

Investigate the Academic Challenges Encountered by Learners with Visual Impairment

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Abstract

The study was carried out to evaluate the academic challenges encountered by learner with vision impairment. The explored the challenges faced by visual impairment student in community, in classroom setting, and the financial challenges. The study was descriptive in nature. All the learners with visual impairment presently studying in the govt. special education schools of district Faisalabad were the population of the study. A sample of 50 learners with visual impairment was selected for the study who was currently studying in the govt. special education schools in district Faisalabad. The questionnaire for the learner with vision impairment contained 22 questions. The research tool was designed with the help of supervisor and other faculty members for having reliable and valid results. The entire questionnaires were collected back at the spots. The collected data was analyzed using frequency and percentage. It was inferred that learners with visual impairment had community challenges such as poor orientation and mobility training, non-provision of assistance by the people in their routine workings. Academic challenge of the learners with visual impairment incorporated the poor provision of educational materials (charts, graphs or diagrams etc.), lack of effective availability of Braille books and Braille reading material, lack of Braille embosser, and lack library resources. The financial resources were required to be provided for the provision of computer and internet for the learners with visual impairment. Future research may be carried out to investigate the challenges encountered by the learners with visual impairment at higher education level.

Keywords: Academic Challenges, Learners, Visual Impairment.

Introduction

Visual impairment usually means that someone's eyesight is reduced (impaired) to the extent that it can't be corrected to a normal level. This means full correction is not even possible with the help of glasses, contact lenses, medication or vision surgery. The term "visual impairment" might have different meanings to different people. The phrase may be used slightly differently by various medical bodies, organizations, and physicians. It can even differ among those who are themselves visually challenged (Kelley, 2021). Students who are visually impaired have difficulty grasping concepts, expressing themselves through speech, composing texts, reading them, and even interacting with others. Children who are struggling in school may: squint a lot, rub their eyes a lot, have chronic eye redness or sensitivity to light; not be able to see objects at a distance, such as on a whiteboard or blackboard; have trouble reading (or learning to read) and participating in class (Hodge, 2013).

Social interaction may be restricted by a visual impairment, which can also negatively affect a person's socio-emotional growth. Youngsters with visual impairment may show more emotional and behavioral challenges than their peers. Additionally, it seems that they would rather play alone and in pairs than in groups, and they hardly ever connect socially with their sighted person. This might be because of the difficulties they have interpreting nonverbal cues from others as well as visual cues. Furthermore, can studies indicators that their loss of

vision may exhibit problematic behaviors and have lower social skills than their classmates who are sighted, which could lead to social separation. Additionally, there is proof indicating they are more likely to experience psychological issues. Results from a comprehensive assessment of the literature indicate that children and teenagers people with visual impairments exhibit higher levels of nervousness, fear, and/or sadness. Research proposed that a variety of factors, including the neurological challenges related to their lack of vision, restricted involvement in leisurely pursuits, enhanced dependence on others, and boosted authority from parents, may be the root cause of these issues. Teens with impaired vision appear to be bullied by their normal contemporaries more frequently in the classroom and have poorer self-esteem than their sighted peers. Teenagers with visual challenges may experience isolation on occasions, much like younger children. If special education needs students in mainstream schools do not receive the necessary support, their high feelings of loneliness could be a sign that, they will have socio-emotional problems for the rest of their lives (Bossart et al., 2011).

People with visual impairment should be able to access educational services. It appears that students with loss of vision may grasp higher-order learning concepts and fall within the same range of cognitive capacities. A thorough literature evaluation demonstrated how kids with loss of vision can learn effectively when provided with the appropriate learning assistance tool. The following procedures are used in this thorough literature review: choosing the papers, evaluating the studies, and classifying the articles seventeen journal papers, all written in English, were published between 2009 and 2018 on the subject of science education for students with loss of vision. The articles were categorized according to two factors: the way in which students with loss of vision study and the methods used to teach and learn science to them. The Google Scholar website and the ERIC database were used to gather this literature. According to this literature review, if there is an appropriate learning support tool available, students with loss of vision can learn science subjects effectively. It is possible for students with visual impairment to learn about science if the teachers are able to use the appropriate learning model and are supported by quality resources like orientation and actions, tactile and kinesthetic learning, auditory learning and accommodations, and assistive technology (Ediyanto, 2018).

