

Views of Teachers on the Provision of Education to Learners with Visual Impairment in an Inclusive Setting

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Abstract

The study was focused on the views of teachers on the provision of education to learners with visual impairment in an inclusive setting. The main objectives of the study were : To determine the views of teachers on provision of education to learners with visual impairment in an inclusive setting and to determine ways of implementing the views of teachers on the provision of education to learners with visual impairment under inclusive education.

The study was conducted in the two selected study special schools for the visually impaired in Northern Province of Zambia. These schools were selected because they had learners with visual impairment.

The study used qualitative research approach and data was collected using qualitative method. Thus the instrument for data collection was the structured interviews for teachers. The sample consisted of 20 teachers.

Basing on these empirical findings it was discovered that education was not fully provided in inclusive setting. This was due to; unmodified environment, lack of embossed teaching and learning materials, having few specialists, some teachers attitude towards learners with visual impairment were negative, some teachers did not use braille as a mode of communication, curriculum was not modified and adapted to learners needs, some learners were emotional and were not fully helped. However, learners benefited socially and some teachers used braille as mode of communication while teaching them and had positive attitude towards them.

The ways revealed from teachers for successful of education in inclusive setting were the modification of environment, curriculum and adapt it to learners needs, the use of embossed materials, schools need to raise funds through various projects, use of tactile methods alongside all other teaching methods, promotion of human rights for learners in order to make teachers compelled to have positive attitude towards them, to use school based training and equip teachers with braille skills through workshops, Continuous Professional Development (CPD) meetings and by learning from each other, by helping learners to mature emotionally through such as counseling and use of role model and finally by considering their pace of learning.

It was concluded that educating learners with visual impairment under inclusive setting was partially implemented. The recommendation was that ways revealed from teachers need to be implement in order to realize full education provision to learners with visual impairment in inclusive setting in the two study special schools.

Key Words: Perception, Teachers, Visually Impaired, Continuous Professional Development (CPD), Inclusive Education.

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Introduction

There have been views from teachers concerning special education provision to learners with visual impairment in an inclusive setting. This is supported by Karmal (2017) who stated that the views of teachers are that education of learners in an inclusive setting depends on change in the teaching styles such as the use of chalkboard to the use of braille and large print.

There has been support towards inclusion from international level on the education of learners with visual impairment. This is reflected in the Salamanca statement where inclusion is grounded on the principle of human rights. According to UNESCO (2000) inclusion is on top of the agenda for all children with disabilities including learners with visual impairment, it aimed at providing education that benefits all children regardless of their differences or difficulties during Salamanca conference. However, the views of teachers are silent under the education of learning for learners with visual impairment in the Salamanca statement.

Marylyn (2008) conducted a study on special education in contemporary perspectives for special school in Boston. The study revealed that access to text books and teaching materials were key issues to the learning of learners with visual impairment. The study further revealed that for learners who are blind this may mean use of braille and recorded media while for the learners with low vision, this may mean large print text or the use of optical devices to access text or recorded media while in class. The study by Marylyn revealed that access to text books and teaching materials were key issues to the learning of learners with visual impairment. Despite the study by Marylyn focusing on material as key component for learners with visual impairment, the views of teachers on the education of learners with visual impairment are silent in this document.

Schwartz (2008) carried out a study on including Children with Special Needs in London. The study revealed that curricular adaption and modification is needed for learner with visual impairment and should match the cognitive, emotional and physical aspects of learner with visual impairment. The study by Schwartz (2008) further found out that curriculum adaptation included teaching and learning materials, methodologies and environment of the school. The study by Schwartz revealed that curriculum adaptation and modification was needed for learners with visual impairment which included teaching and learning materials and methodologies. Schwartz study covered modification and adaptation only but left out the views of teachers on the education of learners with visual impairment

In Africa inclusion have received support, for example, the study was conducted in Namibia by Matati (2015) on the challenges of inclusion of learners with visual impairment to school management. The finding of this study was that Namibia has implemented inclusive education for all as a recommendation from World Conference on Special Needs Education which was based on framework for action of inclusive education. However, in his study the views of teachers on the education of learners with visual impairment have not been mentioned or acknowledge.

