No | Factor  | Response  |
|----|---|---|
| 1  | Components that make IPS  | a) IPS is a broad paper which comprise of Home Economics, Art and Design, Technical Education and Entrepreneurship<br>b) Art and Crafts, Home Economics and Entrepreneurship  |
| 2  | Components most liked by students with visual impairment        | a) Home Economics<br>b) Entrepreneurship is also liked by most of the students with visual impairment   |
| 3  | Why students with visual impairment like a particular component | a) Students with visual impairment like Home Economics because they feel good when they produce work from their hands<br>b) Entrepreneurship because it prepares students for future life of being wives and husbands |

*Source: Primary Data (2022)*

### **Components that make IPS**

The findings in this section are as indicated Participant T1 noted that IPS is a broad paper and that it comprises of Home Economics, Art and Design, Technical Education and Entrepreneurship while Participant T2 pointed out that IPS comprise of Art and Crafts, Home Economics and Entrepreneurship.

### **Components most liked by students with visual impairment**

Regarding which component is most liked by students with visual impairment, participants (T1 and T2) confirmed that Home Economics and Entrepreneurship respectively are most liked by students with visual impairment.

### **Why students with visual impairment like a particular component**

For the facts about why students like so much Home Economics and Entrepreneurship, Participant T1 noted that students with visual impairment because they feel good when they produce work from their hands and T2 revealed that students with visual impairment like Entrepreneurship it prepares them for future life of being wives and husbands.

Having noted the findings under Objective One for category B, the next section presentation for Objective Two under category B is dealt with.

#### **4.7 Data analysis interpretation, presentation and discussion on Objective Two under Category B**

Objective Two was meant to establish tutors' views towards teaching IPS to students with visual impairment. This is as shown in Table 7.

**Table 7:**

**Objective Two: Tutors' views towards teaching students with visual impairment**

##### **Category-B**

| <b>No</b> | <b>Factor</b>   | <b>Response</b>  |
|-----------|---|--|
| 4         | How many tutors teach IPS?                                  | a) We are basically 2<br>b)2 tutors teach IPS  |
| 5         | How tutors introduce IPS to students with visual impairment | a) By explaining the theoretical part of it before practical<br>b) Through demonstration                             |
| 6         | Challenges tutors face when teaching IPS                    | a) Negative attitude by students<br>b) I cannot use body language as I verbalize for students with visual impairment |

*Source: Primary Data (2022)*

#### **How many tutors teach IPS**

The findings under this factor for Participants T1 and T2 respectively indicate that IPS is basically taught by 2 tutors of IPS. One deals with Home Economics and the colleague handles Art and Technology.

### **How tutors introduce IPS to students with visual impairment**

Regarding how tutors introduce IPS to students with visual impairment, Participant T1 said that explanation is done before the practical part and T2 disclosed that introduction is done through demonstration.

### **Challenges tutors face when teaching IPS to students with visual impairment.**

Findings on challenges tutors face when teaching IPS varied; Participant T1 noted that the greatest challenge faced was negative attitude from students about the subject. Participant T2 said that she could use body language to verbalize for students with visual impairment to respond immediately like the peers with vision.

Having noted the findings under Objective Two –for category B, the next section is for findings for Objective Three of category B

#### 4.8 Data analysis interpretation, presentation and discussion on Objective Three - under Category B

Objective Three was meant to suggest ways of encouraging students with visual impairment to offer IPS. This is as shown in Table 8.

**Table 8: Objective Three: Suggestions for encouraging students with visual impairment to offer IPS**

##### Category B

| No | Factor   | Response  |
|----|--|---|
| 7  | Suggestions to encourage students with visual impairment to offer IPS  | a) I think as staff we need to talk about IPS at every assembly<br>b) Students need to be sensitized  |
| 8  | How best tutors can be helped to teach students with visual impairment | a) Provision of materials to use<br>b) The department of SNE should give orientation on basic knowledge and skills so that we can manage teaching students with visual impairment                                   |
| 9  | Why students with visual impairment should offer IPS                   | a) IPS can make students with visual impairment to be productive and self-reliant<br>b) Entrepreneurship equips students with visual impairment with business skills that enables them to have side income business |

*Source: Primary Data (2022)*

#### **Suggestions to encourage students with visual impairment to opt for IPS as their elective**

The findings of this Objective are of interest. Participant T1 responded that as staff they need to talk about IPS at every assembly to sensitize students then Participant T2 pointed out that students need sensitization.

### **How best tutors can be supported to teach students with visual impairment**

Concerning how best tutors can be helped to teach IPS to students with visual impairment, Participant T1 pointed out that they should be provided with material to use while teaching. Participant the department of Special Needs Education should train them to orient them on how to manage teaching students with visual impairment.

### **Why students with visual impairment should offer IPS**

When asked why students with visual impairment should offer IPS, Participant T1 affirmed that IPS can make students with visual impairment to be productive and self-reliant while Participant T2 noted that components like Entrepreneurship equips students with visual impairment with business skills that enable them to start own business.

