

**CONTRIBUTION OF ITINERANT TEACHERS IN THE PROVISION OF
PRIMARY SCHOOL EDUCATION FOR PUPILS WITH VISUAL
IMPAIRMENT IN UBUNGO MUNICIPALITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, “**Contribution of Itinerant Teachers in the provision of Primary School Education for Pupils with Visual Impairment in Ubungo Municipality Tanzania**”, In partial fulfillment of the requirements for the award of Master degree of Education in Administration Planning Policy Studies (MED-APPS).

.....

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.....

Date

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DECLARATION

I, **Ritha G. Nguruwe**, declare that, the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the degree of Master of Education in Administration Planning Policy Studies (MED-APPS).

.....

Signature

.....

Date

DEDICATION

To my husband, Eng. Leonard Robert Masanja and my lovely children Maryciana, Evelyn, Robert and Robin, whose love, tolerance and prayers kept me solid and persistent towards accomplishing this work.

ACKNOWLEDGEMENT

The past two years of my master's degree journey at the Open University of Tanzania (OUT) have been filled with passion and rewarding moments, despite a few challenges, which I solved as people who supported me in various ways throughout my journey surrounded me. To them, I will be in debt of acknowledgement and respect.

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ABSTRACT

The study examined the contribution of Itinerant Teachers in providing education for children with visual impairment in Primary Schools. The Main objective was to assess itinerant teachers' contribution in providing primary school education. Data were collected using an observation checklist, documentary review, closed-ended questionnaires and unstructured interview guide. The study targeted 49 Itinerant Teachers, nine head teachers, five ward educational officers and 20 parents to make up 83 respondents. The Researcher used the descriptive statistics analysis technique to analyse quantitative data from questionnaires and observation, while qualitative data from interviews interviews analyzed through the thematic analysis technique. The findings show that 69.4% of teachers agreed that support is provided, while 30.6% of Itinerant Teachers disagreed. This implies that there are different perceptions among Itinerant Teachers, the findings indicated that 100% strongly agreed they are satisfied and enjoy teaching pupils with visual impairment. Challenges are faced including limited number of classrooms, limited number of toilets, limited number of teaching and learning resources, lack of teacher training and financial support. Findings from teachers, head teachers and parents' opinions, 88% of teachers suggested the establishment of a fully equipped library that contains brailled textbooks for pupils and teachers. The study recommended that University training programs for teachers of students who are visually impaired should provide more hands-on experiences and specific courses that address itinerant teaching and skills in collaboration and consultation. Additionally, the government should seriously invest in special schools, and Community should be educated and motivated to participate on education issues.

Keywords: *Itinerant Teachers, Pupils with Visual Impairment, Special Education.*

TABLE OF CONTENT

CERTIFICATION	i
COPYRIGHT	ii
DECLARATION.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATION.....	xiii
CHAPTER ONE: BACKGROUND.....	1
1.1 Introduction	1
1.2 Background of the Problem.....	1
1.3 Statement of the Problem	3
1.4 Main Objective	4
1.5 Specific Objectives	4
1.6 Research Question	4
1.7 Significance of the Study.....	5
1.8 Delimitation and Scope of the Study.....	5
1.9 Definition of Operational Terms	5
1.9.1 Visual-Impaired Pupils	5
1.9.2 Disability	6
1.9.3 Inclusive Education	6

CHAPTER TWO: LITERATURE REVIEW	7
2.1 Introduction	7
2.2 Theoretical Literature Review	7
2.2.1 The Concept of Inclusive Education	7
2.2.2 Concept of Visual Impaired Pupils.....	8
2.2.3 Concept of Itinerant Teacher (IT).....	9
2.2.4 National Strategy on Inclusive Education 2009 - 2017 in Tanzania	10
2.3 Theoretical Framework	11
2.3.1 Bronfenbrenner's Bio-ecological Theory	11
2.4 Empirical Literature Review	13
2.5 Research Gap.....	17
CHAPTER THREE: RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Research Approach.....	19
3.3 Research Design	19
3.4 Area of the Study.....	20
3.5 Targeted Population.....	21
3.6 Sample Size	21
3.7 Sampling Techniques	21
3.7.1 Purposive Sampling.....	21
3.7.2 Stratified-Simple Random Sampling.....	22
3.7.3 Snowball Sampling.....	22
3.8 Data Collection Methods.....	23
3.8.1 Questionnaires	23

3.8.2 Documentary Review	23
3.8.3 Semi-structure Interview	24
3.8.4 Observation Method	24
3.9 Validity and reliability of the Research instruments	24
3.10 Data Analysis Procedures	25
3.11 Ethical Issues	25
3.11.1 Research Clearance Letter	25
3.11.2 Confidentiality	26
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS	27
4.1 Introduction	27
4.2 Demographic Information	27
4.2.1 Itinerant Teachers' Gender.....	28
4.2.2 Age of Teachers.....	29
4.2.3 Teaching Experience.	30
4.3 Presentation of the Findings	32
4.3.1 Status of Itinerant Teachers in Providing Itinerant Services for Pupils with Visual Impairment.....	32
4.3.1.1 Teachers' Professional Skills.....	32
4.3.1.2 Provision of Support	34
4.3.1.3 Teachers Satisfaction	36
4.3.1.4 Salary Satisfaction	38
4.3.1.5 Classroom Environment.....	41
4.3.1.6 Support from other Teaching Staff.	42

4.3.1.7 Support from Community	43
4.3.1.8 Home Visiting.....	46
4.3.2 Challenges facing itinerant teachers in providing services to students with Visual Impairment.....	48
4.3.3 Measures to curb challenges facing pupils with physical disabilities in inclusive education.....	54
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	58
5.1 Introduction	58
5.2 Summary of the Study	58
5.3 Summary of the Key Findings.....	59
5.4 Conclusion.....	60
5.5 Recommendations for Action.....	61
5.6 Limitations of the Study	61
5.7 Recommendation for Further Studies.....	62
REFERENCES.....	63
APPENDICES	68

LIST OF TABLES

Table 4.1: Itinerant teachers' Gender	28
Table 4.2: Teachers educational Level	30
Table 4.3: Teaching experience of itinerant Teachers	31
Table 4.4: Respondents results on the Teacher's Professional Skills.....	33
Table 4.5: Assessment of Provision of Support.....	35
Table 4.6: Supportive TLR (Observation checklist).....	35
Table 4.7: Classroom Environment and Teaching and Learning Process	41
Table 4.8: Collaboration from other teaching Staff	42
Table 4.9: Community Attitude and Support.....	44
Table 4.10: Itinerant teachers home visit Assessment (Do You Make Home Visit?) ..	47
Table 4.11: Challenges facing Itinerant Teachers.....	49

LIST OF FIGURES

Figure 4.1: Age Of Itinerant Teachers 29

Figure 4.2: Working experiences of teachers (N- 49)..... 31

Figure 4.3: Teachers Satisfaction..... 37

Figure 4.4: Teachers salary satisfaction assessment (Are you satisfied with Salary?). 39

Figure 4.5: Challenges facing pupils with physical disabilities in inclusive education 55

LIST OF ABBREVIATION

DED	District Executive Director
DAS	District Administration Secretary
IT	Itinerant Teacher
ITP	Itinerant Teaching Program
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
OCO	Ophthalmic Clinical Officer
RAS	Regional Administration Secretary
TSVI	Teacher of Students with Visual Impairments
TV	Teachers for Visual Pupils
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Science and Culture Organization
URT	United republic of Tanzania
WEO	Ward Education Officer
WEDO	Ward Executive Development Officer

CHAPTER ONE

BACKGROUND

1.1 Introduction

Itinerant Teacher programs have been established in several low and middle-income countries (including Tanzania) in partnership with local ministries of education and often with the support of non-governmental organizations. An Itinerant Teacher typically works under the direction of a full-time coordinator (usually someone with a background in teaching children with visual impairment). This study investigated contribution of Itinerant Teachers in providing Primary School education for students with visual impairment in Ubungo Municipality in Tanzania.

This chapter covers the problem's background, the problem's statement, the research objectives and questions, the study's significance, and the study's scope.

1.2 Background of the Problem

What is an Itinerant Teacher? The Itinerant Teacher is generally a qualified class teacher who has undertaken some formal training in the education of children with visual impairment, through either a residential course or distance education programme (Rodriguez & Garro-Gila, 2015).

Over 123 countries worldwide, including African countries, have ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), a binding legal instrument with a specific provision on the right to education and freedom from exploitation, violence and abuse for persons with disabilities.

In addition, Article 8 requires all schools to "foster at all levels of the education system, including children from an early age, an attitude of respect for the rights of persons with

disabilities", and Article 9 requires governments to develop full accessibility to the environment, transportation, communication and information, which includes their education systems. Article 24(1) recognizes the right of persons with disabilities to education and requires an inclusive education system at all levels without discrimination and based on equal opportunities directed to:

"a). The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; b). The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; c). They enable persons with disabilities to participate effectively in a free society".

In Tanzania, special education started in 1950 when Mr Carlile Wilson, under the aegis of the Anglican Church, established a school for blind boys in Dodoma region (current Buigiri Secondary School). Schools were designed for boys only. Currently, several primary and Secondary Schools offer education to learners with special needs, (Mugabe Primary School in Ubungo Municipal Council) provide special education but it is not well capable, and teachers trained to teach in special education classes are available. Tanzania Government under the Ministry of education aim to foster at all levels of the education system, including children from an early age, an attitude of respect for the rights of persons with disabilities. This is where Itinerant Teachers (IT) were introduced. IT or teachers of students with visual impairments (TSVI) are special educators trained and certified to provide direct instruction, accommodations, and modifications that provide access to the general curriculum for children who are blind or visually impaired. TVs are employed in the entire continuum of placement options, serving as part of the team providing free appropriate public education to infants,

children, and youth with visual impairments in local education agencies, regional collaboratives and specialized schools. Their role ranges from teacher-consultant to specialized skills instructor to the classroom teacher. TVs work with a wide range of students with a wide range of abilities (UNESCO, 2009) Though in Tanzania more effort are needed to improve learning environment in Tanzania. due to social obstacles Urt (2009)

After the ratification of UNCRPD in 2007, many countries worldwide, including Kenya, Uganda, and Tanzania, have made several efforts to ensure that children with visual impairment have access to education. To achieve such a goal, in 2009, Tanzania launched the national strategies on inclusive education, which stipulates that all teacher education curricula need to be aligned with the principles and practice of inclusive education through widening teacher education to prepare exceptional teachers (Itinerant Teachers) who have skills in providing intense inclusive educational support. The question is, do Itinerant Teachers in Tanzania schools play roles in providing education for pupils with visual impairment?

1.3 Statement of the Problem

Tanzania's itinerant teaching programme (ITP) aims to provide special education to visually impaired children in their respective schools and villages. The specialist teachers had to move from one school to another, offering special needs education materials, consultation with school personnel, providing individual instruction, efficient visual skills, orientation and mobility, and independent living skills. However, there are claims that education administrators have discouraged Itinerant Teachers by regarding them as roaming around and wasting time and resources. The situation negatively

affects the Itinerant and hence decreases morale in performing their duties. Given that fact, the research assessed the contribution of Itinerant Teachers in providing Primary School education for pupils with visual impairment in Ubungo Municipality Council Tanzania.

1.4 Main Objective

The main objective of this study was to assess the contribution of Itinerant Teachers in providing Primary School education for students with visual impairment in Ubungo District Council, Tanzania.

1.5 Specific Objectives

1. Assess the status of Itinerant Teachers in providing itinerant services for pupils with visual impairment in Primary Schools in Ubungo Municipality,
2. Identify challenges facing Itinerant Teachers in providing services to students with visual impairment,
3. Examine measures for improving the implementation of the itinerant teaching programme.

1.6 Research Question

1. What are the current statuses of Itinerant Teachers in providing mobile services for pupils with visual impairment?
2. What challenges do itinerant teachers face in providing services to pupils with visual impairment?
3. What measures for improving the implementation of the itinerant teaching programme?