Knouwds (2010) carried out a study on including learners with visual impairment in Oshana Namibian regular schools. The study revealed that some learners with visual impairment benefited from inclusion through

interaction with other peers in social activities such as sports while other were restricted due to the nature of the games. The study further revealed that most of the learners with visual impairment did not development holistically as other areas were affected such as social and creative development through isolation. The study by Knouws established that some learner with visual impairment benefited from inclusion through interaction with other peers in social activities such as sports while other were restricted due to the nature of the games. The researchers argues that the study did not bring on board the views of teachers on the education of learners with visual impairment. Muthukrishina et al (2016) conducted a case study in Kwazulu natal province in South Africa on access to education: disability and human right. The study revealed that curriculum adaptation and modification procedures were skills required for teachers in addressing the needs of learners with visual impairment in regular schools. The study by Muthukrishina and others revealed curriculum adaptation and modification were required by teachers in addressing the needs of learners with visual impairment. Nevertheless the study did not bring out the views of teachers on the education of learners with visual impairment.

In Zambia, the Ministry of Education (1996) has reflected a policy on inclusive education. According to Ndonyo (2013) the policy on inclusive education is a strategy for ensuring equality of educational opportunities for learners with disabilities including learners with visual impairment. However, the policy document is silent on the views of teachers concerning the provision of education to learners with visual impairment in inclusive setting.

Muleya (2014) carried out a study on Special Needs Education: learners with visual impairment are now educated in inclusive schools in Zambia. The study revealed that learners with visual impairment were involved in both formal and informal education through learning the same subjects with their peer including mathematics and science. The study revealed the need of involving learners both in formal and informal education although the views of teachers on the education of learners with visual impairment were not mentioned.

Despite the effort from International, Africa and Zambia in ensuring that inclusive education is implemented, views of teachers have not been taken into consideration. Hence, this study aimed at exploring the views of teachers in provision of education to learners with visual impairment in an inclusive setting.

STATEMENT OF THE PROBLEM

Teachers have views concerning special education provision to learners with visual impairment in an inclusive setting. There has been also a lot of support in terms of implementing educational provision for learner with visual impairment under inclusive education at International, Africa and in Zambia. Despite the effort from International, Africa and Zambia in ensuring that learners with visual impairment are educated in inclusive setting, views of teachers have not been taken into consideration and are not known. Hence, this study aimed at exploring the views of teachers on provision of education to learners with visual impairment in an inclusive setting.

OBJECTIVES OF THE STUDY

This study was guided by the following objectives.

1. Determine the views of teachers on provision of education to learners with visual impairment in an inclusive setting.
2. To determine ways of implementing the views of teacher on the provision of education to learners with visual impairment under inclusive education.

DATA ANALYSIS

In this study reliability thematic analysis was used to develop codes and it was chosen because it falls under qualitative research. The qualitative data for this study was captured using interviews. The data that was collected was edited and coded. During editing data was checked to ensure every question had an answer; to see if all questions were answered accurately; and if instructions were interpreted adequately (Sikazwe et al., 2003). Coding process was used for organizing the data by text and writing a word representing a category in the margins (Rossman and Rollis, 2012). Coding was also used to code participants own words. Attribute coding was used to code features of participants and materials being studied. The teachers were coded as Teacher 1,2,3 “ for example using this code Teacher 1 at school “A”, Teacher 1 at school “B”, schools were coded as school “A” and school “B”. Data was then presented through themes and subthemes. Verbatim and paraphrased responses were used when presenting data. For instance verbatim involved using respondents own words. Data was organized, accounted for and explained and sense was made out of it in terms of participants’ definition of the situation (Cohen *et al.*2007). Data was analyzed according to the purpose of research and in line with the research objectives in order to give meaning to the collected data from respondents. Then the themes and subthemes were reviewed, refined or checked in order to confirm if they were relevant to the research objectives. Thereafter themes and subthemes were labeled and finalized or spelled out to what exactly the themes consist of, and were described in detail. Then the findings were written down to produce a report and dissemination of the findings.

Findings

In order to determine the views of teachers on provision of education to learners with visual impairment in an inclusive setting and ways of implementing the views of teachers, data was obtained from 20 teachers using semi-structured interview schedule. The presentation of the findings is structured around the questions asked in the semi-structured interview in line with the objectives of this study using the subthemes namely, successful provision, attitude of teachers towards inclusion of learners with visual impairment, braille as medium of communication, curriculum, emotional development, benefits of inclusive education.

Determine the views of teacher on provision of education to the learners with visual impairment in an inclusive setting.