Having noted the findings of Objective One, Two and three of Category B, the next section is for section is of Objective One of Category C

#### 4.9 Data analysis, interpretation and presentation on Objective One - under Category C

Objective One was meant to establish students' views towards IPS. This is as shown in Table 9

**Table 9:**

#### Objective One: Students' views towards IPS

#### Category C

| No | Factor  | Response  |
|----|---|---|
| 1  | Components that make Integrated Production Skills               | a) Home Economics, Entrepreneurship<br>b) Entrepreneurship, Textile and color<br>c) Home Economics, Entrepreneurship, Art and Crafts<br>d) Home Economics, Entrepreneurship, Agriculture<br>e) Art and Technology |
| 2  | Component most liked by students with visual impairment         | a) Home Economics<br>b) Entrepreneurship<br>c) Home Economics and Entrepreneurship<br>d) Home Economics<br>e) Home Economics  |
| 3  | Why students with visual impairment like a particular component | a) Home Economics introduces them to cooking different dishes<br>b) I like Entrepreneurship because it will help me to set up a business on top of teaching<br>c) Home Economic and Entrepreneurship              |

*Source: Primary Data (2022)*

#### What components make Integrated Production Skills

Findings regarding this factor vary. Participant S1 mentioned that components of IPS are Home Economics and Entrepreneurship. Participant S2 noted that Entrepreneurship, Textile

and color make IPS. Participant S3 noted that Home Economics, Entrepreneurship and Art & Crafts are the components of IPS. Participant S4 noted that Home Economics, Entrepreneurship and Agriculture are the components of IPS while Participant S5 said that the components of IPS are Art & Technology

### **Which component is liked most by students with visual impairment?**

Findings from students indicate the following; Participant S1 indicated that Home Economics is liked most by students with visual impairment. S2 claimed that Entrepreneurship is liked most while Participants S3, S4 and S5 pointed out that the most liked component by students with visual impairment is Home Economics.

### **Why particular components are liked most by students with visual impairment**

Regarding reasons why students with visual impairment opt for particular components of IPS, Participant S1 noted that Home Economics introduces them to cooking different dishes and that is why they like it most. S2 said that Entrepreneurship is liked most because it helps them to set up business, S3 and S4 also pointed out that Home Economics helps them to start business. Participant S5 claimed that she is ok with Home Economics and Entrepreneurship.

Having noted findings for Objective One –Category C, the next section is presenting Objective Two for the same category.

#### 4.10 Data analysis, interpretation and presentation on Objective Two - under Category C

Objective Two meant to establish tutors' views towards teaching IPS to students with visual impairment. This is as shown in Table 10.

**Table 10:**

**Objective Two: Tutors views towards teaching IPS to students with visual impairment**

##### Category C

| No | Factor  | Response   |
|----|---|--|
| 4  | How many tutors teach Integrated Production Skills                          | a) Two tutors teach IPS<br>a) There are two tutors who teach IPS   |
| 5  | How do tutors introduce IPS students with vision impairment                 | a) Tutors introduce IPS directly through story telling<br>b) Through practical and theory<br>c)Tutors first give us orientation then also give the course outline<br>d) and e) By writing on the board |
| 6  | Challenges tutors face when teaching IPS to students with visual impairment | a) Tutors don't know Braille<br>b) Materials are not enough<br>c) Time is not enough for some tutors<br>d) Ingredients are not enough<br>e) They cannot mark our work                                  |

**Source: Primary Data(2022)**

#### How many tutors teach Integrated Production Skills

The findings for this section were uniform. Pertaining how many tutors teach IPS, Participants (S1, S2, S3 and S4) revealed that ever since two (2) tutors teach them IPS.

### **How tutors introduce IPS to students with visual impairment**

Concerning how tutors introduce IPS to students with visual impairment, Participant S1 mentioned that tutors introduce IPS to students with visual impairment directly through storytelling, S2 said that tutors do it practically and theoretically, S3 noted that tutors introduce IPS to students with visual impairment by first giving orientation and the course outline, S4 and S5 said that tutors introduce IPS to students with visual impairment by writing on the black board.

### **Challenges faced by tutors when teaching IPS to students with visual impairment**

Findings on challenges tutors encounter when teaching IPS to students with visual impairment indicate the following; Participant S1 pointed out that tutors who teach them IPS do not know braille. Participant S2 noted that tutors lack materials to use when teaching IPS. Participant S3 said that tutors do not have enough time to teach some practical lessons. Participant S4 and S5 said that tutors do not understand braille and are not able to mark their assignments if not transcribed by the SNE tutor.

Having noted the findings on Objective Two C, the next section is about findings from Objective Three –Category C.

#### 4.11 Data analysis, interpretation and presentation on Objective Three – under Category C

Objective Three was meant to find out suggestions on encouraging students with visual impairment to offer IPS. This is as shown in Table 11.