1.7 Significance of the Study

This study is essential since it will provide detailed and significant information on how the Itinerant Teachers provide services to visual impaired students in Ubungo Municipal Council. The challenges and suggested measures will enable stakeholders, including policymakers, politicians, and educational administrators, to set strategies and allocate resources for improving the services provided.

This study will be helpful to scholars who specialize in inclusive education to learn more about the roles and responsibilities of Itinerant Teachers in inclusive education. Policymakers, including the Ministry of Education and educational institutions, may use recommendations and suggestions to develop policies, rules and effective regulations for monitoring and supervising pupils with visual impairment for effective teaching and learning.

1.8 Delimitation and Scope of the Study

This study was confined to Ubungo Municipality in public Primary Schools. Primary Schools with visually impaired students were selected where teachers and heads of school were the targeted groups. The study focused on assessing the contributions of Itinerant Teachers in providing education among visually impaired pupils in Primary Schools. Only Primary Schools with inclusive education were sampled.

1.9 Definition of Operational Terms

1.9.1 Visual-Impaired Pupils

These are pupils who have defects in vision. Visual impairment is a functional limitation of the eye or eyes or the vision system that a visually impaired person's eyesight cannot be corrected to a "normal level".

1.9.2 Disability

Disability is a biological or physical impairment that limits major life activities like walking, seeing, hearing, speaking, breathing, learning and performing manual tasks (Possi, 1999).

1.9.3 Inclusive Education

Inclusive education addresses and response to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, within a shared vision which covers all children of appropriate age range and a conviction that is the responsibility of the regular system". (UNESCO, 2008 in Ministry of Education, 2013).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study aimed to examine the contribution of Itinerant teachers in providing Primary School education for pupils with visual impairment in Ubungo Municipality. This chapter reviewed various works of literature related to the study. The chapter examines previous studies by scholars worldwide and reviews the theory that guided the researcher during data analysis and interpretation. This chapter, therefore, is divided into three sections; Theoretical literature, empirical literature and the research gap.

2.2 Theoretical Literature Review

2.2.1 The Concept of Inclusive Education

According to Loreman and Depelet (2002), inclusive education was implemented through a discourse of normalization and integration of persons with disabilities. Thomas (2009) also states that inclusion in education involves increasing learners' participation in and reducing their exclusion from local learning centres' cultures, curricula and communities. This requires school teachers to create awareness towards learners with disabilities so that they can take them on board in inclusive settings.

Educators' attitudes, skills, knowledge and ability reflect their inclusive education practices (Carrington, 1998). They also determine the extent to which a learning environment responds to diversity created in the classroom. Whilst there is increasing support for inclusive education, there are still some differences in opinion, understanding and perspectives. In this study, inclusive education is the education system that integrates students with visual impairment.

2.2.2 Concept of Visual Impaired Pupils

Visual impairment refers to a significant loss of Vision, even though the person may wear corrective lenses. The nature and degree of visual impairment may vary significantly, so each student may require individual adaptations to instructional practices and materials to learn effectively (Leblanc & McDonald, 2010).

According to Leblanc and McDonald (2010), visual impairment is categorized into two main categories: blindness and low Vision. Low Vision is reduced central acuity or visual field loss, which, even with the best optical correction provided by regular lenses, still results in visual impairment from a performance standpoint. Most students with visual impairments have low Vision, and these students should be encouraged to use their residual (remaining) Vision when appropriate. Students described as blind may have some usable vision (Hallahan & Kauffman, 1997).

Visual impairment is further classified as congenital or adventitious. Congenital refers to loss of Vision present at birth. Some common causes of congenital visual impairment are prematurity, genetic diseases, prenatal and peri-natal infections, and maternal substance abuse. Adventitious refers to loss of Vision acquired after birth due to illness or accident.

The student's age and level of development before the onset of the visual impairment influences the student's ability to acquire skills and concepts. Students with congenital blindness may have difficulty acquiring concepts, while students with adventitious blindness may retain sufficient visual memory to benefit from visual descriptions. Although two students may be medically assessed as having the exact diagnosis and

visual acuity, they may each learn and function differently (Leblanc & McDonald, 2010).

2.2.3 Concept of Itinerant Teacher (IT)

Itinerant Teachers are specially trained professionals who direct instruction to students with hearing loss, deaf, visual impairment or any other physical disability, consult and collaborate with professionals and families, and generally travel from school to school (Antia & Rivera, 2016).

Anita and Rivera (2016) also asserted that where, how, and how often Itinerant Teachers travel varies, depending on how many students they have on their caseload, how many different schools the students attend, and the distance between them. In some school districts, Itinerant Teachers travel to three or four schools daily, all in the same city. In rural areas, Itinerant Teachers may travel to three schools daily to work with three pupils. In remote areas, Itinerant Teachers may fly to an island for a few days.

In addition, Itinerant Teachers often provide academic support to help learners succeed in the general education classroom. Examples include pre-teaching and re-teaching vocabulary and concepts and reviewing for upcoming tests. Itinerant Teachers also collaborate and consult with general education professionals, families, and sometimes community agencies (Salma, 2001).

Itinerant Teachers play an essential role in this development process by spending time with visually impaired children at home to prepare them for Primary School education. They provide tutoring in pre-Braille skills (e.g. sorting and matching activities) and daily living skills (Riley, 2001).

According to Okerch (2009), Itinerant Teacher programmes have been established in several low- and middle-income countries (including Kenya, Uganda, and Tanzania) in partnership with Ministries of Education and often with the support of non-governmental organizations. An Itinerant Teacher typically works under an educational officer's direction within a ward or municipal.

2.2.4 National Strategy on Inclusive Education 2009 - 2017 in Tanzania

Inclusive education for students with Special Education Needs in Tanzania is provided to children with various disabilities. Categories of disabilities provided with educational services include those with visual impairment, hearing impairment, intellectual impairment, physical disability, autism, deaf and people who are blind. Children with disabilities in Tanzania are provided with educational services at various levels ranging from primary through secondary to higher learning institutions (MOEC 2000).

Among other things, National Policy advocated for providing a conducive environment for inclusive education by the government and other educational stakeholders (URT, 2009). However, the policy needs to state how inclusive education and the philosophy behind inclusion should be implemented to educate students with special needs in inclusive settings properly (Mmari et al., 2008).

Adapting the inclusive education toolkit by the Ministry of Education and Vocational Training (MoEVT, 2009) signalled a new move towards providing Education for All. This is based on the understanding that education is a fundamental human right and responsive to the broader constitutional framework, which requires education to fully develop the human personality and sense of dignity and strengthen the respect for human rights and fundamental freedom.

2.3 Theoretical Framework

2.3.1 Bronfenbrenner's Bio-ecological Theory

This study is underpinned by the Bio-ecological theory developed by Bronfenbrenner (1979). This theory emphasizes the quality of the environment in which human beings live and the interdependence between them and their physical environment. The learner's environment (in this case, the school) plays a significant role in her/his development, learning and exploration. If the learning environment is inclusive, learners will thrive to their best potential, regardless of their disabilities. The opposite is true. Learners are less likely to thrive if the learning environment contains many challenges with minimal efforts to address such. According to Landsbergis et al. (2011), the strength of the ecological system theory is that a person's development is the product of a network of interactions such as cultural, social, economic, political and not only psychological.

Bronfenbrenner divides the environment into five levels: the micro, meso, Exo, macro and chrono-systems (Landsberg et al., 2011). The Micro-system is described as the system closest to learners and the one with which they have direct contact. It includes family, school, peers and caregivers, guardians, and teachers.

Bronfenbrenner and Morris (1998) maintain that the relationship between learners and teachers, peers and family play a significant role in shaping their development. In this study, the microsystem will be the particular/resource school that learners with multiple disabilities attend. This environment comprises teachers, learners, hostel matrons, and institutional workers.

Another layer is known as Meso-system. Bronfenbrenner (1979, p. 25) describes a mesosystem as "a system that comprises interrelations among two or more settings in which the developing person actively participates." In this case, the relationship between the parents and the school is characterized by how they attend teacher-parent meetings and the communication between the school, home, and community. On a mesosystemic level, contact between the school, teachers, parents and care providers is significant. This impaired relationship between parents and the school is evidence of more profound issues affecting parents of children with disabilities (Haihambo, 2011).

The exo-system refers to a setting that does not involve a learner as an active participant. The exo-system factors do not directly link to the learner but can affect the learner positively or negatively. For example, the inability of the curriculum/education system to develop a flexible and needs-specific curriculum that includes all learners with disabilities may affect the learner negatively as the teaching and learning strategies that teachers may use will not meet the learner's needs. Consequently, the child may become bored and lose interest in school.

Other factors, such as a family's inadequate resources, may affect the child. In addition to resources, the family's acceptance of disability plays an essential role in the support they render to their children and in seeking support from professionals and para-professionals. For example, a parent who has just lost his or her job may be unable to financially support his or her children and provide a home, electricity and running water. This may influence the quality of the children's lives as they lack basic needs.

The Macro-system is the fourth level of the ecological system theory. Bronfenbrenner (1979, p. 26) defines it as "consistencies in the form of content of lower-order system

(micro, meso and Exo) that exist, or could exist, at the level of subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies". National policies, such as the Sector Policy on Inclusive Education, which emphasizes that the educational setting should include everyone, regardless of age, gender, sexual orientation, disabilities and learning needs, falls under this level.

2.4 Empirical Literature Review

Joshua (2013) conducted a study in Namibia on the roles and responsibilities of Itinerant Teachers. Data were collected through surveys, interviews and observations of Itinerant Teachers of the deaf and hard of hearing to examine their roles and responsibilities. Survey results from 270 respondents showed Itinerant Teachers ranking the most critical tasks and how they acquired the knowledge and skill of such tasks. The tasks listed were (a) working with students; (b) working with regular class teachers and other school personnel; (c) planning, assessing, and record keeping; (d) being a liaison and coordinating meetings and scheduling tasks; (e) working with parents; (f) providing technical support, and (g) listing skills and qualities needed in itinerants. Itinerant Teachers noted that some tasks were hard to rank by importance because some were equally important.

However, the authors examined that the task more often mentioned first was "working with regular class teachers and other school personnel" (p. 441). The second most mentioned task was working with students in providing technical support, planning, coordinating, working with parents, and listing skills.

Similarly, Luckner and Miller (1994) conducted a survey that examined the responsibilities, perceptions, and preparations of Itinerant Teachers. Surveys completed

by Itinerant Teachers in hearing-impaired programs were from nationwide. The data obtained showed a significant difference in the roles and responsibilities of Itinerant Teachers. It is found that Itinerant Teachers spend a significant amount of time being a resource to school staff regarding consultation, conducting in-services, and providing instructional accommodations and modifications.

The data showed that Itinerant Teachers spent less than half of their workweek instructing students. The data also showed that Itinerant Teachers work with a wide variety of students in age, school setting, level of functioning, hearing loss, speech proficiency, and other disabilities.

Similarly, Yarger and Luckner (1999) used qualitative methods to investigate Itinerant Teachers' perceptions of their responsibilities, job satisfaction, and effectiveness. The authors interviewed 10 Itinerant Teachers asking them ten questions about years of experience, percentage of time teaching students, enjoyable aspects of itinerant teaching, any barriers, collaboration, and the most crucial aspect of being an Itinerant Teacher.

Years of experience teaching deaf and hard-of-hearing students ranged from 3 to 25 years. Teachers said they spent an "average of 60% of their job providing direct services to students and viewed direct service as the most critical aspect of their job. Seventy per cent of teachers stated that they spent, on average, two hours each day collaborating with parents and general education staff. The other 30% stated they found it challenging to find the time to meet with parents and professionals. Teachers stated that the positive aspects of their job were the variety and autonomy itinerancy offered. They especially

enjoyed the broad spectrum of schools, the diverse group of students, the changes in their daily schedules, and the wide range of students.