It was discovered that the views of teachers on the provision of education were vast as reflected in the finding presented below.

a) Successful provision

The researchers wanted to know the views of teachers concerning the implementation of inclusive education at their inclusive schools. During interviews most of the teacher responses are outlined below. Teacher 1 at school “A” replied that “ *education is not successfully provided at this school because for example learners with visual impairment are not fully catered for because the school environment had a lot of port holes which made them have difficulties in terms of mobility*”. Teacher 2 at school “A” answered that “*the school lacks teaching aids and materials such as embossed teaching and learning materials, equipment such as thermoform, perkins brailler, Duxbury braille translators, hand frames, braille printer, embossers and this makes learning for learners with visual impairment under inclusive setting not fully achieved*”. Teacher 3 at school “A” answered that “*There are challenges being faced with learners with visual impairment as they are being educated in inclusive setting such as lack of text books in braille and it becomes impossible for learners with visual impairment to feel included*”.

Teacher 4 at school “A” alluded that *“there are few trained teachers in special education at our school and most of them are not trained thus educating learners with visual impairment in inclusive setting still remains partially a myth academically”*. Teacher 5 at school “A” indicated that inclusive education creates problems for ordinary teachers in terms of teaching because these teachers have no special skills to handle these learners effectively while educating them. Teacher 6 at school “A” narrated that *“ education of learners with visual impairment in inclusive setting is partially implemented because administrator’s do not support us in buying teaching aids for learners with visual impairment”*.

Teacher 7 at school “A” expressed that the schools has a lot of challenges while providing education to learners with visual impairment in inclusive setting such as lack of braille skill needed when handling these learners. Teacher 8 at school “A” stated that *“yes socially in inclusive setting learners with visual impairment are seen interacting with sighted learners in the classroom and school environment through various activities such as studying, group discussion and helping them to read notes for them and giving them study materials.”*

At school “B” Teacher 1 at school “B” answered that *“ at our school learners with visual impairment are provided with braille paper, Brillion paper and hand frames and stylus but equipment such as embosser, thermoform and perkins brailler are not enough for both teachers and learners and this results learning under inclusive setting being partially implemented”* Teacher 2 at school “B” stated that *“The school did not have enough funds to cater for all needs of the learners with visual impairment and this hinges on the smooth provision of education under inclusive setting”*. Teacher 3 at school “B” added that *“Government funding is not enough to cater for all the learning activities of our inclusive school this has made the school to receive fund from other sources such as Charis and Ireen folk’s foundation from England and project of rearing chickens under production units and this help a bit ”*. Teacher 4 at school “B” revealed that my view is that teachers who use group discussion, individual teaching, lecture method and question and answer, quiz, story method are faced with challenges in inclusive setting when explaining certain skills, concepts and abstract knowledge that requires the use of sense of sight.

b) Attitude of teachers towards inclusion of learners with visual impairment

In terms of attitude towards the implementation or education provision in inclusive setting to learners with visual impairment , the view of Teacher 5 at school “B” was that *“the attitudes of teachers towards implementation of inclusive education is that some teachers have good attitudes towards learners with visual impairment while other have bad or negative attitudes and it is the negative attitudinal factor which make them have a resistance to change in embracing and educating learners with visual impairment accordingly under inclusive setting,”*. Teacher 4 at school “A” reported that *“some teachers had a positive attitude towards educating learners with visual impairment in that they marked learner’s books and helped them in school work”*. Teacher 10 at school “A” narrated that *“ there is an assumption that teachers attitude is positive and willing to admit learners with visual impairment in inclusive classroom and be responsive to meet their needs but in reality it’s not the case on the ground because some teachers naturally hate learner with visual impairment that they are too emotional thus educating them fail to be successfully done”* Teacher 6 at school “B” stated that *“rejection, hatred, towards those who are visually impaired makes educating them in inclusive setting not fully provided ”*

c) Braille as medium of communication

The study finding during the interview revealed the views of teachers on the use of braille as medium of communication to learners with visual impairment as education is either being or not provided in inclusive settings. For example Teacher 1 at school “A” viewed that, braille should be used as a medium of communication in the teaching and learning of learners with visual impairment in an inclusive setting if they are to benefit from education because currently not all the teachers are using it. The view from Teacher 2 at school “A” was that “I am *not trained in braille so I teach these learners orally.*” Teacher 5 at school “B” stated that “*I know braille so I help these learners and transcribe for other teachers those who ask me to do so for them my view is that the use of braille make learners who are blind benefit from education being provided to them in inclusive classrooms academically thus all teachers need to use it when communicating academic information to these learners*”.

d) Curriculum

The findings were as follows from the teachers interviewed. Teacher 5 at school “A” stated that “*the curriculum used to teach the visually impairment is the standard curriculum that is used by everyone else*”. Teacher 6 at school “B” replied that “*inclusive education favors sighted learners than the visually impaired learners academically because learners with visual impairment are exposed to normal curriculum which is not flexible to the special needs of these learners this makes inclusive education not implemented successively*”. Teacher 2 at school “A” alluded that “*curriculum was not suitable for learners with visual impairment*”. Teacher 3 at school “A” stated that “*the content based on the syllabus being used are not tailored to the needs of the learners with visual impairment as they are in ink and not braille form.*” Teacher 4 at school “A” replied that “*the pupils’ text books used were not tailored to the needs of the learners with visual impairment as they are in ink and not braille form.*”