**Table 11:**

**Objective Three: Suggestions on encouraging students with visual impairment to offer IPS**

#### Category C

| No | Factor  | Response   |
|----|---|--|
| 7  | Suggestions to encourage students with visual impairment to offer IPS | <ul style="list-style-type: none"> <li>a) Tutors should use tactile method which does not require seeing</li> <li>b) Tutors should encourage students to love IPS</li> <li>c) Grouping students with visual impairment with those who are sighted for further guidance.</li> </ul>   |
| 8  | How best tutors can be supported when teaching students               | <ul style="list-style-type: none"> <li>a) Tutors can be guided and mentored on how to teach students with visual impairment.</li> <li>b) Tutors need to be guided and given the best materials for us to use.</li> <li>c) Tutors should be equipped with knowledge and skills of using Braille machines.</li> </ul>  |
| 9  | Reasons why students with visual impairment should offer IPS          | <ul style="list-style-type: none"> <li>a) IPS equips us with life-skills to ease our lives as we bake and open business.</li> <li>b) Students with visual impairment should have a positive attitude towards IPS.</li> <li>c) IPS is a good subject which equips students with knowledge and skills to open up business.</li> <li>d) IPS is a practical subject that helps one to open up business like baking.</li> </ul> |

**Source: Primary Data (2022)**

### **Suggestions to encourage students with visual impairment to offer IPS**

The findings under this Objective for this particular group of participants reveal several views. Concerning suggestions to encourage students with visual impairment to offer IPS, Participant S1 noted that tutors should use tactile method which doesn't require use of sight only. Participant S2 revealed that tutors need to always encourage students with visual impairment. While Participants S3, S4 and S5 said that grouping them with sighted peers can promote peer mentoring and assessment as they interact.

### **How best tutors can be supported to teach students with visual impairment.**

Regarding how best tutors can be helped when teaching IPS to students with visual impairment, Participant S1 suggested that tutor be guided on managing classes and or students with visual impairment. Participant S2 suggested that tutors need to be guided and given appropriate materials to use while teaching students with visual impairment. Participants S3, S4 and S5 claimed that tutors be equipped with knowledge and skills which may make them competent enough to read Braille.

### **Why students with visual impairment should offer IPS**

Lastly but not least findings on why students with visual impairment should offer IPS, Participant S1 gave a reason that IPS equips students with life skills that promotes their lives. Participant S2 noted that IPS helps change the attitude of students with visual impairment, Participant S3 noted that IPS helps students with visual to attain knowledge and skills to be able to open up business in future while Participant S5 affirmed that IPS as a subject which equips all students with baking skills knowledge.

Having presented Objective Three, Category C the next section is to reveal discussion, conclusion and recommendations.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION, RECOMMENDATIONS AND AREAS FOR FURTHER STUDIES**

#### **5.0 Introduction**

Having completed the presentation, analysis and interpretation and having noted the various findings there in,

This chapter (Chapter Five) presents Summary, Discussion, Conclusion, Recommendations and Areas for further studies. This is done in line with the formulated objectives of the study.

#### **5.1 Summary of findings**

##### **5.1.1 Students' views towards IPS**

This summary includes; Findings from administrators, tutors and student who were the major participants in this study. Some of the responses are similar yet others differ.

Under Objective One it is concluded that the components of IPS that are taught in this college of study include; Home Economics, Art and Technology and Entrepreneurship. Students with visual impairment who offer IPS as their elective like most the components of Home Economics and Entrepreneurship respectively because these two components equip them with knowledge and skills of opening up their own business. Some tutors first give orientation to students with visual impairment before theory and the practical bit of IPS. Therefore, tutors ought to continuously sensitize all students and use non-segregate statements that may affect students' interest in taking up IPS.

### **5.1.2 Tutors' views towards Integrated Production Skills**

Regarding Objective Two, it is also evident from these study findings that two tutors teach IPS in this college of study. IPS is introduced to students by encouraging and appreciating students with visual impairment. Findings also show that IPS is introduced to students with visual impairment through demonstration before theory. Tutors of IPS are challenged as they teach students with visual impairment due to inadequate knowledge and skills on how to manage these students. Inappropriate materials to use as they teach students with visual impairment are yet another challenge. Some students with visual impairment have a negative attitude towards IPS. This is because they are skeptical of what may happen to them when not well guided. They also expressed fear to use equipment/ materials which may cause accidents. The study established that students with visual impairment need to be sensitized continuously. Continuous sensitization would guide them to appreciate the value of IPS in their daily life. Students with visual impairment ought to be encouraged by making use of their environment to access materials that are cost effect.

### **5.1.3 Strategies to encourage students with visual impairment to offer IPS**

Finally, Objective Three of the study findings also reveals that students with visual impairment cannot do without the knowledge and skills of IPS. The findings indicate that students with visual impairment need IPS to emphasize life skills hence confirm that disability is not inability, start business and earn side incomes. The study also reveals that students with visual impairment may be encouraged when grouped with sighted colleagues to offer IPS without hesitation. Tutors need to be retooled with basic knowledge and skills in Special Needs Education for them to develop a positive attitude towards students with visual impairment. Appropriate materials be provided for tutors to manage practical lessons and to make students with visual impairment participate without any fears. Students with visual

impairment need knowledge of IPS to simplify their future needs and to be helpful to their families and communities.