For the person afflicted, becoming visually impaired can be a transformative experience with long-lasting effects (Horowitz, 2004; Nyman et al., 2010; Pinquart & Pfeiffer, 2011). Individuals who experience a visual impairment exhibit diverse psychological, cognitive, psychological, and societal responses to this substantial loss. The Kubler Ross model of sorrow, which was first developed to explain coping in terminally sick individuals, has proven to be helpful in a range of contexts where people encounter an immense crisis, shifts, or grief, such being identified as having an vision impairment individuals who are impacted will grieve for their lost vision as well as any related expenses, such as their autonomy labour or spare time. They can also go through multiple stages of grief, such as negotiations, denial, resentment, and sadness. Coping methods which can be positive or negative in nature, are mechanisms of adjustment that assist people in managing their condition. In overall can make a distinction between regressive methods for coping like drinking and driving and social withdrawal and flexible ways to cope like goal-setting and guidance (Horowitz, 2004).

Substantial monetary expended have been connected to visual impairment Furthermore to this loss of economic profitability, there are possession to the healthcare sector for serving and individuals accessing eye care, as well as other costs related to complications of vision loss and its effects on comorbid conditions like mood disorders, coronary artery disease, diabetes, and high blood pressure. The investigators recently

published a new estimate for the global annual economic productivity loss associated with loss of vision. Authorities ought to become attentive to the costs and affordability of optometry services as a result of a growing elderly population and growing adoption of prohibitively costly medical gadgets, which put a strain on the delivery of healthcare. Twenty-two papers that detailed the expenses related to loss of vision from the primary sources of loss of vision in high-income nations were included in a systematic review. The expenses and primary causes of loss of vision were outlined and summarized by researchers in a global systematic review that was published. This review was conducted by researchers for three distinct purposes. To give an expanded perspective, can be first widened the search to include low- and middle-income nations. Secondly, extended scope to encompass the following seven primary causes of impaired vision loss of vision those were accounted for in worldwide incidence figures for 2015: age-associated macular degeneration, a condition known as cataract, uncorrected refractive error, diabetic retinopathy, and corneal opacity. Lastly, additional or started treatments have the potential to save an immense sum of funding or provide substantial savings, which will likely have an impact on the societal cost of loss of vision (Ramke, 2021).

In order to fill in the visual gaps with words, it is necessary to vocalize instructions as much as possible and to be quite precise in educational directions. All of your students ought to be able, comprehended and gain value from teacher instructions. Keep in mind that not every parent can read braille if a student needs to consult it. Make sure teachers give parents hard copies of any assignments or any correspondence they send them via email or other means. Instead of waiting to obtain adapted resources, such expanded worksheets, encourage students who need stuff to be enlarged to use optical magnifiers. It will promote independence.

People with visual impairment can develop visual deficiency which makes it challenging for them to finish projects. There are means to allow tired eyes to rest, switch the lessons between vision-dependent and non-vision-dependent tasks. Furthermore, think about the stress that expecting a student in-person and remote tasks (such duplicating data from the boards) can bring. In these situations, think about giving out printed copies of the board notes. Promote a welcoming educational atmosphere where by all facets of the classroom are designed to accommodate letters and other technological aids, such as tangible resources (Senelmis, 2007).