Teacher 7 at school “B” stated that “*the curriculum is not tailored to meet the needs of learners with visual impairment because most of the subject such as biology, principles of account and science are not modified to suit the needs of these learners my view is that the curriculum need to be tailored to the needs of these learners.*” Teacher 8 at school “B” responded that “*in Mathematics especially arithmetic learners with visual impairment are required to draw during the examination when they know that these learners have difficulties in my view the curriculum needs to be modified*”.

e) Emotional Development of Learners

During interviews, the views of teachers were checked pertaining the emotional life of learners with visual impairment in an inclusive classroom as education was being provided or implemented. For instance Teacher 9 at school “B” stated that, “*most learners are emotional and there is a great need to pay attention to the emotional life of learners with visual impairment under inclusive setting*”. The view from Teacher 3 at school “A” was that, “*learners with visual impairment need to be helped emotionally in order for them to move forward in their lives and relate well with other members of the inclusive class because their emotions are not fully developed*”. Teacher 4 at school “A” said that “*we need to understand and accept that we are all emotional, so as to handle their emotions with love and care in inclusive setting*”. Teacher 7 at school “B” narrated that “*we need to use encouraging words when they are emotionally hate in our inclusive classroom*”. Teacher 10 at school “B” alluded that “*we need to attend to them individually and counsel them*”. Teacher 8 at school “B” stated that “*we need to encourage learners with visual impairment to socialize which contributes a great deal to their holistic development socially, academically, physically, emotionally, intellectually and spiritually*”. Teacher 10 at school

“B” view was that, *“we need to help these learners realize a tremendous range of emotional and maturational of feelings from their involvement with other persons which can realistically enhance their self-concepts”*. Teacher 9 at school “A” alluded that *“we need sometimes to invite for them the former visually impaired learners as role model to counsel them and make them understand their emotions better”*. Teacher 1 at school “B” stated that *“role model like our fellow teachers who are blind need to be called and talk to these learners on various aspects of their lives and how to handle their emotions”*.

f) Benefits of inclusive education

During interviews, the researchers wanted to know the views of teachers on the benefits of education being provided under inclusive to the learners with visual impairment. Teacher 5 at school “A” responded that *“Inclusive education help them feel accepted in society to me this is a good move”*. As pointed out by Teacher 6 at school “A” that *“education in inclusive setting help learners with visual impairment in term of socialization and they are able to interact with sighted learners and make friends with them*. Teacher 3 at school “B” answered that *“both children with visual impairment and sighted learners learn to appreciate each other, live a life together”*. Teacher 4 at school “B” echoed that *“inclusive education is beneficial to learners with visual impairment “because I have observed while teaching them that sighted learners help them in many ways such as reading notes and helping them in terms of mobility”*. However, Teacher 5 at school “B” responded that *“Learners with visual impairment do not fully receive support from teachers in the classroom because they concentrate more on the sighted learners than the visually impaired learners thus learners with visual impairment do not benefit much from teachers especially those who are not trained in special education my view is that, there is need to give them full support”*. Teacher 6 at school “B” replied that *“My view is that, under inclusive education learners with visual impairment do not benefit academically as we rush to finish the syllabus for each subject”*.

Teacher 7 at school “A” view was that *“there a lot of workload for teachers and this results in some teachers not paying much attention to learners with visual impairment in an inclusive classroom situation hence they don’t benefit much”*. Teacher 7 at school “A” agreed that *“ my view is that learners with visual impairment benefited from education being provided under inclusive setting through socialization”*. Teacher 8 at school “A” also alluded that *“learners also benefited academically as well because they are helped by sighted learners in school work by reading notes for them but not so much from untrained teachers in special education due to lack of braille skills to be used in order to help them”*.