The teachers' barriers were "isolation, time and budget constraints, and political manoeuvring. Some felt disconnected from a school or faculty because of the many schools visited, coupled with a lack of support and collegiality" (Yarger&Luckner, 1999, p. 15).

Know (2010) investigated how learners with visual impairments are included in Namibia's mainstream secondary schools. In Namibia, particular school teachers did not have proper training in special needs; however, their experience as teachers for learners with special needs made up for the lack of training. Know(2010) stresses that there is a need for special school teachers, educational psychologists, and other education support professionals to be meeting to share their expertise on disabilities and learning difficulties and how to overcome the challenges that they encounter in their daily work with their fellow teachers.

Landsberg et al. (2011) suggest a need for assistant teachers in classrooms, especially in classes where the diversity of learners is accommodated. Learners with multiple disabilities can benefit from this initiative. A teacher who single-handedly handles all aspects of his or her assigned classroom duties may be overwhelmed, resulting in not paying individual attention to specific learners' needs. The outcome will be that learners with less complex needs will benefit from learning activities and progress, while those whose needs require additional support will be excluded by default.

Lynch and McCall (2007) studied the role of Itinerant Teachers in Birmingham. The study used a case study design, and 270 participants were included. The study revealed

that among the challenges facing Itinerant Teachers is the need for clear job descriptions and support. This makes it very difficult for Itinerant Teachers to organize their work to reach the children needing their help most. Some teachers have to overcome many barriers, including struggling to obtain permission from their head teachers to visit children on their caseload, having to travel long distances without adequate transport, visiting schools, having poor access to appropriate teaching and learning materials, a lack of moral support from the teaching profession.

One of the biggest challenges Itinerant Teachers face is working with visually impaired children with additional complex needs or disabilities. Teachers who work with these children at home need to be able to deliver a programme of training in essential development areas (i.e. motor, communication, and social skills) and involve parents in practising these skills with the child. Unfortunately, many Itinerant Teachers must be sufficiently trained to work with these children.

UNESCO (2010), in its studies on the implementation of inclusive education in developing countries such as Somalia, Mongolia, Peru, Brazil and Vietnam, among others, came up with several observations about the implementation of inclusive education. It observed that for inclusive education to serve its intended purpose, there was a need to restructure the culture, policies and practices to align with the demands and requirements of inclusive education. Such requirements include the realization that all children should be allowed to learn, that differences among children should be respected regardless of gender, colour, ethnicity, creed or disability and the need to revise the methodologies used in education delivery.

2.5 Research Gap

A literature review on the experiences from different parts of the world, including East Africa, West Africa, and Asia, indicates the effectiveness of Itinerant Teachers' role among students with visual impairment. The study from Josua (2013) indicates the roles of itinerant, including working with students and regular teachers.

The study indicates that the Itinerant Teacher is different from the teacher employed in the school. One of the weaknesses of the study, it needs to indicate how Itinerant teachers face challenges when implementing their tasks. Therefore, this study examined challenges facing Itinerant Teachers during the implementation of their duties. The study used a purely quantitative survey design, and therefore, it lacks qualitative analysis. The study did not indicate education level, and this study used a qualitative approach where Primary School teachers and parents were the targeted populations.

Luckner and Miller (2012) conducted a survey that examined the responsibilities, perceptions, and preparations of Itinerant Teachers. It was found that Itinerant Teachers spend a significant amount of time being a resource to school staff regarding consultation, conducting in-services, and providing instructional accommodations and modifications. This implies that Itinerant Teacher is more resourceful to teachers, regular teachers and students. The study was conducted outside of Tanzania, so it is difficult to generalize the findings. The study also needed to indicate the methodologies used for data collection and sample size. This study, therefore, investigated how Itinerant Teachers are resourceful in Ubungo Municipality.

Yarger and Luckner (1999) used qualitative methods to investigate Itinerant Teachers' perceptions of their responsibilities, job satisfaction, and effectiveness. The authors

interviewed 10 Itinerant Teachers asking them ten questions. The study used a purely qualitative approach that cannot be generalized in a wide geographical area since qualitative studies are subjectivist. The findings must be updated, and hence new data must be found. Therefore, this study examined the current situation of the Itinerant Teachers. The study also focused on deaf and hard-hearing pupils, focusing on visually impaired learners in Primary Schools.

Lynch and McCall (2007) studied the role of Itinerant Teachers in Birmingham. The study used a case study design, and 270 participants were included. The study revealed that among the challenges facing Itinerant Teachers is the need for clear job descriptions and support. It is not known if Itinerant Teachers have job descriptions; therefore, this study examined the nature of job descriptions of Itinerant Teachers in Primary Schools. Most reviewed literature did not show the relationship between itinerant role and visually impaired pupils (Landsberg et al.; Knowds, 2010). These studies explain the role of itinerants' teachers with multiple disabilities learners without indicating specific learners. Reviewed studies were conducted inside Tanzania Ubungo Municipality in particular.

Tanzania has policy that provides a framework on how Itinerant Teachers work and how education among visually impaired learners is provided. Therefore, the current study investigated Itinerant Teachers' contribution to providing education to visually impaired pupils in Primary Schools in Ubungo Municipality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and discusses the methodology employed to undertake this study and describes the study area and paradigms used. The chapter further explained this study's research design, target population, and sample size.

3.2 Research Approach

The researcher used a mixed approach for the following reasons; the mixed approach includes the improvement of combining the strengths of one type of approach and neutralizing the weaknesses of the other (Creswell, 2012). In addition, the mixed approach improved the confidence in the accuracy of findings with different methods to investigate the same subject (Kalof et al., 2008).

Since the study intended to assess the contribution of Itinerant Teachers in the provision of Primary School education for pupils with visual impairment mixed, the approach helped assess the availability of resources necessary for impaired pupils, assessing the frequency in which the service is provided, the nature of classes available and other resources. The study also analyzed opinions and descriptions from respondents about their views on the contribution of Itinerant Teachers in providing education to children with visual impairment.

3.3 Research Design

This study employed mixed methods where a researcher used one form of data to supplement or provide additional sources of information not provided by another (Creswell, 2011). Before distributing the instruments to the respondents, the researcher

used the entire population of Itinerant Teachers available in Ubungo Municipality to determine the study's sample size; head teachers and parents were also included.

Simple random sampling was used to select regular teachers, while purposive sampling was used to select Itinerant Teachers and head teachers. Questionnaires, interviews, non-participatory observations, and documentary reviews were employed to gather qualitative and quantitative data. Therefore, in this study, the researcher had to collect quantitative data first to explore a phenomenon. Quantitative data were collected via observation checklist and questionnaire from teachers and pupils. Then they supplemented qualitative data from the interview guide to explain the relationships found in the quantitative data (Creswell, 2012).

The rationale for using this design is as follows; first, to supplement a single data set deemed insufficient in the study (Creswell & Plano Clark, 2011). Furthermore, the design used in the analysis in which one method is used to inform another to build and strengthen the initial method (Denscombe, 2007).

3.4 Area of the Study

The study was conducted in Ubungo Municipality in the Dar es Salaam region in Tanzania. The municipality is one of the six municipalities in the Dar es Salaam Region, the others being Temeke, Kibamba, Ilala, Kinondoni and Kigamboni. Ubungo Municipality is purposively selected as the study area due to the accessibility and availability of Primary Schools enrolling pupils with visual impairment that could provide adequate data or information for the study (Konker&Burtjan, 2010). Little needs to be investigated about Itinerant Teachers' contribution to providing education for children with visual impairment enrolled in classes in Primary Schools. The

researcher believed that available information would reveal the anonymous information relating to the contribution of Itinerant Teachers in providing education for children with visual impairment in Primary Schools.

3.5 Targeted Population

The target population of this study was head teachers, ward educational officers, Primary School teachers, regular teachers and Itinerant Teachers in Primary Schools in Ubungo Municipality. This targeted population provided rich information on their perception and understanding of the contribution of Itinerant Teachers in providing education for children with visual impairment in Primary Schools.

3.6 Sample Size

The entire population of Itinerant Teachers was included in the sample. Ubungo Municipality has 49 Itinerant Teachers, according to a report from piloted schools and the municipal educational office. The study also included nine head teachers in selected Primary Schools, five ward educational officers and 20 parents. The total sample size was 83 respondents.

3.7 Sampling Techniques

Probability and non-probability sampling techniques were used to obtain representative samples from the study population. The study employed both purposive and simple random sampling techniques to select a required study sample.

3.7.1 Purposive Sampling

The purposive sampling technique allowed the researcher to select respondents based on their experiences, awareness and understanding of the problem under study since it was

selective. This study used purposive sampling to select the study area and key informants to be interviewed. Therefore, head teachers and ward education officers were purposively selected due to their managerial positions and awareness of the monitoring and managing in inclusive Primary Schools.

3.7.2 Stratified-Simple Random Sampling

On the other hand, a stratified-simple random sampling technique was used to select teachers and Itinerant Teachers from selected Primary Schools in Ubungo Municipality. The researcher first categorized teachers into strata (regular and Itinerant Teachers) and then used simple random to select teachers and Itinerant Teachers. Stratified-simple random sampling is objective; hence every respondent has an equal chance to be selected. Stratified-simple random sampling facilitated the researcher to generalize the findings, hence external validity. The researcher used an entire population of Itinerant Teachers as a sample.

3.7.3 Snowball Sampling

Snowball sampling is a convenience sampling method. This method is applied when accessing subjects with the target characteristics is difficult. In this method, the existing study subjects recruit future subjects among their acquaintances. Sampling continues until data saturation. As Speziale, Streubertand Carpenter (2011) stated, this method, also called the "chain method," is efficient and cost-effective to access people who would otherwise be very difficult to find. In this method, the researcher selected one parent, where one parent was selected and, later, selected other parents. Parents whose children are pupils in inclusive Primary Schools were selected.

3.8 Data Collection Methods

The study involved collecting quantitative and qualitative data from both primary sources. Therefore, primary data were collected through non-participatory observation, Questionnaires and interviews, while secondary data were obtained through documentary reviews.

3.8.1 Questionnaires

Questionnaires with close-ended questions were used to gather information from Itinerant Teachers. Closed-ended questions were used because they are simple to answer and relatively easy to analyze. The respondents of the questionnaires were provided with different sets of questions, which they were supposed to answer by writing in spaces left blank in the questionnaire provided by the researcher during the data collection process. The researcher used questionnaires because they generated diverse information on teaching strategy skills possessed by teachers. The questionnaire method was preferred because it is less costly in terms of time and is easy to administer to a large population (Wilkinson & Birmingham, 2003). Questionnaires were distributed to teachers, Itinerant Teachers and pupils. (See Appendix A, B and C).

3.8.2 Documentary Review

There are two advantages associated with documentary review: the documents can easily be accessed and used, and it is a cost-effective method of collecting data. The method was used to collect information from official documents in school, like students' attendance books, school calendars, school timetables and teacher's portfolios. The documents helped assess how teachers use school calendars and timetables in pupils' learning and teaching practices.

3.8.3 Semi-structure Interview

The study employed semi-structured interviews. During the study, the researcher structured questions to be asked to the respondents from sets of prepared interview questions that guided and asked parents and head teachers. The method helped to acquire in-depth information. Parents, teachers, head teachers, and ward education officers were interviewed.

The unstructured face-to-face interview guide was an essential tool for the researcher as it uncovered a breadth of individual attitudes and opinions on a controversial topic (Minkler *et al.*, 2002). Boyce and Meale (2006) argued that the interview method could provide relevant, valuable, and robust information on the problem studied. Moreover, the interview method enabled the researcher to control respondents in answering questions. An interview guide with unstructured questions guided a researcher to concentrate on the study questions.

3.8.4 Observation Method

The researcher observed available teaching and learning materials and resources, school and classroom environment, how teaching and learning are conducted, and available classes for visually impaired pupils. The researcher also observed available supportive learning facilities for visually impaired pupils. This method helped the researcher collect information that could not be gathered from other instruments.