A child with a physical impairment can't succeed in an ordinary learning environment if they are unwilling to enter the space, much alone the school building, as Willems (2021) demonstrated more clearly. Some educational institutions still require lifts, stairs, concrete routes, lifts and other accessible amenities for pupils using wheelchairs or other forms of mobility assistance to enter and exit buildings. According to a 2012 Ministries of Educational evaluation, training for educators programmed in Ethiopia are frequently not sufficient, dispersed, and lack cooperation when it involves recognizing and helping pupils who have impairments. It is unsure that youngsters will receive a satisfactory, excellent education if instructors have unfavorable perspectives towards youngsters with particular requirements (Makoye & Ndalaha, 2018). Crucial hurdles that prohibit pupils who have visual challenges from contributing meaningfully in educational activities are the negative perceptions of instructors and administrators at school, parents' overprotectiveness, and the lack of enthusiasm on the part of learners themselves (Mugambi, 2011; Morelle, 2016).

A study investigated the obstacles faced by sighted youngsters in the primary educational institutions located in the Ethiopian town of Wesleyan. Instructors, administrators, and people with visual impairments were given the opportunity to get involved in the research project. This allowed for the use of a design based on

phenomenology to examine what respondents experienced with reference to the difficulties faced by people with visual impairment in the learning environment. To collect information, the investigator employed a checklist for observation, specific group debates, and informal interviews. After that, the data were subjected to a thematic analysis based on predetermined study topics. During the conversation, the three main obstacles to the instruction of people with visually impaired at educational institutions were found to be inhospitable circumstances, rigid budgetary regulations, and inadequate instruction for educators (Temesgen, 2018).

Literature Review

When an eye vision impairs the visual system and its functioning, it results the impaired vision. If they live for a long time, everyone will eventually get at least one eye vision that needs to be properly treated (Burton, 2021). Vision impairment occurs when an eye condition affects the visual system and its vision functions. Everyone, if they live long enough, will experience at least one eye condition in their lifetime that will require appropriate care (Burnett, 2018).

Youngsters with visual disabilities are often characterized by their level of impairment, age at onset, cognitive and linguistic development, motor and mobility development, and so on (Almalki, 2021). Academic aptitude is comparable to that of classmates who are sighted. They cannot utilize their sense of sight to help them formulate ideas. Their physical experience shapes their conceptual development. Visual imagery is not something they can do. They could exhibit stereotyped, repetitive movements like wiping their eyes or swaying back and forth. They lack the ability to read nonverbal clues, are reliant, and withdraw. They struggle with applying spatial knowledge, visual imaging, and imagery issues that have functional ramifications.

One typical study on these subjects was one done in the Mashing District by Phethoka (2020), who found that teachers had unique challenges when lecturing learners who had visual problems. Based on his investigation administrators had difficulty finding brailled books and enlarged graphics to improve the educational experiences of their pupils. Following on this, several teachers mentioned that it was challenging to provide feedback to the learners on issues containing diagrams because of the lack of materials. According to several trainers, colleagues in the regular courses were not able to receive the help from the resource room specialist until much later. Relating to the other students, several teachers in the regular classes claimed that focusing on the visually impaired adolescents slowed their rate of growth.

Not satisfied with that Mberimana (2018) tried to investigate the idea of inclusive education with regard to individuals with visual impairments. The study found that Tanzania lacks a clear inclusive education policy. In order to achieve this, inclusive education was included in a few policy papers, including the education and training policy and the policy on disabilities, however these documents do not specify the best ways to carry out, oversee, and assess inclusive education. The survey also found that there was a dearth of instructional resources for students with special needs, which made teachers' jobs extremely difficult (Mwakyeya, 2013; Zelelew, 2016).

Academic abilities that are useful or compensatory, such as communication styles It is necessary to distinguish between compensatory and functional skills based on the extended basic education for visually impaired learners (Rono, 2011). Learners who are visually impaired must possess compensatory skills so as to complete every aspect of the fundamental curriculum. When compensatory skills are mastered, visually impaired pupils can typically access learning in the same way as their sighted peers. Functional skills are those youngsters with multiple disabilities acquire that enable them to work, play, interact with others, and

meet their personal necessities as best they can (Kabomo, 2020). Learning as concept growth, geographical understanding, study and organizational talents, speaking and listening, and the adjustments required to access each part of the current core curriculum were examples of compensatory and functional abilities. However, the level of functional vision, the impact of additional disabilities, and the task at hand will all affect the ability to communicate demands (Hatlen, 1996). To communicate, students can utilize Braille, regular text, tactile symbols, big printing with the aid of optical equipment, sign language, or recorded devices. Despite all of these, a teacher with professional training is required to teach all learners the extracurricular and functional abilities they must acquire (Butler, 2017). The visually impaired child has important compensatory and functional demands, which do not appear to be adequately met in the present core curriculum (Ghoneim et al., 2024).