Determining ways of implementing the provision of education to learners with visual impairment under inclusive education

The study discovered the views of teachers on the ways of implementing the provision of education to learners with visual impairment in inclusive settings as presented below.

a) Successful provision

The researchers wanted to know the views of teachers in line with ways needed to successfully provide education to learners with visual impairment in inclusive setting at their schools. During interviews most of the teacher responses were as follows; Teacher 1 at school “A” replied that *“for provision of education to be done successfully at this inclusive school there is need to work on the environment and burry the potholes so that learners with visual impairment can move freely ”*. Teacher 2 at school “A” answered that *“ lack of embossed teaching and learning materials, equipment such as thermoform, perkins brailier, Duxbury braille translators, hand frames,*

braille printer, embossers makes education provision to learners with visual impairment not fully implemented at my inclusive school, my view is that all these materials have to be present for inclusion to be realized". Teacher 3 at school "A" answered that *"for learners with visual impairment to feel included, there is need to have brailled text books for pupils"*. Teacher 4 at school "A" alluded that *"there is need to train all or enough teachers on how to handle learners with visual impairment in the inclusive classroom situation"*. Teacher 5 at school "A" reported that, my view is that these teachers who are not trained on how to teach learners with visual impairment need to be trained and acquire special skills in order for inclusive education to be realized. Teacher 6 at school "A" narrated that *"there is need for administrators to be in support of education for learners with visual impairment because of being key persons in term of supporting the learning of these learners in inclusive classrooms"*.

Teacher 7 at school "A" expressed view that there is need to equip teachers with braille skills. Teacher 8 at school "A" stated that *"there is need to encourage them learn in inclusive setting because it promotes socialization for example "learners with visual impairment are seen interacting with sighted learners in the classroom and school environment through various activities such as studying, group discussion and helping them to read notes and study materials."*

Teacher 1 at school "B" answered that *"we need to provide enough braille paper, Brillion paper and hand frames and stylus and equipment such as embosser, thermoform and perkins brailler to learners and teachers and this will result in education provision in inclusive setting being fully implemented"* Teacher 2 at school "B" stated that *"The school need to have enough funds to cater for all needs of the learners with visual impairment for the smooth implementation of education to then in inclusive setting"*. Teacher 3 at school "B" added that *"Government funding is not enough to cater for all the running of the educational activities at our inclusive school hence there is need to source for more funds through various projects"*. Teacher 4 at school "B" revealed that my view is that teachers need to use tactile materials as they use group discussion, individual teaching, lecture method and question and answer, quiz, story method in order not to face challenges in inclusive setting when explaining certain skills, concepts and abstract knowledge that requires the use of sense of sight.

b) Attitude of teachers towards inclusion of learners with visual impairment

In terms of teachers attitude towards the implementation or education provision in inclusive setting to learners with visual impairment, the view of Teacher 5 at school "B" was that *"the attitudes of teachers toward the provision of education to learners with visual impairment in inclusive setting my view is that all teachers need to be trained and retrained on how to relate with these learners"*. Teacher 9 at school "A" narrated that *"my view is that human rights should be strengthened in order for learners with visual impairment to be accepted by all teachers and the assumption of accepting learners with visual impairment should be checked otherwise it may ruin their education provision in inclusive setting"* Teacher 6 at school "B" stated that *"there is no need for rejection, hatred, towards those who are visually impaired attitude have to be positive for full realization of inclusivity"*

c) Braille as medium of communication

The study finding during the interview revealed the views of teachers on the ways braille can be of use as a medium of communication to learners with visual impairment as education is being provided in inclusive settings.

For example Teacher 10 at school “A” viewed that, braille should be used as a medium of communication in the teaching and learning of learners with visual impairment in an inclusive setting if they are to benefit from education because it is different currently. The view from Teacher 1 at school “A” was that “I am *not trained in braille so I teach these learners orally but there is need to make it mandatory for us to be trained at school level on how to read and write through Continuous Professional Development CPD, school workshops and by learning from each other.*” Teacher 7 at school “B” stated that “*I know braille so I use it to help these learners while they are learning my view is that the use of braille make learners who are blind benefit from inclusive classrooms academically thus all teachers need to use it when communicating academic information to these learners*”. The view of Teacher 2 at school “A” was that, “*we need to stop teaching these learners orally only without the use of braille as medium of communication when explaining concepts and we need to give exercises or notes in braille form in all inclusive classroom*”. Teacher 9 at school “B” voiced that “*we need to use braille if there are learners with visual impairment in our inclusive class for them to learn better and we need to prepare our work in braille at the time we are preparing for learners who are sighted*”.