On the topic of IPS, it's teaching to students with visual impairment in the selected college of study, there are artifacts that students with visual impairment study and pass this subject. This study indicates that some learners with visual impairment are taken to have a negative attitude towards IPS yet these students are not at ease with how tutors conduct their lessons. Even the equipment used during practical isn't friendly. Tutors would like to cater for all their students but are challenged. They lack knowledge to understand the work written by students with visual impairment and fail to guide them appropriately. If tutors are provided with basic knowledge of managing students with visual impairment, they are ready to guide. Students with visual impairment need IPS to lead a meaningful life and utilize well resources from their environment. I recommend that tutors have and develop a growth mindset among learners, adapt inclusive pedagogy and use gender responsive language to interest all students to carry on all activities amidst their challenges of vision.

## **5.2 Discussion of findings**

### **5.2.1 Discussion of results on objective one**

Objective one was meant to Explore the views of students with visual impairment towards Integrated Production Skills.

The findings regarding which components make up IPS, Administrators noted that it is Home Economics, Art & Crafts and Entrepreneurship.

Tutors teaching IPS pointed out that IPS is a broad paper comprising of Home Economics, Art and design, Technical Education and Entrepreneurship while

Students noted that IPS comprises of Home Economics, Entrepreneurship, Art and Technology then Textile and color.

The findings mentioned above by various participants are in line with that of the PTE Curriculum (2011), which indicates that Home Economics, Entrepreneurship, Art and Technology as the key components of IPS. The Curriculum points out that these components help students to creatively use resources, tools, processes and environment to generate goods which benefit them, the families and the entire community.

With regards to the findings revealed by the data, the enumerated components are of great importance for skills development in the lives of students with visual impairment in Iganga.

The findings from category B indicates that IPS is a broad paper which comprise of Home Economics, Art & Design, Technical education and Entrepreneurship. These components do not differ from the PTE Curriculum (2012) which enumerates components of IPS as Art and Technology, Home Economics, Technical Education and Entrepreneurship

This is still in agreement with the PTE Curriculum which indicates that the enumerated components are designed to help students to develop long-term skills for personal and community development.

Findings to which component is liked most indicated that Home Economics and Entrepreneurship. The findings about the most liked component is in line with that of the NTP (2019) which points out that one of the criteria for achieving quality Education as a vehicle for human capital development is the ability of competent teachers who can manipulate their environment well.

Most participants noted that Home Economics and Entrepreneurship the most liked components of IPS, Introduce and engage students in cooking and skills of business.

Participants also noted that these two aspects prepare students for future life of being responsible husbands and wives. This was an observation from all the three categories. The PTE Module for IPS (2019) also reveals that the components of IPS develop a variety of practical skills for enabling students to make a living in a multi-skilled manner, in production, marketing, management, attitude change and building positive values towards work hence developing knowledge, skills and attitude.

Amartya (2020) emphasizes the importance of freedom to attain well-being viewed in terms of capabilities of students. The situation in the college of study reveals that students are excited when they do components, they find meaningful to them as they appreciate items they do. Findings revealed by data and Literature indicates that the tutors in this college of study teach most of these components and students with visual impairment are engaged in some.

The findings from data in comparison with those in the cited literature reveal what Iganga should do to prepare very competent yet all round teachers to serve in this country diligently.

Having discussed findings for objective one (1) the next section is addressing discussions on objective two of this study which is about tutors' views and preparedness to teach students with visual impairment.

### **5.2.2 Discussion of Results on Objective Two**

Objective Two was intended to establish the tutors' views towards teaching IPS to students with visual impairment.

The findings on how many tutors teach IPS indicated that many qualified to teach IPS but some are assigned duties in outreach while two teach IPS to the pre-service students where students with visual impairment belong. Administrators' ability to identify all staff is an indicator that tutors of IPS are recognized by other colleagues in relation to their jurisdiction.

The findings are in line with Paulo (2017) who elucidates a philosophical sense of equality as a condition of liberating education for which accepting and respecting individual differences as tutors who qualified in a particular area of study carry on their duties.

Findings on how tutors introduce IPS to students with visual impairment indicate that students with visual impairment are encouraged by tutors to pass all subjects while one is not certain on how IPS is introduced. The other findings indicate that students with visual impairment are introduced to the subject through orientation and demonstration. The findings do not differ from that of Paulo (2017) who takes accepting and respecting individual differences as one of the ways to address educational needs of students including those with visual impairment during introduction of a subject like IPS. The capability theory also supports that happiness of a student can be when one makes choice to do what you can and therefore be. Kagoda (2021) also says that tutors/teachers are lifelong learners whom students should emulate when the demonstration is not done well students will emulate mistakes. This is emphasized with the Capacity theory of Amartya (1979). The capability theory in its second assertion points out that well-being and freedom of students must be viewed in terms of tutors who are grounded in teaching.