Learners who have Visual impairment s often have trouble emotionally and find it hard to develop and maintain social interactions. In accordance to research, these children' educational instruction and socio emotional development may benefit from the social support that instructors and fellow students provide them in educational settings. This incorporated literature review's target was to compile the findings from seventeen scholarly works that looked at the subject of societal assistance for visually impaired students in educational settings that were published between 1998 and 2018. In accordance to this review, the key elements of social support offered to learners with visual impairments include practical assistance, collaborative behavior and sympathetic demeanour. These learners vigorously seek out peer and professional social assistance, but they encounter numerous obstacles, including inadequate knowledge and training. While support from peers boosts learners' social acceptance and self-esteem, professional guidance helps youngsters learn academically and become more socially integrated. The necessity for additional treatments is supported by the demonstrated benefits of instructional strategies on students' interpersonal abilities and social interaction (Frederickson, 2016).

Research by Ralejoe (2021) discovered how common it is for person with disabilities to find insufficient support in schools. The special education schools for learners with special needs, along with to the regular schools, have also been noted for having inadequate staffing, inadequate resources, and a general concentration in towns and cities (Kachweka & Rupia, 2022)). By giving visually impaired pupils access to educational tools like Braille paper, an abacus, a slate, and a stylus for the blind, the needs of these students can be met. In addition, contact lenses, large print, and magnifiers are available for persons with impaired vision (Tahiri, 2023).

It seems without mentioning that schools must provide learners who have disabilities with sufficient assistance to assist them stay in school and reduce the number of failures in their group (Bayram et al., 2015). Poor availability of adapted material has been identified by informants and observers as one of the main educational issues faced by disabled youngsters in the study area's primary schools. In support of the aforementioned information, Bishop (1996) proposed that instructional materials should be modified to enhance the learning outcomes of students who are impaired in their vision (Ahmad, 2024).

An inclusive learning environment's challenges for students with visual impairments were the subject of a study. The study investigated the perspectives of educators and visually challenged students in Sefula, Zambia. In the Mongu district's Sefula Integrated Schools and Sefula Secondary School, data were gathered in an inclusive setting using a qualitative study methodology. The study had 12 participants in all, including 6 visually impaired students, 4 subject teachers, and 2 administrators. The choice of the participants includes the application of purposeful sampling. According to the survey, educators, school officials, and students who are blind or visually impaired enthusiastically embraced inclusive education and were

making every effort to put it into practice. Administrators, educators, and students with visual impairments faced a variety of difficulties, including inadequate facilities, instructional strategies, a lack of time allotted for learning and instruction in the classroom, a shortage of teaching resources, and a shortage of teachers qualified to work with students with visual impairments in a welcoming atmosphere. The study also revealed a few tactics teachers are using in the classroom to support pupils with visual impairments and ensure their success in an inclusive learning environment (Scott, 2009).

Students with disabilities undoubtedly need more time for assessment and assignment submission than sighted students do, as they noted. Teachers at Weldeya Primary Schools aren't able to handle the academic needs of pupils with disabilities due to a lack of training. Unlike their sighted classmates, pupils are not even obliged to complete projects at home or take notes in class because teachers are unable to read Braille (Mellor, 2006).