d) Curriculum

The findings were as follows from the teachers interviewed. Teacher 1 at school “A” stated that “*the curriculum used to teach the visually impairment is the standard curriculum that is used by everyone else hence there is need to modify it*”. Teacher 10 at school “B” replied that, “*there is need to make the curriculum flexible and adaptive to these learners needs*”. Teacher 2 at school “A” alluded that “*curriculum should be made suitable to the learners needs*”. Teacher 3 at school “A” was of the view that “*content need to be in braille when delivered to learners with visual impairment if inclusive education has to be a success.*” Teacher 4 at school “A” replied that “*transforming text books in braille form will be of great help to learners with visual impairment.*” Teacher 10 at school “B” was of the view that “*the curriculum needs to be tailored to the needs of these learners in most of the subject such as biology, principles of account, science and in Mathematics especially arithmetic.*”

e) Emotional Development of Learners

During interviews, the views of teachers were checked concerning the ways in which the emotional life of learners with visual impairment in an inclusive classroom could be addressed as education was being provided. For instance Teacher 1 at school “B” stated that, “*there is a great need to understand emotional life of learners with visual impairment*”. The view from Teacher 2 at school “A” was that, “*learners with visual impairment need to be helped emotionally in order for them to move forward in their lives and relate well with other members of the class*”. Teacher 3 at school “A” said that “*we need to handle their emotions with love and care*”. Teacher 2 at school “B” narrated that “*we need to use encouraging words when they are emotionally hate*”. Teacher 3 at school “B” alluded that “*we need to attend to them individually and counsel them over their emotions*”. Teacher 4 at school “B” stated that “*we need to encourage learners with visual impairment to socialize which contributes to a great deal to their emotional development*”. Teacher 4 at school “A” echoed that “*role model like teachers who are blind need to be invited to our school and talk to these learners on how to handle their emotions*”.

Benefits of inclusive education

During interviews, the researchers wanted to know the views of teachers on the ways that could make learners with visual impairment benefit from education being provided to them in inclusive setting. Teacher 5 at school “A”

responded that “*in my view encouraging inclusive education to go on will be good because it help learners with visual impairment feel accepted in society, to me this is a good move*”. Teacher 6 at school “A” viewed that “*socialization should be promoted between learners with visual impairment and sighted learners because it help them become friends with each other and appreciate one another*”. Teacher 5 at school “B” echoed that “*mobility of a human guide should be a priority under inclusive education because is beneficial to learners with visual impairment. Teacher 6 at school “B” responded that “there is need for teachers to give full support to learners with visual impairment in the inclusive classroom academically for them to perform well. Teacher 7 at school “B” viewed that, training of teachers in how to handle learners with visual impairment will be beneficial to them. Teacher 7 at school “A” replied that “My view is that, under inclusive setting there is need to consider the pace of learning among learners with visual impairment for them to benefit academically”. Teacher 8 at school “A” view was that “there is need for teachers to pay much attention to learners with visual impairment in an inclusive classroom situation for them to benefit in terms of acquisition of academic information”. Teacher 9 at school “A” agreed that “my view is that teachers need to know braille skills and use it in a classroom situation in order to help learners with visual impairment learn better”.*

Discussion of the findings

The discussion of findings are according to different categories of the subthemes namely, successful provision, attitude of teachers towards inclusion of learners with visual impairment, braille as medium of communication, curriculum, emotional development, benefits of inclusive education in accordance with the objectives of the study. These are a) Determine thing views of teacher on provision of education to the learners with visual impairment in an inclusive setting. b) Determining ways of implementing the views of teachers and learners under inclusive education. Then end with a conclusion and recommendations.

Determine the views of teachers on provision of education to the learners with visual impairment in an inclusive setting.

Successful Provision

The study discovered that, education was not successfully provided in inclusive setting because school environment was not modified and posed a challenge to learners with visual impairment, there was lack of enough embossed teaching and learning materials, there were few specialist teachers, most teachers lacked braille skills, administrators did not give much support in areas of procurement of teaching aids, learners benefited socially only and teaching methods used made learners fail to understand clearly the concepts being taught. This was for instance reflected in one of responses from Teacher 1 at school “A” who stated that “*education is not successfully provided at this school, for example learners with visual impairment are not fully catered for because the school environment has a lot of port holes which made them have difficulties in terms of mobility.*” Some of the finding are in accordance with Kiomoka (2014) who carried out a study on the challenges which children with visual impairment face in learning and participation in inclusive primary school in Hedmark. The finding revealed that learners with visual impairment had insufficient learning resources and unfavorable physical environments.

Attitude of teachers towards inclusion of learners with visual impairment.

The study revealed that, the attitude of teachers towards education of learners with visual impairment was both positive and negative. For example negative attitude portrayed was rejection and hatred and the positive attitude was that of welcoming the learners with visual impairment in the inclusive classrooms. For instance Teacher 6 at school “B” stated that *“rejection, hatred, towards those who are visually impaired makes education not fully provided in inclusive setting”*. Teacher 4 at school “A” reported that *“some teachers had a positive attitude towards learners with visual impairment in that they marked learner’s books and helped them with their school work”*. This was in line with Simon et al., (2010) who asserted that schools do not have teachers with appropriate attitude to help students with visual impairment learn better in inclusive classrooms. Although the current study has revealed the positive attitude apart from negative attitude which was not revealed by Simon et al., (2010).