Findings on challenges tutors face when teaching IPS to students with visual impairment show that some tutors lack patience when teaching students who cannot do all activities, some tutors lack knowledge of managing students with visual impairment in the mainstream class while some tutors cannot read braille and correcting mistakes done by students becomes difficult. This puts the work of tutors at stake when teaching a class with students of diverse educational needs. This is in agreement with the criticism of the capability theory, which emphasizes that recognizing of human diversity is very fundamental. Yuwono & Okech (2021) also reveal that teachers ought to have extensive experience; relevant knowledge and skills to enable them guide students with learning needs including students with visual

impairment. The situation in Iganga reveals that some gaps of tutors in knowledge and skills need to be addressed just like Kagoda (2021) puts it that working well with others to share experiences enables one to remain important in the learning and teaching process. Ward (2018) also claims that building relationships between tutors and students is crucial for mutual trust and respect, and learning should be engaging, enjoyable and tailored to students' needs. Ward further explains that tutors' mindset to offer constructive feedback to their students is crucial.

This may save some tutors who teach IPS to do it with ease as they guide further students with diverse needs. Alkire (2002) explains this notion that high level of internal pluralism allows different researcher to develop and apply their research in a variety of ways. These ways may depend on challenges tutors experience when teaching students with visual impairment. The fact that each tutor teaches the area specialized in is a crucial matter in Iganga.

The findings do not differ from that of Paulo (2017) who takes accepting and respecting individual differences as one of the ways to address educational needs of students including those with visual impairment. The capability theory also supports that happiness of a student can be when one makes choice to do what you can and therefore be.

Findings revealed in the data and literature are very important to reflect on when conducting IPS lessons and guiding students to make informed decisions during selection of electives in Iganga.

Having discussed the findings and literature for Objective two (2) the next section is addressing discussions of findings for Objective three (3) which sought to identify the strategies to encourage students with visual impairment to offer IPS.

### **5.2.3 Discussion of Results on Objective Three**

Objective Three was meant to Identify Strategies of Encouraging students with visual impairment to opt for Integrated Production Skills.

Findings on suggestions to interest students with visual impairment to opt for IPS as their elective subject include; students to be sensitized on the importance of IPS, awareness to be created for students with visual impairment to value the subject and to be equipped with knowledge and skills. The findings are in agreement with the National Teacher Policy (NTP, 2019) which clearly states that the country should aim to provide inexpensive, high quality education services, as well as a healthy, literate and well-informed society. Building relationships between instructors (tutors) and students is critical for mutual trust and respect, and learning should be engaging, enjoyable, and tailored to students' needs (Ward, 2018). Ward also claims that tutor's mindset is also crucial and offering constructive feedback to their students is important when effective teaching is to be realized. The Capability theory focuses on the real quality of life that students may attain, and this quality of life is assessed using the fundamental ideas of functioning and capability. The situation in Iganga, in connection to the data and literature, require serious attention in regards the teaching of IPS to students with visual impairment so as to make them improve and boost their moral for the subject.

In reference to how tutors can be supported to enjoy teaching students with visual impairment administrators pointed out that tutors need to first develop a positive attitude towards students with visual impairment, tutors need to be given basic training in Special Needs Education to be empowered to teach all students. The findings are in line with Bursuck (2018) who proposes that educators be given a solid foundation in critical special ideas and be given relevant learning activities that match to real-life situations and processes to ensure students' rights are upheld. Kagoda (2021) suggested that the rate of change in today's world implies

that tutors must learn, acquire new knowledge and employ innovative pedagogical approaches to suit the demands of their students. This connects well with why students with visual impairment prefer being facilitated to learn by tutors who are braille literate. The situation in Iganga in connection to the data and literature require serious attention in regards the teaching of IPS to students with visual impairment.

Findings on why students with visual impairment should learn IPS indicate that IPS emphasizes life skills which are required by all human beings, it equips students with knowledge and skills of earning a side income which enables these students to appreciate products or materials produced. These findings align with the idea by Okoye (2015) which affirms that ability of students to acquire practical skills like those for IPS can only be attained through interactions with others. Interaction is key if students with visual impairment are to make use of the skills learnt from IPS. In cases where skills are not acquired, disappointment and intimidation may occur. This is in line with Friend & Bursuck (2019) who say that among issues that arise with students with visual impairment is a sense of intimidation by their own potentials, difficulties in communicating with their peers and lack of confidence to accomplish tasks which also involves an easy willingness to give up. Giving up is the worst option one can think of if he/she is to be well of and utilize the resources from the environment. Some students with visual impairment may fail to start business or side income hence poverty. Katusabe (2010) pointed out that teachers and students should obtain the majority of materials from the environment. These help to promote discipline that is so important in the effort to develop specific skills necessary to obtain employment for all categories of students. The capability theory affirms also that happiness of any student is determined by what they can do and be. Amartya of the capability theory regards this as transportation which depends on personal characteristics such as intellectual capacity, level of education, physical conditions, and environmental features among others. The findings above

match with the capability theory which necessitates gathering information on what constitutes well-being and evaluating people to make decisions. The PTE Curriculum for SNE (2012) points out that the system of education itself cannot be better than the quality and the quality of the teachers that dispense that education. The situation in Iganga in connection to the data and literature require serious attention to make teaching and learning of IPS meaningful to achieve quality education.