3.9 Validity and reliability of the Research instruments

Pilot testing was conducted to ensure the research instruments' clarity, relevance, and feasibility. The researcher also consulted the supervisor and colleagues to ensure that instruments (questionnaires and interview guide) were well formatted and represented

the contents to be measured. Their suggestions and recommendations were considered for improvement. To ensure the reliability of the instruments, the researcher administered test re-test reliability in selected Primary School which was not part of the study at two different times.

3.10 Data Analysis Procedures

Data were analyzed both qualitatively and quantitatively. Qualitative data were analyzed by using the thematic analysis technique. The thematic analysis involved categorizing and coding data collected from the interview guide into themes. According to Creswell (2012), data analysis begins with organizing data by transcribing all the interview data into general themes and coding the data into categories. Quantitative data were calculated into percentages and frequency and presented in charts and tables. Descriptive statistics were used to analyze quantitative data collected from questionnaires and observation checklists.

3.11 Ethical Issues

University regulations require that any research be conducted under a higher level of ethical principles. As said elsewhere, ethical issues are crucial in any research involving human beings; similarly, in this study, the ethical procedure for conducting research was observed while preparing and conducting the field study.

3.11.1 Research Clearance Letter

In this study, all necessary procedures for undertaking this research were carefully observed before conducting research and data collection. The Open University of Tanzania authority requested a permit from the Office of Dar es Salaam Regional

Administrative Secretary (RAS) for the researcher to collect data from Primary and Secondary Schools in Ubungo Municipality.

The RAS Office gave permission, and an introductory letter was issued to the District administrative secretary (DAS) of Ubungo Municipality, who introduced the researcher to the District executive director (DED), who also permitted to conduct this research in the respective area of study.

3.11.2 Confidentiality

The researcher ensured the confidentiality of the information to be given by the respondents during data collection in the field study. Respondents were assured that their information would be confidential and private; thus, it would be only for research and academic purposes. The researcher also assured confidentiality by not mentioning the names of the school, teachers, parents or any respondents in the report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The study examined contribution of Itinerant Teachers in provision of education for children with visual impairment in Primary Schools. Data were collected using an observation checklist, documentary review, closed-ended questionnaires, and unstructured interview guide. The study targeted 49 Itinerant Teachers, nine head teachers, five ward education officers and 20 parents to make a total of 83 respondents, thus resulting in a 100 per cent response rate. This data concurred with Kumar (2011) suggested that a response rate of 50 per cent is adequate to analyze data; the current study had a 100% response rate and was therefore considered adequate for data analysis.

The researcher used descriptive statistical analysis techniques to analyze quantitative data from questionnaires and observation checklist, while qualitative data from interview and documents were analyzed through thematic analysis techniques. The chapter is organized into three parts; demographic information, presentation of the findings and discussion, analysis and interpretation of the research findings.

4.2 Demographic Information

Demographic information was crucial in this study concerning the contribution of Itinerant Teachers in providing education for children with visual impairment in Primary Schools as it provided characteristics of the respondents who participated in the

study. Demographic information involved gender, the highest level of education of the Itinerant Teachers, age and working experience.

The sample size of Itinerant Teachers was (N-49). The sample size was suitable to reflect the issue under study. It is very significant to analyze the respondent's demographic such as teachers, since their background strongly correlates with their responses. The researcher used an entire population of Itinerant Teachers from 9 inclusive Primary Schools.

4.2.1 Itinerant Teachers' Gender

This study intended to find out the gender of Itinerant Teachers. The results of this study were used to analyze the gender of respondents from the entire population and the selected sample size in the targeted area of the study. The researcher was interested in including the gender of respondents in his study to find out the gender analysis into the study for critical interpretation of the findings on the gender issues and how gender affects teachers' job performance in the schools. The report from teacher's questionnaires is summarized in table 4.1 below:

Table 4.1: Itinerant Teachers' Gender

Gender	Frequency	Percentage
Female	36	57.4%
Male	27	43.6%

From table 4.1 above, it was shown that male teachers were 27(43.6%) while female teachers were 36 (57.4%). This implies that there are more female teachers in selected Primary Schools in Ubungo Municipality than male teachers.

4.2.2 Age of Teachers

Data collected from the questionnaires revealed that 89 per cent of teachers were aged between 26 - 34 years while 9 per cent were aged between 35 - 43 years, and only 2 per cent aged from 44 - 53 and above. Figure 4.1 illustrates the results.

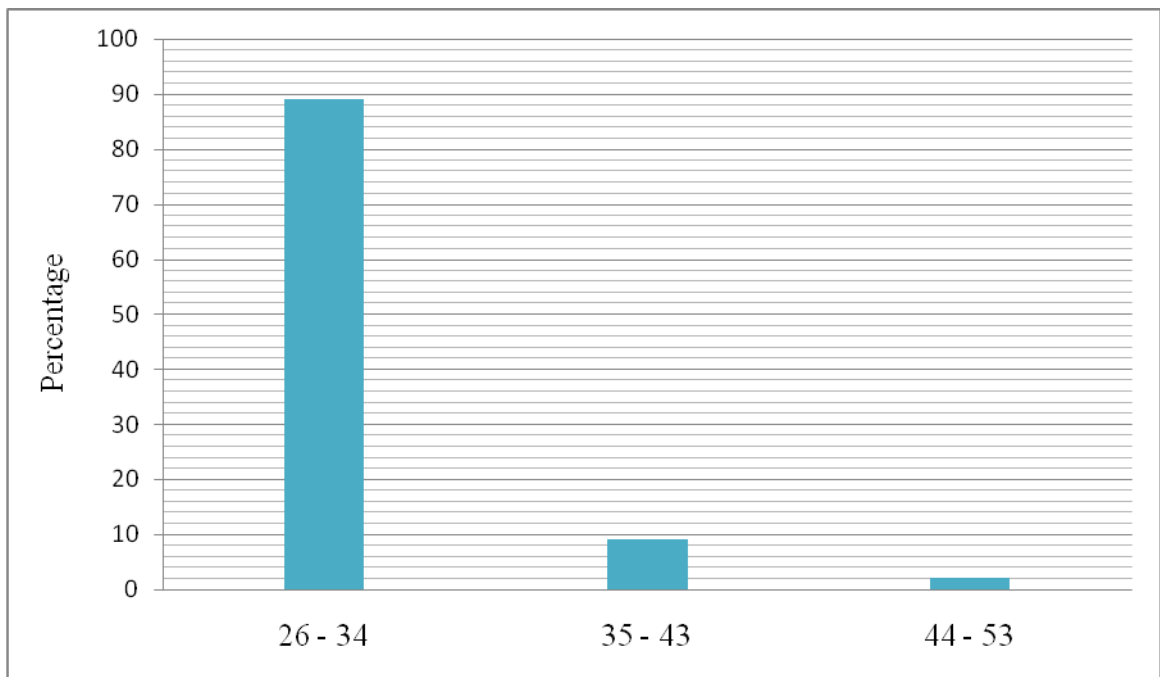


Figure 4.1: Age of Itinerant Teachers

Findings from figure 4.1 show that the age between 26 - 34 was 89%, the age between 35 - 43 was 9%, and the age between 44 - 53 was 2%. The majority of the responses emerged in the age group between 26 to 34. These young teachers are energetic to work, and their operating performance depends much on the relationship with the management, communications, motivation and friendly culture.

4.2.3 Level of Education of the Respondents

Academically, 61.2% of teachers were graduates, while 12.3% hold a diploma in education, as shown in Table 4.2 below.

Table 4.2: Teachers Educational Level

	Certificate		Diploma		Bachelor Degree		Master Degree	
	f	%	f	%	f	%	f	%
Respondents	11	22.4	7	12.3	30	61.2	1	2

Data from table 4.2 shows the education level of Itinerant Teachers from 9 Primary and one Secondary School. Table 4.2 illustrates that 61.2% of teachers hold a bachelor's degree, 22.4% have a certificate, 12.3% are diploma holders, and 2% is master's holder. This indicated that respondents who participated in the study were trained to be professional teachers. Nevertheless, 22.4% and 12.3% of teachers were certificate and diploma holders, respectively. Hence the government should give them a chance to pursue further studies so that they could also hold a degree, and this is similar to the government education policy of 2014 that insists all diploma teachers upgrade for further studies (URT, 2014).

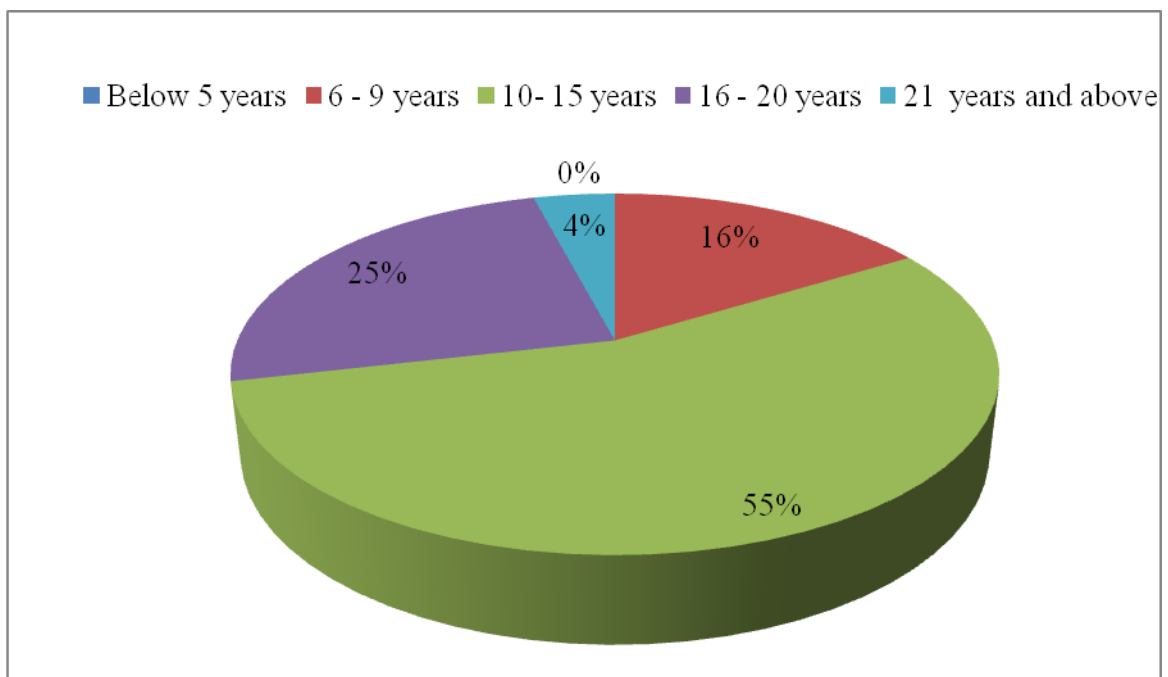
4.2.3 Teaching Experience.

The study intended to determine the working Experience among Itinerant Teachers in selected schools. Working experience in schools with Itinerant Teachers and inclusive classes is significant in this study as it helps collect respondents' views on their experience and teaching challenges as they implement their daily duties. Table 4.3 below summarises demographic data collected from teachers' questionnaires.

Table 4.3: Teaching Experience of Itinerant Teachers

Working experience	Frequency	Percentage
Below 5 years	0	0
6 - 9 years	8	16
10 - 15 years	27	55
16 - 20 years	12	25
21 years and above	2	4

Summarized data from table 4.3 was demonstrated in the figure 4.2 below

**Figure 4.2: Working Experiences of Teachers (N- 49)**

It was revealed that 55 per cent of respondents had working experience between 10 - 15 years, while 16 per cent had work experience between 6 - 9 years. The study findings also revealed that 25 per cent had working experience between 16 - 20 years and 4 per cent had working experience for 21 years and above. The findings demonstrated that all teachers had experience-teaching pupils with visual impairment.

It implies that the details gathered from the questionnaires and unstructured interviews were valid since respondents had experience working in inclusive classes. Teaching experience is significant in the study since respondents were able to share their experience-teaching pupils with visual impairment.