Some of the challenges that learners with visual impairments encounter when learning online in today's pandemic context. Purposive sampling was used in conjunction with the interview approach to get qualitative information from four university students who have visual impairments. The data was analyzed using thematic analysis. The results showed how crucial it is to include technology in the learning experience of these students with a variety of needs, including computer access, assistive technology, web accessibility, and relevant apps like Zoom and Google Meet that are utilized for learning online.

Some of the issues faced by learners who have visual impairments when seeking online education in the current educational environment. Four visually impaired university students were interviewed in order to obtain qualitative information using intentional sampling in addition to the interview methodology. Thematic analysis was used for analyzing the data. The findings demonstrated how important it is for incorporating technology into the educational procedure for these kids with a range of needs, including web accessibility, assistive technology, computer access, and pertinent applications like Google Meet and Zoom that are used for online learning (Macharia, 2011).

The resolution solutions aid in improving the academic abilities of visually impaired children. When one has trouble reading printed text, one can use Braille, a magnifying glass, a human viewer, audio cassettes, scanning, and reading software. In situations where pupils are unable to read the information displayed on the whiteboard, an instructor or peer narrator can assist them in learning. In order for visually impaired students to understand by paying careful attention to the instructors, they are typically required to sit nearby the whiteboard. A laptop computer with software for reading screens is used when students are unwilling to take notes in class. If they are incapable of writing the exam, a human scribe is on hand to offer support and a magnifying lens (Simui, 2018).

A sighted instructor can do the process in science classes like chemistry and physics. In biology, concepts are understood primarily through theoretical knowledge. To gain acknowledge of the coordinated system, various methods are employed, such as larger diagrams, a homemade solution involving a chessboard, thread to generate raised tactile coordinate planes, spreadsheet applications, and the column and row structure. The spur wheel is a tool for drawing geometric shapes.

Students that are visually challenged use a talking calculator, abacus, math slate or Taylor frame when they are having trouble completing mathematical issues. When students in the commerce course run into trouble with accounting problems, they can use a spreadsheet application with screen reader software to seek help (Eguavoen, 2016). For students who are visually impaired, these resolution techniques are beneficial and successful, particularly when they are driven and enthusiastic about learning, have sufficient tech skills, and pay close attention to the teacher during class.

Statement of the Problem

Pupils with visual problems struggle in educational institutions and in their local communities with flexibility, interaction with others, technological devices, studying, and composing. These issues may make it tough for them to succeed in educational institutions and the community as a whole. For this purpose, resources like talking computers, accessibility canes, tactile machinery, and other media outlets, like hip sticks, should be made readily accessible that can assist these pupils boost their ability to socialize and ability to learn. The goal of the present research was to investigate the educational challenges faced by students with visual impairment.

Objective of the study

Objective of the study were:

1. To explore the challenges encountered by learners with visual impairment in community settings.
2. To assess the academic challenges encountered by the learners with visual impairment in classroom setting.
3. To figure out financial challenges encountered by learners with visual impairment.

Research Questions

Following research questions were as follows:

1. What are the challenges encountered by learners with visual impairment in community?
2. What kind of academic challenges encountered by learners with visual impairment in classroom setting?
3. What sort of financial challenges encountered by learners with vision impairment?

Methodology of the Study

The study investigated the academic challenges encountered by the learners with visual impairment. The researcher adopted following methodology for the study:

Nature of the study

The study was descriptive in nature. Descriptive research often employs methods of randomization so that error can be estimated when inferring population characteristics from observations of samples.

Population of the Study

Students with visual impairment currently studying in the govt. special education schools in district Faisalabad was taken as the population of the study.

Sample and Sampling Technique

The population is a group of people, items or units under investigation. All the students with visual impairment presently studying in the govt. special education schools of district Faisalabad were the population of the study. The sample is the specific group of individuals that you will collect data from (McCombe et al., 2021). A sample of 50 students with visual impairment was selected for the study who was currently studying in the govt. special education schools in district Faisalabad. The process of collecting information from a sample is referred to as sampling. In this study the convenient sampling technique was used. A convenience sample is one of the main types of non-probability sampling methods. A convenience sample is made up of people who are easy to reach.