The findings are in line with the Capability theory which reveals that poverty, inequality, well-being, social justice, gender and social exclusion are the key elements to look into as we address human needs and rights. What the findings highlight in connection to the literature the college of study ought to take keen interest to secure a user-friendly environment for learning for students with visual impairment.

### **5.3 Conclusions**

Basing on the discussions concerning the objectives of this study, the conclusions are as follows;

Students with visual impairment of Bishop Willis Teacher Training Institute knew the tutors of Integrated Production Skills and its components. Most of them preferred Home Economics among the components because tutors kept encouraging them that this component will prepare them for future life. On how their tutors introduced IPS to them, students with visual impairment revealed that it was done through explanation and demonstration.

Findings of this study also reveal that two tutors teach IPS and that one of them teaches the component of Home Economics while the other teaches Art and Technology. Tutors of IPS disclosed that they interest students with Visual impairment to offer their subject by continuously talking to them during assemblies but also want the department of Special Needs Education to equip them with the knowledge and skills on how to manage inclusive

classes so that they can ably guide students with visual impairment to make them self-reliant in future.

Findings on strategies to be employed to encourage students with visual impairment to offer IPS indicated that tutors need to use tactile methods that do not require only use of sight, tutors to be guided on how to teach all categories of students and also to equip them with appropriate equipment/ materials to use that cater for individual differences. Finally, the study reveals that students with visual impairment need to offer IPS to get equipped with skills and knowledge which will make them independent if only they change the negative attitude towards IPS as an optional subject.

#### **5.4 Recommendations**

Basing on the findings, as well as the conclusions presented above, the following are the relevant recommendations made:

1. Tutors who teach Inclusive classes ought to continuously have messages of encouragement to all students and always use appropriate methods and a friendly language to keep students interested in learning.
2. Sensitization programs on how to manage all categories of students be conducted in Teacher Training Institutes with students with visual impairment to retool tutors with knowledge and skills to comfortably teach all students.
3. All institutions with students with visual under go many challenges and require to be equipped with appropriate equipment to use during demonstration lessons to benefit the sighted and those with visual impairment.

### **5.5 Areas for further research**

This study could generate important findings that could be relevant to Teacher Training Institutions if other researchers investigate on the following;

1. Other areas of disability studies that include Hearing impairment, Cognitive impairment and Health related disorders.
2. Using the quantitative approach to establish how the nature of findings could be like.
3. Basing on other traditional subject areas that are taught in Teacher Training Institutions other than Integrated Production Skills.

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APPENDICES

Appendix 1: Authorizing letter from Kyambogo University



4<sup>th</sup> May, 2022

TO: THE ADMINISTRATION  
.....  
.....  
.....

Dear Sir/Madam

**INTRODUCTORY LETTER FOR DATA COLLECTION**

This is to introduce to you MS SIRIKIRE SARAH  
Registration No.: 19/01/GMSN/18739/18, who is a student of Kyambogo University  
pursuing a Master's Degree –Special Needs Education.

As a Curriculum requirement for the award of the Degree, students are expected to carry out a research and submit a research report.

The purpose of this letter therefore, is to kindly request you to allow this student to carryout research in your Institution/Organisation.

Yours sincerely

*PP*  
  
Dr. Stackus Okwaput  
**HEAD OF DEPARTMENT**

## **Appendix 2: Researcher’s Letter of Introduction to Participants**

**Dear Participant,**

I am conducting a study on “Improving teaching Integrated Production Skills to students with Visual Impairment”, a case of Bishop Willis Teacher Training Institute in, Iganga district as a basic requirement for an award of Master of Special Needs Education of Kyambogo University. Your responses to the questions asked herein will contribute to the compilation of the required report. The information that you give will be given maximum confidentiality and anonymity they deserve, and the information will be used for education purpose only. In case you need to access the results of the research, it will be availed to you without any condition. Your co-operation is highly appreciated. Thank you.

Yours Sincerely

.....

(Sarah Sirikire) Ms

[sirikiresarah@gmail.com](mailto:sirikiresarah@gmail.com)

Reg. No. 19/U/GMSN/18739/PD

**Appendix 3: Interview Guide for Administrators-Category A**

**A: Knowledge about Integrated Production Skills.**

1. Which components that make up IPS are taught in this college?

.....  
.....Which of the mentioned is most liked by students with visual impairment?

.....  
..... In your view why do you think they opt for it/ do not opt for it?

.....  
.....

**B: Tutors Preparedness to teach IPS**

2. How many tutors qualified to teach IPS in this college?

.....How do tutors introduce IPS to students with Visual impairment?  
.....  
.....  
.....

6. Mention the major challenge that could be affecting tutors to teach IPS to students with

.....  
.....

**C: Possible solutions in encouraging students with Visual Impairment to opt for IPS**

7. In your view what do you suggest to encourage students with Visual Impairment to opt for IPS as their elective?

.....  
.....

.....How best can you help the tutors who teach IPS to enjoy teaching students with Visual impairment?