Braille as medium of communication

It was found that some teachers used braille while others used oral as the only means of communication especially those who were not specialists and posed a challenge to learners with visual impairment in an inclusive classroom. For instance Teacher 1 at school “A” echoed that, braille should be used as a medium of communication in the teaching and learning of learners with visual impairment in an inclusive setting if they are to benefit from education because currently not all the teachers are using it. The view from Teacher 2 at school “A” was that *“I am not trained in braille so I teach these learners orally.”* This was similar to Dakwa (2014) in his study who sought to investigate on teacher’s perception towards the inclusion of children with visual impairment in the ordinary school in Zimbabwe. The finding of the study was that teachers need to use Braille material so that learners with visual impairment can be effectively included in the ordinary schools.

Curriculum

The study revealed that curriculum for learners with visual impairment is not modified, suitable, flexible and tailored to their needs. For instance this was echoed in the responses from Teacher 10 at school “B” who narrated that, *“there is need to make the curriculum flexible and adaptive to these learners needs”* and Teacher 2 at school “A” alluded that *“curriculum should be made suitable to the learners needs”* The findings of this study was similar to the finding of Ndonyo (2013) who carried out a study on teacher’s perception on inclusive education in solwezi. The study discovered that the curriculum for both basic school and high school in Zambia needed to be changed to enable teachers cater for pupils with disabilities especially learners with visual impairment in regular school. The study by Ndonyo revealed that the curriculum needed to be modified for both basic and high schools however, this study discovered other more aspects such as curriculum suitable, flexibility to be tailored to the their needs.

Emotional development

This study established that, emotions of learners with visual impairment like any other learner was not fully developed and that most of them are emotional and need counseling, role model, socialization in order to help them mature their emotions. Teacher 9 at school “A” alluded that *“we need sometimes to invite for them the former visually impaired learners as role model to counsel them and make them understand their emotions better”*. The discoveries of the study focused on emotional aspect in details as compared to Forbes (2007) who carried out a study on holistic development, an analysis of its ideas in Brandon. The study revealed that holistic

development nurtures the broad development of the learners with visual impairment in areas such as intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials without revealing what involved in each aspect.

f) Benefits of inclusive education.

The study unveiled that, learners with visual impairment feel accepted socially, interact with other sighted learners, appreciate each other although they benefit academically in inclusive classrooms. As pointed out by Teacher 6 at school “A” that *“education in inclusive setting help learners with visual impairment in term of socialization because they are able to interact with sighted learners and make friends with them”*. The findings of this study is not in agreement with Kiomoka (2014) who carried out a study an investigation of the challenges which children with visual impairment face in learning and participation in inclusive primary school in Hedmark and revealed that learners with visual impairment were highly stigmatized by their sighted peers.

Determining ways of implementing the provision of education to learners with visual impairment under inclusive education

The study established many ways as views form teachers implementing inclusive education under each subthemes.

Successful Provision

Ways which were found are; the modification of school environment, need for availability of enough embossed materials, training of enough teachers to handle learners with visual impairment, administrators to procure embossed materials, to promote socialization, sourcing funds using various projects and use of tactile materials alongside all teaching methods in order to explain concepts properly. Some of the findings are in line with Akakandelwa (2015) who sought to assess the provision of learning and teaching materials for pupils with visual impairment in basic and high schools in Zambia and found that basic and high schools in Zambia need be provided with adequate and suitable learning materials for learners with visual impairment which they lack due to inadequate funding. Some of the discoveries of this study is similar with Oriukwufor and Uchechi (2017) who carried out a study on challenges of implementing inclusive education of children with visual impairment in port Harcourt. The study revealed that the government should allocate funds to schools to help in procuring special facilities for special educational needs such as talking books and talking calculators. Although the findings were not from views of teachers as the case with this study. The argument from the researchers is that findings of this study if implemented would address challenges of inclusive education in Zambia.

Attitude of teachers towards inclusion of learners with visual impairment

In this study teachers suggested that, training and human rights should be strengthened in order to promote positive attitude of teachers towards learners with visual impairment This was not in agreement with Cheelo (2016) who argued that more teachers should be trained in special education and provide support services to learners with visual impairment. This study focused on human rights as well as training of teachers while Cheelo (2016) focused only on training of teachers in the promotion of positive attitude.