Table 4.1

Sample of the study

Gender	Frequency	Percentage
Male	22	44
Female	28	56
Total	50	100

Table 4.1 represented the gender wise frequency distribution of the respondent. 44% respondents were male whereby 56% were female who participated throughout the research. It revealed that almost 50% of the participants were female who took part in the study.

Instrumentation

The researcher designed a questionnaire with the help of her supervisor and other faculty members for data collection. The questionnaire for the students with visual impairment was containing 22 questions. All the questions were structured and close ended. The research tool was designed with the help of supervisor and other faculty members for having reliable and valid results. All the questions were designed keeping in view the purpose and topic of the research. The research tool was designed in a very simple form for the clear perception at the time of data collection.

Collection of Data

Researcher visited the govt. special education schools of district Faisalabad. Researcher met with the school headmaster/headmaster for the purpose and got permission for data collection from the students with visual impairment. After getting permission from the school administration, researcher approached the students with visual impairment, developed a rapport with them, informed the study objectives and shared procedure of the completion of questionnaire. Researcher orally shared the statements with the students with visual impairment and noted their responses herself on the questionnaire. The completed questionnaires were rechecked to ensure 100% completion / marking of the statements. Students with visual impairment showed positive interest in the data collection procedure.

Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains. The collected data was presented to the thesis committee for its further disposal. According to collective decision of the thesis committee, data was analyzed and presented in percentage, mean, standard deviation and bar chart.

Results

The study results have been presented below:

Section-A: Challenges encountered by learners with visual impairment in community

Table 4.2

Have access to transportation to accommodate their needs

Response	Frequency	Percentage
Strongly Agreed	26	52
Agreed	14	28
Undecided	9	18
Disagreed	0	0
Strongly Disagreed	1	2
Total	50	100

Table 4.2 exhibited the opinion of respondents regarding the idea that they have easy access to transportation to accommodate their needs. 80% respondents agreed with this statement, 2% disagreed whereby 18% remained undecided about idea that they have easy access to transportation to accommodate their needs.

Table 4.3

Feel comfortable participating in social events and gatherings

Response	Frequency	Percentage
Strongly Agreed	16	32
Agreed	20	40
Undecided	11	22
Disagreed	2	4
Strongly Disagreed	1	2
Total	50	100

Table 4.3 exhibited the opinion of respondents regarding the idea that they feel comfortable participating in social events and gatherings. 72% respondents agreed with this statement, 6% disagreed whereby 22% remained undecided about idea that they feel comfortable participating in social events and gatherings.

Table 4.4

People regularly communicate with m in social settings

Response	Frequency	Percentage
Strongly Agreed	15	30
Agreed	15	30
Undecided	12	24
Disagreed	7	14
Strongly Disagreed	1	2
Total	50	100

Table 4.4 exhibited the opinion of plaintiffs regarding the idea that people regularly communicate with m in social settings. 60% respondents agreed with this statement, 16% disagreed whereby 24% remained undecided about idea that people regularly communicate with m in social settings.

Table 4.5

Children like to play with me

Response	Frequency	Percentage
Strongly Agreed	20	40
Agreed	17	34
Undecided	5	10
Disagreed	7	14
Strongly Disagreed	1	2
Total	50	100

Table 4.5 exhibited the opinion of respondents regarding the idea that children like to play with them. 74% respondents agreed with this statement, 16% disagreed whereby 10% remained undecided about idea that children like to play with them.

Table 4.6

Manage social interactions by recognizing people or interpreting body language.

Response	Frequency	Percentage
Strongly Agreed	14	28
Agreed	12	24
Undecided	8	16
Disagreed	14	28
Strongly Disagreed	2	4
Total	50	100

Table 4.6 exhibited the opinion of respondents regarding the idea that they manage social interactions by recognizing people or interpreting body language. 52% respondents agreed with this statement, 32% disagreed whereby 16% remained undecided about idea that they manage social interactions by recognizing people or interpreting body language.