4.3 Presentation of the Findings

The entire population of the Itinerant Teachers from 9 Primary Schools in Ubungo Municipal, the study evaluate that female teacher are in considerable number compared to Male teachers. For the age analysis, data collected from questionnaires shows that 89 per cent of teachers were aged between 26-34 while only 9 per cent aged between 35-4 hence explaining that they are energetic to work. Their working performance depends much on the existing relationship with the management, communication and their good experience in the office.

The study presented, analyzed, discussed and interpreted the findings according to the research objectives. The study used data collected from teachers' questionnaires and interviews with parents and head teachers to assess the status of Itinerant Teachers in providing itinerant services for pupils with visual impairment.

4.3.1 Status of Itinerant Teachers in Providing Itinerant Services for Pupils with Visual Impairment

4.3.1.1 Teachers' Professional Skills

The study was interested in whether Itinerant Teachers posse the professional skills required for teaching pupils with visual impairment. Table 4.4 below presents finding collected from questionnaires distributed to teachers.

Table 4.4: Respondents Results on the Teacher's Professional Skills

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
I have professional skills to teach visual impaired pupils							44	89.8	5	10.2

Table 4.4 revealed that 44 respondents (89.8%) agreed that they have professional skills to work in schools with visually impaired pupils, and five strongly agreed (10.2). This implies that most of the Itinerant Teachers (IT) have undergone formal training in the education of children with visual impairment, either through a residential course or distance learning. Training in IT is very significant since their role to children with visual impairment involves identification, assessment and providing direct instruction to students with visual complexity, consulting and collaborating with professionals and families, and generally travelling from school to school.

The researcher interviewed head teachers about the teaching skills of Itinerant Teachers.

The Headteacher from school A was interviewed, and the response was as follows;

Most teachers here are diploma holders in education but with some special needs education skills. They perform professional activities through teaching, guidance, counselling, and supervision of pupils. (source: Head of School A).

Another head teacher added that;

Through in-service training, teachers are provided with special education skills and become competent in classroom management.

From the above explanation, classroom management skills are essential for teachers to establish an attractive and better learning environment. As Nicholas (2007) asserted, when classroom management is viewed in a more comprehensive and holistic sense,

incorporating every element of the classroom, from lesson delivery to the classroom environment, becomes important (Nicholas, 2007). According to Nicholas (2007), this includes creating an organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom.

4.3.1.2 Provision of Support

The study was also interested in examining the kind of support given to teachers, and teachers responded that support needed to teach pupils with visual impairment is provided. The results show that teachers are supported to teach pupils with visual impairment, whereby 69.4% of teachers agreed that support is provided, while 30.6% of Itinerant Teachers disagreed.

This implies that there are different perceptions among Itinerant Teachers in Ubungo Municipality Primary Schools about the kind of support needed and the kind of support available. The teachers mentioned that the support needed includes accommodation, transportation facilities, teachers' textbooks and communication devices. In order to enhance effective teaching and learning processes, learning materials such as speech output calculator, Braille printer and clock with brailed numerals for pupils are very significant. See table 4.5 for the agreement level.

Table 4.5: Assessment of Provision of Support

	Strongly Disagree		Disagree		Undecided		Agree	Strongly Agree		
	f	%	f	%	f	%	f	%	f	%
I am given support I need to teach pupils with visual impairment			15	30.6			34	69.4		

During the observation, the researcher noted that out of nine visited schools, only four schools have at least more than one supportive teaching and learning resource (TLR).

Table 4.6 below summarizes observation reports from nine schools.

Table 4.6: Supportive TLR (Observation Checklist)

	School	Brailled machine	Clock with brailled numerals	Speech Output calculator	Tactile Books
1	School A	Available	-	-	Available
2	School B	Available	-	-	Available
3	School C	Available	Available	-	Available
4	School D	Available	Available	-	Available
5	School E	Available	-	Available	Available
6	School F	Available	-	-	Available
7	School G	Available	-	-	Available
8	School K	Available	-	-	Available

The result from table 4.6 above indicates that all nine schools have brailled machines and Tactile Books for visually impaired pupils, which makes 100%. Only two schools (22%) out of 9 have a clock with brailled numbers, and only one school (11%) has a speech output calculator for pupils with visual impairment.

In the interview with head teachers, the question was; how do you ensure that your Itinerant Teachers are provided with necessary teaching facilities? Heads teachers replied;

Every quarter of the year, I receive a capitation grant from the government. I spent a little to purchase some of the teaching facilities because the capitation is very little compared to the teachers' demand. (Head Teacher - School C).

The Head teacher in school A was also quoted as;

I try my best to ensure that my teachers are satisfied, and through government and private organization support, I make sure that necessary facilities are available to facilitate the teaching process.

This is a justification that the teaching and learning process cannot be well implemented in inclusive schools with visually impaired pupils without teaching and learning facilities.

4.3.1.3 Teachers Satisfaction

Researcher was interested in how teachers are satisfied with teaching schools with visual impaired pupils. Figure 4.3 below illustrates the findings;

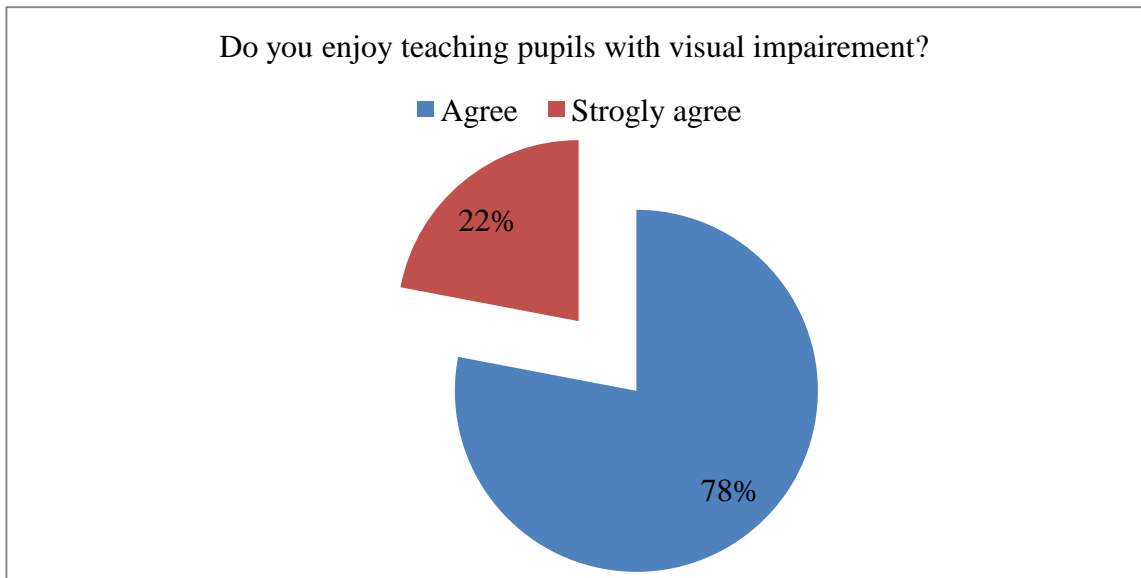


Figure 4.3: Teachers Satisfaction

From figure 4.3 above, it was found that 78% (38) agreed and 22% (11) strongly agreed that they are satisfied and enjoy teaching pupils with visual impairment. There are different factors for teachers' satisfaction, such as working environment, experience, job descriptions and workload. This workload for such a teacher becomes unbearable and tiresome. So, it gives low job satisfaction.

The head teacher was interviewed, and the question was; how do you ensure that teachers are satisfied in school? Head teacher replied that;

First, I recognize them as suitable and qualified teachers. Also, I promote them by providing morning breakfast and ensuring that all necessary materials are available for teaching and learning.

Another head teacher added that;

I ensure that teachers are working in good working conditions; adequate tools ensure that teachers actively participate in decision-making. I ensure a good relationship between workers, me, and the teachers themselves.

Job satisfaction refers to employees' (teachers) attitude towards their job (teaching pupils with special needs) vis-à-vis the organization in which they perform their duties (special schools). In other words, job satisfaction of teachers of pupils with special needs involves activities within and outside their job schedules in special schools. Generally, the success achieved by any educational institution largely depends on the level of job satisfaction of the teachers and other associated variables within the school environment.

Shann (2001) found a relationship between employees' working conditions, social conditions and productivity. He mentioned that workers' performance is influenced by their surroundings and coworkers. Additionally, the teachers always value physical surroundings like safe, comfortable, close home, cleanliness, adequate tools and equipments and good-condition buildings (Otube, 2004).

Another form of job satisfaction is recognition of the employees. Recognition works as reinforcement and informs employees of how well they have done their job. If the workers' work is not recognized, they may feel invisible, undervalued, unmotivated and disrespected. Promotions also give the chances for personal growth, increased levels of responsibility, and high social standing (Robbins & Judge, 2008). Appropriate training gives a teacher the to perform his duty effectively, and it implies preparation for an occupation or more specific skills.

4.3.1.4 Salary Satisfaction

The researcher was interested in investigating whether teachers were satisfied with the salary paid for job performance. It was found that teachers are not satisfied with the given salary. Figure 4.4 below provides the results;

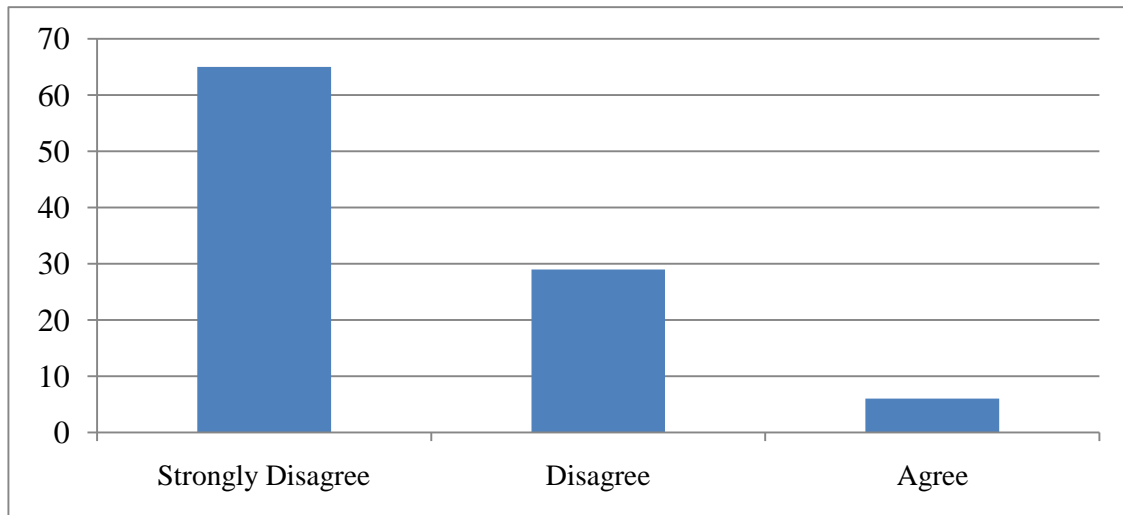


Figure 4.4: Teachers Salary Satisfaction Assessment (Are You Satisfied with Salary?)

Figure 4.5 shows that 65.3% (32) of Itinerant Teachers strongly disagreed that they are satisfied with their salary, while only 6.1% (3) of the respondents agreed that their salary is satisfactory. This indicates that salary still demoralizes teachers' performance despite the school's supportive environment. Salary is one of the motivational factors that attract teachers and encourage teachers to work hard and retain teachers and prevent brain drain of teachers.

However, in the interview with teachers and head teachers, the question was, *is teachers' performance affected by low salaries?* The findings revealed that salary does not affect teachers' efficiency since teachers have devoted themselves to provide education to pupils, regardless dissatisfactory salary. Headteacher commented;

Teachers here are very active and dedicated to work. I have never experienced any lack of accountability among teachers just because of low salaries. High payment is essential, but teachers' accountability and professionalism are not affected by salary since teachers are moral and summoned to teach pupils with the visually impaired.