.....Which major reason would you give to a student with Visual Impairment to offer IPS and why?

.....  
.....

**Thank you for participating in this interview**

**Appendix 4: Interview Guide for Tutors who teach IPS-Category B**

**A: Knowledge about teaching IPS to students with Visual Impairment**

1. Which components that make up IPS are taught in the college?

.....  
.....

2. Which of the above is liked most by students with Visual impairment?

.....  
.....

3. In your view why do you think students with Visual Impairment like the above-mentioned component or why not?

.....  
.....

**B: Preparedness to teach IPS**

4. How many of you qualified in teaching IPS in this college?

.....  
.....

5. Describe how you manage teaching IPS to students with Visual impairment

.....  
.....

6. Which major challenge do you face while teaching IPS to students with visual impairment?

.....  
.....

**C: Strategies to encourage students with Visual Impairment to offer IPS**

7. In your view what do you suggest to encourage students with visual impairment to opt for IPS as their elective?

.....  
.....

8. How best can you be supported to teach IPS effectively to students with visual impairment?

.....  
.....

9. Which major reason would you give to a student with visual impairment to offer IPS and why?

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

**Thank you very much for participating in this interview**

**Appendix 5: Interview Guide for Student Teachers-Category C**

**A: Knowledge about IPS**

1. Which components make up the IPS taught in this college?

.....  
.....

..... Which of the mentioned is most liked by students with visual impairment?

.....

..... In your view why do you think they opt or do not opt for it?

.....

.....

**B: Tutors Preparedness to teach IPS**

2. How many tutors of IPS teach you in this college?

.....How do Tutors introduce IPS to students with visual impairment?

.....

.....Mention the major challenge that could be affecting tutors work while teaching IPS to students with visual impairment

.....

.....

**C: Possible solutions in encouraging students with visual impairment to offer IPS**

3. In your view what do you suggest to encourage students with visual impairment to offer IPS as their elective?

.....  
.....

..... How best can tutors be helped to guide students with visual impairment during IPS lessons?

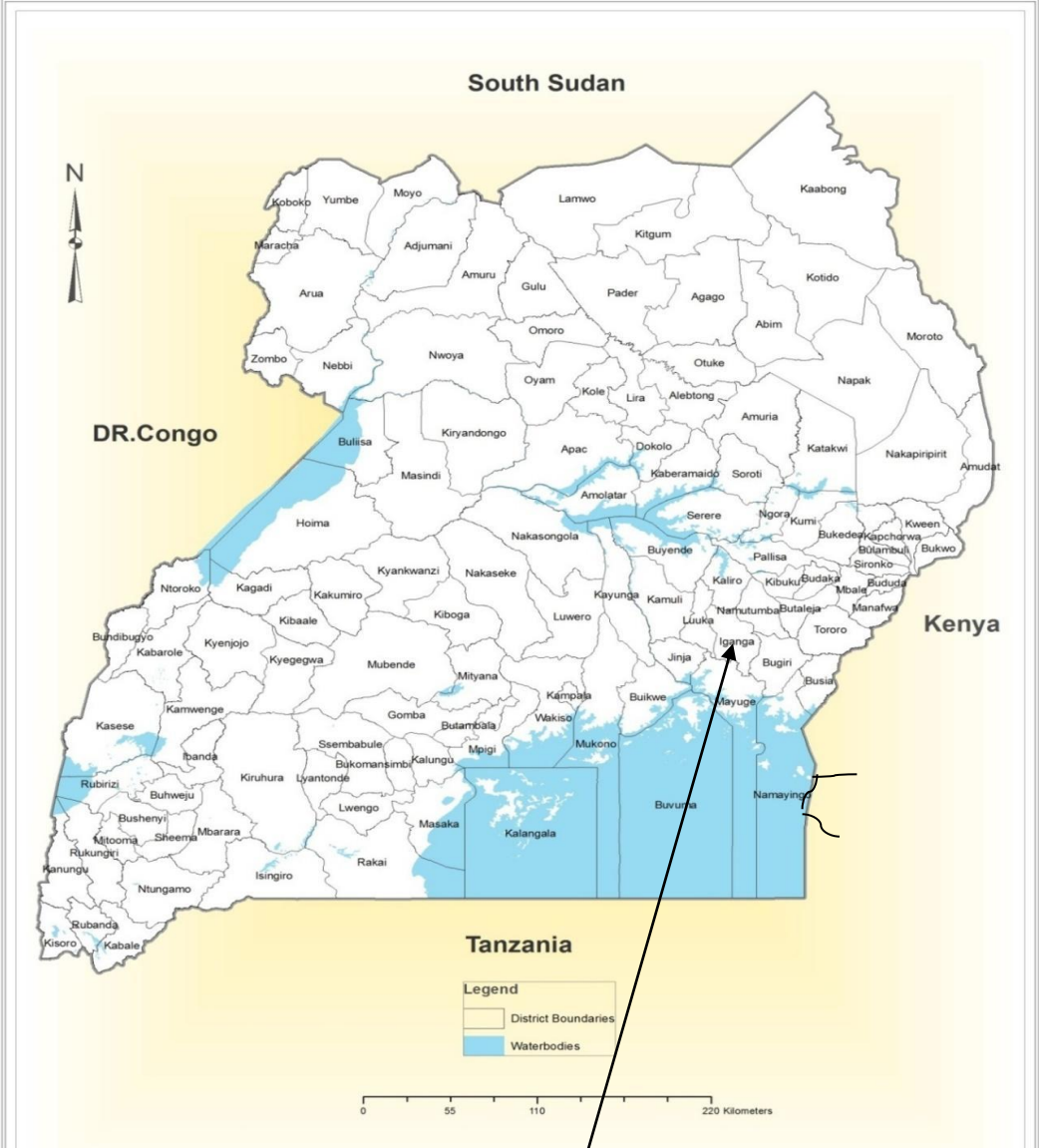
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..... Which major reason would you give a student with visual impairment to offer IPS and why?