Table 4.7

People provide assistance in routine tasks whenever require.

Response	Frequency	Percentage
Strongly Agreed	7	14
Agreed	11	22
Undecided	17	34
Disagreed	13	26
Strongly Disagreed	2	4
Total	50	100

Table 4.7 showed the respondents' thoughts on the notion that provide assistance in routine tasks whenever require. 36% respondents agreed with this statement, 30% disagreed whereby 34% remained undecided about idea that people provide assistance in routine tasks whenever require.

Table 4.8

Have adequate training of orientation and mobility

Response	Frequency	Percentage
Strongly Agreed	14	28
Agreed	13	26
Undecided	11	22
Disagreed	9	18
Strongly Disagreed	3	6
Total	50	100

Table 4.8 exhibited the opinion of respondents regarding the idea that they have adequate training of orientation and mobility. 54% respondents agreed with this statement, 24% disagreed whereby 22% remained undecided about idea that they have adequate training of orientation and mobility.

Section-B: Academic challenges encountered by learners with visual impairment in classroom settings

Table 4.9

Easily access the assistive technology tools like screen readers and Braille displays.

Response	Frequency	Percentage
Strongly Agreed	20	40
Agreed	7	14
Undecided	6	12
Disagreed	11	22

Strongly Disagreed	6	12
Total	50	100

Table 4.9 showed the respondents' thoughts on the notion that they easily access the assistive technology tools like screen readers and Braille displays. 54% respondents agreed with this statement, 36% disagreed whereby 12% remained undecided about idea that they easily access the assistive technology tools like screen readers and Braille displays.

Table 4.10

Educational materials such as charts, graphs and diagrams are easily available.

Response	Frequency	Percentage
Strongly Agreed	10	20
Agreed	10	20
Undecided	4	8
Disagreed	18	36
Strongly Disagreed	8	16
Total	50	100

Table 4.10 exhibited the opinion of respondents regarding the idea that educational materials such as charts, graphs and diagrams are easily available. 40% respondents agreed with this statement, 52% disagreed whereby 128 remained undecided about idea that educational materials such as charts, graphs and diagrams are easily available.

Table 4.11

Braille books and other reading material are readily available.

Response	Frequency	Percentage
Strongly Agreed	15	30
Agreed	5	10
Undecided	13	26
Disagreed	6	12
Strongly Disagreed	11	22
Total	50	100

Table 4.11 exhibited the opinion of respondents that Braille books and other reading material are readily available. 40% respondents agreed, 52% disagreed whereby 12% remained undecided about idea that Braille books and other reading material are readily available.

Table 4.12

Teachers fully understand the needs of students with visual impairment

Response	Frequency	Percentage
Strongly Agreed	15	30
Agreed	14	28
Undecided	10	20
Disagreed	6	12
Strongly Disagreed	5	10
Total	50	100

Table 4.12 exhibited the opinion of respondents regarding the idea that teachers fully understand the needs of learners who are visually impaired. 58% of those surveyed thought this was true, 32% disagreed whereby 20% remained undecided about idea that teachers fully understand the needs of students with visual impairment.

Table 4.13

Have access to Braille embossers for Braille print

Response	Frequency	Percentage
Strongly Agreed	11	22
Agreed	8	16
Undecided	15	30
Disagreed	14	28
Strongly Disagreed	2	4
Total	50	100

Table 4.13 exhibited participants' thoughts about the notion that they have access to Braille embossers for Braille print. 38% respondents agreed with this statement, 32% disagreed whereby 30% remained undecided about idea that they have access to Braille embossers for Braille print.

Table 4.14

Library resources are readily available

Response	Frequency	Percentage
Strongly Agreed	9	18
Agreed	9	18
Undecided	11	22
Disagreed	19	38
Strongly Disagreed	2	4
Total	50	100

Table 4.14 exhibited the opinion of respondents regarding the idea that library resources are readily available. 36% respondents agreed with this statement, 42% disagreed whereby 22% remained undecided about idea that library resources are readily available.