Interview with the head teacher in school D: adding the point of salary as a teaching motivation to IT explained that;

Salary is substantial, but motivated teachers cannot rely on salary to perform. Teachers demand high salaries to sustain their needs, but when teaching visually impaired pupils, most teachers are willing and eager to teach them.

Head teacher in school A stated that;

The good thing about my teachers is that they are well-trained and active in teaching pupils with visual impairment. Teachers love their job and are not working because of salary but passion and desire to achieve education goals for pupils with visual impairment. This is achieved through the way I motivate them.

Attractive remuneration packages enhanced teachers' attachment to the school.

However, government school teachers had fixed salary scales determined centrally by the government. Nguni (2005) observed that top school administration does not determine teachers' salaries because they are centrally determined by the government, irrespective of the amount of teachers' actual work or the quality of that work.

According to some teachers, the government recognizes the insufficiency in salaries and encourages teachers to commit themselves to the school but also denies them the opportunity to seek extracurricular sources of income. The following is one of the comments made by teachers:

In a government school, I feel satisfied because I get enough time to do my activities. I have economic activities to attend to, mainly my farm, garden and poultry project, and I earn enough money to support my family. I am only entirely at school when I teach or am on duty. (Teacher, School D).

In response to the idea that money can potentially impel them, most teachers reported that they were pleased to be teachers. According to them, teaching gave them the moral and social benefits inherent in the profession, most notably being free from corrupt

practices. This result is consistent with the findings regarding caring teaching as an ethical practice by (Gholami & Tirri, 2012). It was found that teaching is a practice that pleases teachers when they bring about students' learning.

4.3.1.5 Classroom Environment

Likewise, the study sought to examine the view of Itinerant Teachers on how the classroom environment promotes teaching and learning for pupils with visual impairment. Table 4 below illustrates the result;

Table 4.7: Classroom Environment and Teaching and Learning Process

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Classroom environment promotes good teaching and learning for pupils with visual impairment			05	10.2			41	83.7	03	6.1

From table 4.7, it was found that 83.7% and 6.1% of Itinerant Teachers agreed that the classroom environment promotes good teaching and learning for pupils with visual impairment. Only 10.2% disagreed that the Classroom environment promotes good teaching and learning for pupils with visual impairment, implying a supportive environment for pupils to study. The researcher observed that those classrooms are well structured with a big window supporting ventilation and lights.

In a school environment, visual impairments can cause difficulties in traditional reading and writing activities, reading at a distance, distinguishing colours, recognizing shapes

and participating in physical education games that require acute vision, such as softball and kickball. Therefore, a well-designed classroom that supports sunlight is vital for low-vision pupils.

4.3.1.6 Support from other Teaching Staff.

Itinerant Teachers cannot work independently without collaboration with other teachers to assess pupils with visual impairment. This study examined whether teachers cooperate with other teachers in assessing and diagnosing visually impaired pupils; table 4.8 illustrates the results.

Table 4.8: Collaboration from Other Teaching Staff

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
There is a great cooperation from other teaching staff							41	83.7	08	16.3

From table 4.8 above, it was revealed that there is an excellent collaboration between Itinerant Teachers (IT) and other teaching staff, where 83.7% of IT agreed on that aspect. One of the significances of collaboration is that, it allows the teacher to articulate areas of growth professionally.

The response tallies with the response from head teachers and ward education officers, who during the interview, they commented that there is a good relationship and collaboration among teachers. The question was how IT and other teaching staff cooperated. In the interview, the head teacher from school E replied that;

They teach in the class and assist pupils with low vision and blind to learn and participate in other school activities such as sports, culture and other extra-curricular activities. In short, there is a close collaboration between IT and other teaching staff. You can say as if there is no such gap (Head teacher-school E)

Another head teacher from school A stated;

I consider all teachers who teach pupils in this school though I have different categories of teachers. Teachers here are working as a team since they help pupils achieve academic and moral goals. Collaboration is higher, and teachers and pupils work together. Collaboration is one mechanism that helps teachers learn from each other and prevent unnecessary conflict.

This implies that teachers' cooperation builds a sense of accountability and becomes easier to enhance effective teaching and learning. The argument tallies with Dufour (2011), who contends that, providing teachers with time to maintain collaborative does not mean professional improvement unless that time is concentrated on the right task.

Itinerant Teachers are often the first specialists to come into contact with low-vision children. IT will follow up with children that other teachers have identified as having problems with their vision, which will often include clear conditions such as eye infections that result in itchy or red eyes. After conducting a preliminary assessment, the IT will refer the child to an ophthalmic clinical officer (OCO) for a clinical assessment or recommend an appropriate approach to effectively assist a child in learning.

4.3.1.7 Support from Community

In some countries the school/community disconnect was a by-product of the 'professionalization' of education: teachers, as professionals, viewed communities as inadequately prepared to contribute productively and so separated themselves from

communities. Hence, while professionalization was geared towards providing better education, it exempted input from the people for whom education was provided.

Researcher distributed questionnaires to IT seeking their responses on the existing relationship between IT and the community. Table 4.9 below illustrates the result;

Table 4.9: Community Attitude and Support

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Community has positive attitude and support toward Itinerant Teachers							30	61.2	19	38.8

The questionnaires revealed that 100% (61.2% agreed and 38.8% strongly agreed) of IT agreed that the community has a positive attitude toward IT. Over the last two and half decades, efforts to improve educational system access, governance and outcomes have given renewed focus to educational decentralization - the transfer of some form of authority from a central body to local levels (Naidoo & Kong, 2003).

In the interview with the ward education officer (WEDO) on the role of the community in promoting and enhancing IT activities, WEDO from three wards had the following responses;

These teachers are often an essential link between communities and clinicians. They can provide health professionals with helpful background information about a child's circumstances and visual functioning. They also follow up with children who have been prescribed low-vision aids, provide parents with information on where to buy aids, and seek funding for parents

who are unable to afford. Therefore, the community benefit a lot from Itinerant Teachers.

Another WEDO described that.

The community are very active in contributing even funds to facilitate school functions. The community also participated in the meeting and shared some experiences related to visual impaired children. Challenges emerge when parents ignore some advice from IT concerning pupils' health. However, generally, the community has positive attitude and support for IT.

Another comment from WEDO;

Itinerant Teachers play a significant role in linking parents and school through visiting pupils at home, teaching at school and assessing academic progression. The community, especially parents, meets with IT to discuss important matters related to teaching and learning activities. The community participates fully in every school aspect.

In the interview with parents, one parent explained that;

Wanatusaidia sana kuwafundisha watoto wetu wanapokuwa shuleni lakini pia wanatusaidia kujifunza kutumia zile mashine za kuandika. Sisi kama wazazi na jamii kwa ujumla tunathamini sana kazi zao na mchango wao mkumbwa kwa watoto wetu. (Translation: IT are beneficial to our children at school, and they assist these low vision and blind children in how to use the writing braille. As parents, we value their job, and they are very supportive of our children)

Another parent explained;

Mchango wao ni mkubwa na tunawapa ushirikiano kadiri unapohitajika. Niliwahi kutembelewa na mmojawao nakumuomba binti yangu kipindi yupo darasa la awali, alimsaidiasanakujifunzanakutumiailemashinelakini pia kumfundishabaadhiyamasomokama vile kuandika, hisabati, maarifanambalimbali.

Nawapongezasanakwakazinzuriwanayofanya. (Translation: They are doing a tremendous job, and as parents, we share everything we have when needed. I remember one IT visited me when my daughter was in pre-school, and he helped my child so well and taught her basic skills like arithmetic, writing and social skills).

When community is involved in education planning, decision making and implementation of different projects, the community feel a sense of ownership, and therefore IT can perform their duties with less or without difficulties. Decentralization facilitates community participation when decision-making is devolved to the school level. This is referred to as site- or school-based management (SBM) and is "a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and maintained" (World Bank, 2007).

4.3.1.8 Home Visiting.

One of the roles of IT is to travel around local mainstream schools and communities to offer advice, resources, and support to visually impaired children, their teachers, and their parents. However, most of the IT in Ubungo Municipalities are employed by the government to teach in inclusive classes and schools. Therefore, this study intended to explore where IT can visit parents whose child is low vision or blind. Questionnaires come up with a result, which is summarized in table 4.10 below;

Table 4.10: Itinerant Teachers Home Visit Assessment (Do you make home visit?)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
I usually visit children in their residence	12	24.5	29	59.2			08	16.3		

The result from table 4.10 Shows that only 16.3% of IT visit children with visual impairment at home. Most IT (59.2%) do not travel and meet children with visual impairment. This indicates that IT remains at school and waiting for children without having a prior historical background of that child. This is different from the definition of IT as stated by McCall and Lynch (2007), who contended that IT is a trained person who travel around local communities to offer advice, resources, and support to visually impaired children and their parents.

Interviewed head teachers, parents and WEDO to solicit their experience relating to whether IT travel from one school to another and from school to the community. The researcher began an interview with head teachers;

Most teachers need to move; instead, they wait for admitted pupils. As you know, these teachers are also teaching other subjects and therefore it is difficult for them to work outside school compound (head teachers - school B).

Another head teacher replied;

Sometimes they visit children at home when needed, but this happens once a month or even months. Most of children we meet after being admitted here in our school. We do home visits where there is a demand to do so and with the recommendation from education officer.

An interview with WEDO found that there are some schools where IT made regular visits to some parents, and there are children who require regular exercise. WEDO was quoted;

Here, there is a teacher who is working directly with parents at home, helping adult blind pupils who lack skills and knowledge in vocabulary, reading, social skills and study skills. This teacher visits nearby parent but sometimes travel to distant places to interact with pupils at home and provide individualized education.

Parents also agreed that IT sometimes visit their homes. One parent was quoted as;

They used to come here once and consult with me, especially on academic and social skills. They also counsel our sons and teach us the basics of developing a positive attitude toward the child. This is a good thing for us.

Itinerant Teachers provide individual and family counselling on how to raise a child who is visually impaired. They can also help the family to see their child in a positive light and to develop a supportive attitude towards their child. Luckner (2013) says this will help with schooling and independence. Itinerant Teachers also provide practical support to families, such as organizing hospital and eye clinic visits for parents.

4.3.2 Challenges Facing Itinerant Teachers in Providing Services to Students with Visual Impairment.

Objective 2 of the study sought to investigate challenges facing Itinerant Teachers in providing services to students with visual impairment. Several factors may influence the uniqueness of the itinerant experience. First, many Itinerant Teachers work with students of all ages, from preschool through high school. Second, Itinerant Teachers have limited input regarding classroom teachers' daily lesson plans. Third, Itinerant Teachers must be skilled in providing adaptations and social supports that allow students with sensory impairments to access the instructional and social expectations of the general education environment. Fourth, Itinerant Teachers work with a wide variety

of education personnel and must be skilled in collaboration and consultation (Corn & Patterson, 1994; Luckner & Miller, 1993).

The study investigated challenges that IT experience when perform their duties in Ubungo Municipalities. Table 4.11 below summarizes challenges explained by 49 IT teachers in selected 9 Primary Schools and 1 Secondary School.

Table 4.11: Challenges Facing Itinerant Teachers

	Statement	Frequency (f)	Percentage (%)
1	Shortage of classroom	42	85.7
2	Limited number of toilets	38	77.5
3	Limited number of teaching and learning resources	48	97.9
4	Limited number of facilities for visual impaired pupils	41	83.7
5	Getting experts to educate me on modern methods of teaching the visually impaired is a challenge.	43	87.8
6	Lack of transport facilities	49	100
7	Minimal financial support from the central government	39	79.6
8	Limited time for individualized learning program	49	100
9	Poor physical environment	46	93.9
10	I find it difficult getting parents to discuss vital information about pupils with visual impairment in the regular school	35	71.4

It was found that classrooms were among the challenges facing Itinerant Teachers, where 85.7% (42) of respondents mentioned that challenge. During the study, the researcher observed that some classes with many pupils (overcrowded) and some visited schools practised a double-shift system to standard one and two.