.....  
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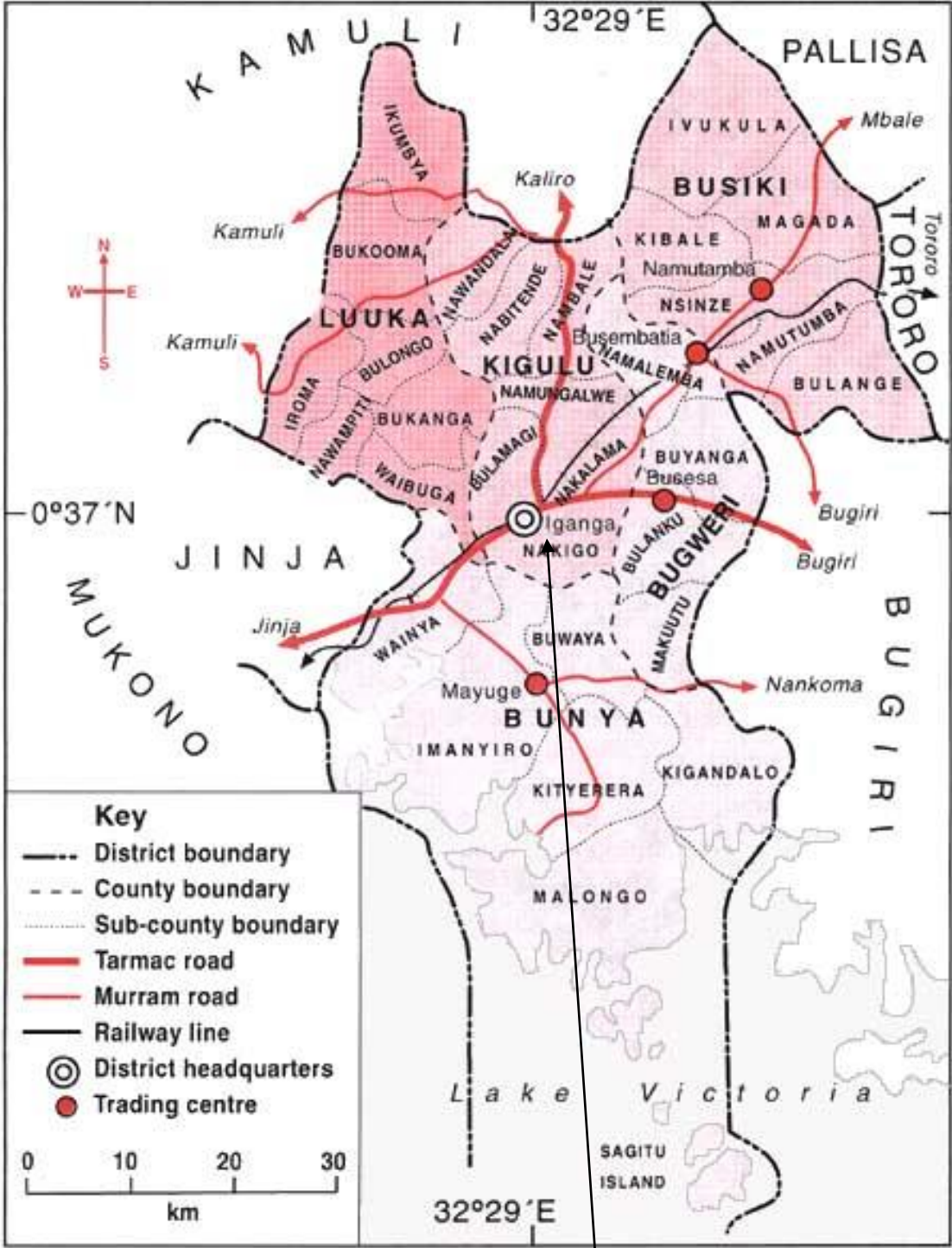
**Thank you for participating in this interview**

**Appendix 6: A MAP OF UGANDA SHOWING IGANGA DISTRICT(area of study)**



**Iganga district**

Appendix 7: A Map of Iganga District Showing the Area of Study



Area of study