Braille as medium of communication

The ways which were discovered from teachers of addressing the of non-use braille as a medium of communication were that teachers need to be trained to know braille skill through Continuous Professional Development (CPD), school workshops and by learning from each other at school level. This finding was not different from Dakwa (2014) who sought to investigate on teacher's perception towards the inclusion of children with visual impairment in the ordinary school in Zimbabwe and found that teachers need to be in-serviced in the use of Braille for learners with visual impairment in order for them to be effectively included in the ordinary schools.

Curriculum

The study discovered that, there is need to modify the curriculum and it should be tailored to the needs of learners with visual impairment. The findings of this study is in agreement with Schwartz (2008) study on including Children with Special Needs in London. The study revealed that curricular adaption and modification is needed for learner with visual impairment hence should match the cognitive, emotional and physical aspects of learner with visual impairment.

Emotional development

The study revealed that, learners with visual impairment should be helped emotionally to a point where their emotions matures. The study findings were not similar to Forbes (2007) study which revealed that Holistic development nurtures the broad development of the learners with visual impairment and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials. This is because this study focused on emotional development while Forbes (2007) holistic development of learners with visual impairment.

Benefits of inclusive education

This study found that learners with visual impairment need to be encouraged, learn in inclusive settings and it help them feel accepted in society, there is need to consider their pace of learning resulting from their condition, there is need to promote socialization among these learners which leads them to make friends resulting in helping them perform well. Some of the findings of this study were in agreement with the findings of Knouwds (2010) who carried out a study on including learners with visual impairment in (oshana) Namibian regular schools. The study revealed that some learner with visual impairment benefited from inclusion through interaction with others peers in social activities such as sports. Sight Savers International (2010) also carried out a study on inclusive education for children with visual impairment in Kasama, Mbala and Kitwe in Zambia. The findings of the study established that pupils with visual impairment enjoyed learning with their sighted counterparts. The study further state that although they were happy, pupils were not provided with most needed learning resources.

CONCLUSION

Basing on these empirical findings it was discovered that education provision was not fully provided in inclusive setting. The issues that contributed to lack of full provision of education were; unmodified environment because of port holes found in the surrounding, lack of some embossed teaching and learning materials, having few specialists and learners being taught by non-specialist teachers, some administrator were not supportive towards

learners with visual impairment, lack of enough funds, some teachers attitude towards learners with visual impairment were negative while others were positive, some teachers did not use braille as a mode of communication but used oral communication, curriculum was not modified and adapted to learners needs, learners are emotional and are not fully helped by teachers. However, learners benefited socially through interacting with other learners who were not visually impaired and made friends with them. In turn their friends then helped them academically by reading ink-print material to them which they were unable to read due to lack of sight. Some teachers used braille as mode of communication and had positive attitude towards them while teaching them.

The ways revealed as suggestions from teachers for successfully provision of education to learners with visual impairment in inclusive setting were that: there is need for modification of environment such as burying of port holes in the school surrounding, there is need for curriculum adaption to learners needs, there is need to use embossed materials while teaching these learners, schools need to raise enough funds through various projects, the funds to cater for all needs of the learners with visual impairment for the smooth provision of education, there is need to use tactile methods alongside all other suitable teaching methods such as lecture method, group discussion, question and answer method, quiz, story method, there is need to use human rights for learner in order to make teachers compelled to have positive attitude towards them, there is need to use school based training and equip teachers with braille skills through workshops, Continuous Professional Development (CPD) meetings and by learning from each other, teachers need to help learners mature emotionally through such as counseling and use of role model and by considering their pace of learning. Finally, teachers need to be trained on how to relate with learners with visual impairment.

RECOMMENDATIONS

1. Curriculum should be modified and adapted to the needs of learners with visual impairment by the Curriculum Development Centre.
2. The government should prepare and procure all the materials such as text books, teaching and learning materials such as maps, diagrams in braille for learners with visual impairment.
3. The government should train and equip more teachers in braille and make braille compulsory to all teachers.
4. The school should help learners with visual impairment emotionally through guidance and counseling and use of role model such as successful former learners with visual impairment.
5. The schools should raise enough funds through various projects and help to procure equipment such as braille paper, embosser, stylus, braille paper, Perkins Braille and talking computers.
6. The school should modify environment by leveling the ground for easy mobility of learners.
7. Teachers should stop their negative attitude of neglecting learners with visual impairment which is against their human right
8. The school administrators should ensure that the learners with sight accept the learners with visual impairment in all the classrooms as well the learners with visual impairment to accept the learners with sight as counterparts.

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