During the interview with Itinerant Teachers (IT), it was found that shortage of classrooms affects teaching and learning. IT was quoted;

Shortage of the classroom is the big challenge here, and it has an impact since we teach a large number of pupils in one class, and as a result, I need to assess all pupils more effectively.

The interview was also conducted with the head teacher and supported explanation from IT. Head teacher from school H added that;

We indeed have a classroom shortage here, sometimes it contributes to pupils' poor performance, and even teachers are unable to work effectively and efficiently.

All respondents commented that the classroom shortage affects the teaching and learning process. Moreover, table 4.11 indicates that most schools have a limited number of toilets with available pupils, which implies that pupils might be affected by a health problem. People with disabilities lack privacy in terms of toilets and face challenges in the accessibility of these toilets, especially in developing countries (Fore, Martin & Bender, 2002). Hence even though 19th November is a day designated by the United Nations to recognize the use of safe sanitation and access to clean water, access to toilets by people with disabilities in developing countries remains a big challenge. Research by Chigunwe (2014) revealed that both males and females with disabilities were adversely affected by inaccessibility of sanitary facilities in developing countries.

Another challenge narrated by teachers, as shown in table 4.11, was the limited number of teaching and learning resources, where 89.9 (48) of the respondents stated such a challenge. The use of teaching and learning materials is core to our education. Teaching and learning materials help teachers explain concepts quickly to the visually impaired in inclusive settings. It also helps pupils to remember and retain whatever they are taught. However, this finding is not endorsed by UNESCO (2005) that many teachers and pupils in developing countries experience teaching and learning conditions. They cited

limited teaching and learning materials, inadequate shelter and a lack of skills to manage equipment.

Lack of training to learn new and modern teaching methods is another challenge facing Itinerant Teachers. From table 4.11, it was found that 87.7% (41) of the respondents argued that there is a challenge in getting experts to train teachers about modern methods of teaching pupils to with visual impairment. Similarly, teachers lack in-service training to gain skills in handling classrooms with visually impaired pupils.

In the interview with WEDO about the provision of in-service training or seminar to IT, WEDO explained that;

Training for IT is challenging though there are seminars provided to some of the teachers who attend conferences prepared by private organizations.

Another WEDO added that;

Our teachers face many challenges, including needing more skills to match curriculum changes. Teachers lack workshops and seminars to learn new skills about new methodologies and curriculum contents.

Head teachers also were interviewed and commented that;

Training teachers requires resources, including money and time. I have few IT teachers here, and the central government only trains teachers if there is such demand. Through Non-government organizations and seminars prepared by the Ministry of Education, teachers are trained to gain some skills.

Pre-service teachers, after deployment, instead of using the knowledge and skills learnt in college, are supposed to learn how to handle diverse classrooms independently as they have yet to prepare thoroughly, and there are very few chances of getting in-service training. In this case, is there learning for children with visual impairment? (CVI)

Different from other nations, in Tanzania, education policy does not allow teaching assistants (Akademi, 2009).

Thus, the teacher takes the whole responsibility for educating all children enrolled in the class. This poses a problem as to how one person can handle the needs of all children in the class while it is known that they need to have all the required skills and knowledge for handling children with diverse learning needs.

Lack of transport facilities was another challenge facing IT as 100% of IT have identified that they lack transport facilities to move from school to pupils' residences.

Table 4.11 revealed that 79.6% (36) of the respondents explained the challenge of minimal financial support from the government. This implies that the school administration can only implement some school projects and plans 100 per cent. There is imbalance between fund received from the government and school expenditures.

The interview was conducted between the researcher and head teachers about their experience with financial support. One head teacher was quoted as;

The amount received needs to be more satisfactory to incur some expenses, including transportation allowance to IT. It is supposed to travel and visit pupils at home, but this cannot be done effectively due to a shortage of funds. (head teacher - School H).

The teacher also commented on financial support;

The fund is a big challenge; the school must purchase stationery such as braille printer machines and other teaching and learning materials.

The above comments justify that the government cannot run its schools on its own. There is a high demand to involve private sectors, including business people and charity groups, to finance some expenses.

Another challenge highlighted by teachers was the limited time for individualized learning programs. Almost 100% of teachers agreed that to teach pupils visually, the teacher needs extra time since. This implies that giving attention to children with visual impairment retards the progress of other children and retard completion of the school curriculum. Visually impaired pupils.

During the interview with IT, it was found that teachers enjoy teaching visually impaired pupils, but time management challenge prevents effective teaching and learning. The teacher was quoted as;

I really enjoy teaching them, but teaching visual impaired pupils require time, and sometimes I use extra hours to assist them in learning (Teacher - School B)

Another teacher commented that;

Presenting lessons in the classroom; writing on the blackboard when requiring children to read what is written there; drawing; taking positions in theatre arts, drawing a picture; explaining something using a drawn picture; reading (not all books are translated into Braille), and doing analysis to conclude a drawn scene. These activities are associated more with communication and social interactions in the learning process, where more time is consumed.

The researcher reviewed the school's timetables and found that lesson sessions take about 60 minutes per period. Similarly, when the researcher reviewed the school calendar, it was found that there are four academic breaks per year in which teachers and pupils go breaks. This indicates a limited time to achieve subject objectives, including time for remedial.

Most participants reported that they spent the most time working directly with children with visual impairment. Although Itinerant Teachers' prominent role is to provide direct services to pupils, they appear to spend much time doing paperwork.

The finding tallies with Akademi (2009), who purported that shortage of time, happened as most of the time, the teachers or other students have to read for them. Leading discussions using a drawn scene; assessing students' understanding due to communication barriers, one using standard print and the other Braille print; unavailable time to assist the learning of children with visual impairment while at the same time covering the curriculum content.

Many talented teachers are leaving the profession due to these continual challenges. The monitoring of teachers has intensified over the past decade and reached unacceptable levels. Teachers are stressed, exhausted, burnt-out and have no job security. They are only as good as their last observation or results, and experience seems to count for nothing. Schools in areas of social deprivation are struggling to recruit and retain teachers (Donkoh & Dwemena, 2014).

4.3.3 Measures to Curb Challenges Facing Pupils with Physical Disabilities in Inclusive Education.

This is derived from Specific Objectives which identify challenges facing Itinerant Teachers in providing services to students with visual impairment.

The study intended to gather views from the specific objective of Challenges faced by IT—itinerant Teachers, parents and head teachers on the best way to minimize challenges they face in schools. Responses were collected from teachers' questionnaires and interviews. Itinerant Teachers had their proposed measures on how to minimize challenges. Figure 4.5 summarize the findings from 49 teachers who provided their best solutions to curb those challenges;

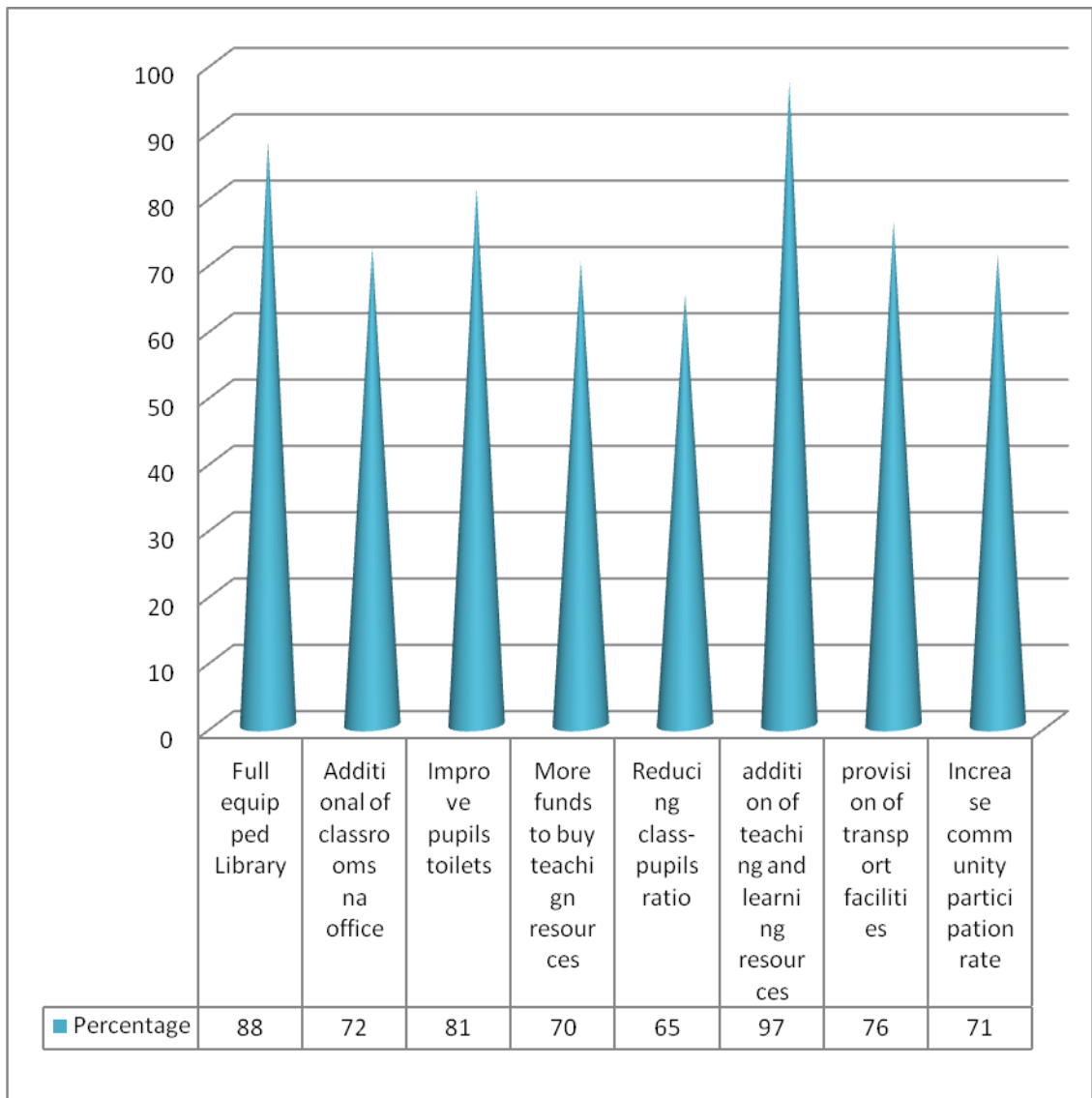


Figure 4.5: Challenges Facing Pupils with Physical Disabilities in Inclusive Education

From figure 4.6 below, 88% of teachers suggested the establishment of a fully equipped library with brailled textbooks for pupils and books for teachers. Brailled textbooks are essential in school to enhance effective teaching and learning. Figure 4.6 above indicates that 97 of the teachers requested more teaching and learning resources and facilities such as tape recorders, scanners, talking calculators, speech readers, braille machines, tables and other necessary furniture in the school, particularly in the class

since some pupils (not disabled) are seating on the floor. One desk is seated by more than three pupils, which is challenging as it prevents conformability during learning.

It is also suggested that classrooms and offices should be added (72%). Therefore, it is the role of different stakeholders, including parents, donors, NGOs, and local community government, to take initiatives and strategies to minimize, if not eliminate, all bottlenecks affecting pupils and teachers in Primary Schools.

Itinerant Teachers suggested having similar perceptions with head teachers, ward education officers, parents and head teachers.

Parents suggested that;

The best way to help these teachers is to have their school with their pupils. If that is impossible, Government has to add more classrooms.

Ward's education officer added that;

Solving these challenges at once is difficult, but they can be eliminated through collaboration and cooperation with different stakeholders.

An interview was made to head teachers on the best way to minimize challenges facing

Itinerant Teachers;

Everyone has to play his/her part from parents, teachers, community, and the Government since some challenges originate from the parent, some from school and some from the Government. Therefore, needs teamwork to solve these challenges (Headteacher - school E).

The Head teacher from school C commented that;

The Government needs to set a particular budget to purchase necessary materials for blind pupils, teaching facilities for teachers, and the construction of special toilets for pupils with visual impaired.

Another head teacher said;

The best way is for the Government and other stakeholders in education to invest much in Itinerant Teachers, including

intensive training and the provision of necessary resources to facilitate smooth teaching and learning.

Hence, the primary and specific objectives are based on status, challenges and how to improve area of learning capability of pupils with a disability. Participants suggested more incentives for IT, encouraging the Government to increase the budget for the school for pupils with impairment and encouraging donors to invest in these schools; more cooperation is needed between IT, students and parents as well to remove those challenges faced by them.

Lynch, McCall and Douglas (2007) have revealed that Itinerant Teachers (IT) often have difficulties with participation in school activities. It is often tricky, however, to establish the extent to which the challenges that IT encounter are related to individual factors or the inability of the environment to accommodate teachers' needs. Basing on the two head teachers' views on solving IT challenges, many collaborations were need from the professional teachers of both institutions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary and the extent to which the findings answer research questions. Findings analysed from the field guide the Researcher to provide recommendations to policymakers and recommendations for further studies.

5.2 Summary of the Study

The study assessed the contribution of Itinerant Teachers in providing Primary School education for students with visual impairment in Ubungo Municipality. In an attempt to find out how Itinerant Teachers enhance effective learning for visually impaired pupils, the Researcher was guided by three research questions; first, what are the statuses of Itinerant Teachers in providing itinerant services for pupils with visual impairment? Second, what are challenges facing Itinerant Teachers in providing services to pupils with visual impairment? Moreover, last, what measures for improving the implementation of itinerant teaching programmes?

The study was conducted in nine Primary Schools where Itinerant Teachers, parents, head teachers and ward education officers were a targeted population. Data were collected through questionnaires, interview, observation and documentary review. The Researcher used descriptive statistical analysis techniques to analyze quantitative data from questionnaires and observation checklist, while qualitative data from interviews and documents were analyzed through thematic analysis.

5.3 Summary of the Key Findings

The summary of the key findings is organized according to the study objectives.

The first objective was to assess the status of Itinerant Teachers in providing itinerant services for pupils with visual impairment in Primary Schools. Questionnaires, interviews and observation were the main techniques used to gather information from IT, head teachers, ward education officers and parents. The findings revealed that 49 respondents (100%) agreed they have professional skills to work in schools with visual impaired pupils. This implies that Itinerant Teachers (IT) have undergone formal training in the education of children with visual impairment through the residential course of distance learning. It also shows that teachers are supported to teach pupils with visual impaired. The findings show that 69.4% of teachers agreed that support is provided, while 30.6% of Itinerant Teachers disagreed. This implies that there are different perceptions among Itinerant Teachers.

The findings indicated that 77.6% (38) agreed and 22.4% (11) strongly agreed that they are satisfied and enjoy teaching visual impaired pupils. In the interview with head teachers, it was found that school administration motivates and satisfies teachers through recognition and establishing a friendly teaching environment. In addition, it was found that teachers are not satisfied with the given salary. For the case of classroom environment, it was found that 83.7% and 6.1% of Itinerant Teachers agreed that classroom environment promotes good teaching and learning for pupils with visual impairment, and only 10.2% disagreed. Over community participation, the study revealed that the community, including parents, collaborates with IT for learning improvement.

The second objective investigated challenges facing Itinerant Teachers in providing services to pupils with visual impairment. Among the challenges elaborated by head teachers, Itinerant Teachers, and parents were a limited number of classrooms, limited number of toilets, limited number of teaching and learning resources, lack of training for teachers and limited financial support.

These challenges prevent and bring back effort of Itinerant Teachers toward achieving education objectives for visually impaired pupils. The research aims to find out the best approaches to minimize some of the challenges and from teachers, head teachers and parents' opinions. 88% of teachers proposed the establishment of an entirely equipped library that contains brailled textbooks for pupils and books for teachers. It is also suggested that classrooms and offices should be added.

5.4 Conclusion

Itinerant teaching is significantly different from being a classroom teacher or an early interventionist working at home. Similar to all jobs, some aspects of the position are rewarding and demanding. One of the most enjoyable facets of the work mentioned by Itinerant Teachers includes focusing on pupils, identifying their challenges and seeking intervention. Similarly, Itinerant Teachers often have the opportunity to work with pupils at school and home without affecting child education. The results of this study provide information on the roles of Itinerant Teachers of visually impaired students. Hence from the objective of the study express that to assess the contribution of itinerant teachers in provision of primary school education to the pupils with visual impairment, These teachers perceive many strengths and challenges of the position, require skills in

various areas, and would like to strengthen the preparation of prospective Itinerant Teachers.

5.5 Recommendations for Action

Based on the results discussed, it is recommended that, first, University training programs for teachers of students who are visually impaired should provide more hands-on experiences and specific courses that address itinerant teaching and skills in collaboration and consultation.

Second, Future research on itinerant teaching should be conducted to assist administrators, teachers, and training programs in gaining a better understanding of the needs of pupils with visual impairments and how to meet these needs effectively. The government should seriously invest to special schools, especially in purchasing teaching and learning resources, school infrastructures and teacher training. Also, the community should be educated and motivated to participate and collaborate with Itinerant Teachers in education issues. Finally, every teacher should take the initiative to understand the curriculum for children with visual impairment to translate it accurately and make it effective.

5.6 Limitations of the Study

One limitation was the timing for the interview with the head teachers, who were so busy. Arrangement for the interview session was interrupted by the rainfall or final school meeting and school visitors; another limitation was the distance of some of the schools, which took longer to reach than expected.

5.7 Recommendation for Further Studies

The result of this study provides information that the problem is seen taking into poor and middle-income countries; hence must be an explicit obligation for the government to provide education to children, youth and adults with disabilities on equal basis with other children. The findings indicated that 100% strongly agreed that they are satisfied and enjoy teaching pupils with visual impairment. Although there are, several challenges which lead to recommend that further research should be conducted on the following aspect so that this research will end to reasonable implication.

1. Pupils' perception of the role of Itinerant Teachers toward achieving effective learning
2. Challenges facing inclusive schools
3. The professionalism of Itinerant Teachers in the 21st Century
4. Itinerant Teachers in Tanzania: Existing trend and the future.

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APPENDICES

Appendix A: Questionnaire to Itinerant Teachers

Dear teacher

I am RITHA G. NGURUWE a student of the OPEN UNIVERSITY OF TANZANIA currently undertaking the study on assessing the contribution of Itinerant Teachers in the provision of Primary School education for students with visual impairment in Ubungo Municipality. Tanzania. Please, I request your time to fill on this questionnaire. The data collected will not be shared with any individual or institution.

Section A: Demographic Information.

1. Gender:

Male () Female ()

2. Age:

a) 26 - 34 () d) Below 25 ()

b) 35- 40 years ()

c) 41and above ()

3. Teaching Experience.

i) Below 5 years () ii) 6 – 9 years ()

iii) 10 - 15 years () iv) 16 - 20 years v) 21 years and above ()

4. Level of education

i) Certificate () ii) Diploma () ii) Degree ()

iii) Master () IV) Ph.D. ()

Closed Ended Questions

Kindly indicate whether you (1) strongly Disagree, (2) Disagree, (3) Undecided, (4)

Agree,

(5) Strongly Agree

	STATEMENT	1	2	3	4	5
	I have professional skills to teach visual impaired pupils					
	I am given support I need to teach pupils visual impairment					
	I am generally satisfied with being a teacher at this school					
	I am satisfied with the salary					
	Classroom environment promotes good teaching and learning for pupils with visual impaired					
	Community has positive attitude and support toward Itinerant Teachers					
	I usually visit children in their residence					
	I am provided with necessary materials such as textbooks, supplies needed					
	There is a great cooperation from teaching staff					

APPENDIX B

Interview Guide to Teachers

- i) Are you satisfied with your salary?
- ii) Do you enjoy teaching children with visual impaired? How?
- iii) What challenges do IT face?
- iv) How school is financially supported?
- v) What do you suggest to curb the challenges?

APPENDIX C

Interview Guide to Head Teacher

1. How do you ensure that your teacher are professional skills and become competent Itinerant Teachers?
2. How do you make sure that your Itinerant Teachers are provided with necessary teaching facilities?
3. How do you make sure that teachers are satisfied in school?
4. Do teachers performance is affected by low salary?
5. How Itinerant Teachers and other teaching staff cooperate?
6. Does IT travel to visit children in their resident? If YES what exactly do?
7. What challenges do IT face?
8. Do IT receive in-service training? If No. WHY?
9. How school is financially supported?
10. What do you suggest to curb the challenges?

APPENDIX D

Interview Guide to Ward Education Officer

1. What is the role of community in promoting and enhancing IT activities?
2. Does IT travel to visit children in their resident? If YES, what exactly do?
3. What challenges do IT face?
4. Do IT receive in-service training? If No. WHY?
5. What do you suggest to curb the challenges facing IT?

APPENDIX E

Interview Guide to Parents

1. What is the role of community in promoting and enhancing IT activities?
2. What do you suggest to curb the challenges facing IT?

APPENDIX F**Observation Check List****Supportive TLR (Observation checklist)**

	School	Brailled machine	Clock with brailled numerals	Speech Output calculator	Tactile Books
	School A				
	School B				
	School C				
	School D				
	School E				
	School F				
	School G				
	School K				

APPENDIX G**Documents Review**

Documents to be reviewed

1. School calendar
2. School timetable

Appendix H

Research Clearance letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O.BOX 23409
DAR ES SALAAM, Tanzania
<http://23409www.openuniv>



Tel: 255-22-2668992/2668445
Ext.2101
Fax:255-22-2668759
E-mail: does@out.ac.tz

REF: PG201901866

23rd March 2022

EXECUTIVE DIRECTOR
UBUNGO MUNICIPAL COUNCIL
EDUCATION DEPARTMENT
DAR-ES-SALAAM

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No.17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ritha George Nguruwe Reg No: PG20190186** pursuing Master of Education, Administration Planning and Policy Studies. We here by grant this clearance to conduct a research titled " **Contribution of itinerant teachers in provision of Primary school education for pupils visual impairment in Ubungo Municipality** she will collect his data in your district between 30th April 2022 to 30th may 2022

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.BOX 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Magreth Bushesha

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix I

Research permit letter



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA UBUNGO

Unapojibu tafadhali taja:

Kumb. Na. GA.254/288/01/59

Tarehe: 30 Machi, 2022

Ritha George Nguruwe,
Idara ya Elimu Msingi,
Manispaa ya Ubungo,
S. L. P 55068
DAR ES SALAAM.Yah: **KUFANYA UTAFITI**

Tafadhali husika na somo tajwa hapo juu.

2. Ruhusa ya kufanya utafiti imetolewa kwa Bi. Ritha George Nguruwe ambaye ni mwanafunzi wa Chuo Kikuu Huria kwa ajili ya kufanya utafiti kuhusu "Contribution of itinerant teachers in provision of primary school education for pupils with visual impairment in Ubungo Municipality"
3. Utafiti huu unatarajiwa kufanyika kuanzia tarehe 30/04/2022 hadi 30/05/2022.
4. Aidha, wakati wote wa kipindi chako cha utafiti, unatakiwa kufuata taratibu na Sheria za Shule utakazoelekezwa na Mkuu wa Shule.
5. Nakutakia utafiti mwema.

Mary Benjamin

Kny: **MKURUGENZI WA MANISPAA**Kny: MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA YA UBUNGO
DAR-ES-SALAAM**Nakala:** Mkurugenzi wa Manispaa
Halmashauri ya Manispaa ya Ubungo
DAR ES SALAAMMkuu wa Chuo
Chuo Kikuu Huria
S. L. P 23409
DAR ES SALAAM