Table 4.15

Regularly participate in co-curricular activities.

Response	Frequency	Percentage
Strongly Agreed	14	28
Agreed	15	30
Undecided	14	28
Disagreed	6	12
Strongly Disagreed	1	2
Total	50	100

Table 4.15 exhibited the opinion of respondents regarding the idea that they regularly participate in co-curricular activities. 58% respondents agreed with this statement, 14% disagreed whereby 28% remained undecided about idea that they regularly participate in co-curricular activities.

Table 4.16

Large print material is easily available in the classroom setting

Response	Frequency	Percentage
Strongly Agreed	16	32
Agreed	11	22
Undecided	14	28
Disagreed	9	18
Strongly Disagreed	0	0
Total	50	100

Table 4.16 exhibited opinion of plaintiffs regarding the idea that large print material is easily available in the classroom setting. 54% respondents agreed with this statement, 18% disagreed whereby 28% remained undecided about idea that large print material is easily available in the classroom setting.

Table 4.17

Computer and internet facility is available in school for students with visual impairment.

Response	Frequency	Percentage
Strongly Agreed	17	34
Agreed	8	16
Undecided	8	16
Disagreed	17	34
Strongly Disagreed	0	0
Total	50	100

Table 4.17 exhibited opinion of respondents regarding the idea that computer and internet facility is available in school for students with visual impairment. 50% respondents agreed with this statement, 34% disagreed whereby 16% remained undecided about idea that computer and internet facility is available in school for students with visual impairment.

Table 4.18

Easily understand the basic concept in the classroom.

Response	Frequency	Percentage
Strongly Agreed	13	26
Agreed	18	36
Undecided	11	22
Disagreed	7	14
Strongly Disagreed	1	2
Total	50	100

Table 4.18 exhibited the opinion of respondents regarding the idea that they easily understand the basic concept in the classroom. 62% respondents agreed with this statement, 16% disagreed whereby 22% remained undecided about idea that they easily understand the basic concept in the classroom.

Table 4.19

Satisfy with the effectiveness of teachers' instructions

Response	Frequency	Percentage
Strongly Agreed	19	38
Agreed	16	32
Undecided	9	18
Disagreed	5	10
Strongly Disagreed	1	2
Total	50	100

Table 4.19 exhibited the opinion of respondents regarding the idea that they satisfy with the effectiveness of teachers' instructions. 70% respondents agreed with this statement, 12% disagreed whereby 18% remained undecided about idea that they satisfy with the effectiveness of teachers' instructions.

Section-C: Financial challenges encountered by learners with visual impairment

Table 4.20

Family fully provide financial support

Response	Frequency	Percentage
Strongly Agreed	21	42
Agreed	15	30
Undecided	11	22
Disagreed	2	4
Strongly Disagreed	1	2
Total	50	100

Table 4.20 exhibited the opinion of respondents regarding the idea that family fully provide financial support. 72% respondents agreed with this statement, 6% disagreed whereby 22% remained undecided about idea that family fully provide financial support.

Table 4.21

Easily buy personal required item from the market

Response	Frequency	Percentage
Strongly Agreed	21	42
Agreed	16	32
Undecided	9	18
Disagreed	3	6
Strongly Disagreed	1	2
Total	50	100

Table 4.21 exhibited the opinion of respondents regarding the idea that they easily buy personal required item from the market. 74% respondents agreed with this statement, 8% disagreed whereby 18% remained undecided about idea that they easily buy personal required item from the market.

Table 4.22

Have full to access to educational material whenever needed

Response	Frequency	Percentage
Strongly Agreed	22	44
Agreed	12	24
Undecided	9	18
Disagreed	5	10
Strongly Disagreed	2	4
Total	50	100

Table 4.22 exhibited the opinion of respondents regarding the idea that they have full to access to educational material whenever needed. 68% respondents agreed with this statement, 14% disagreed whereby 18% remained undecided about idea that they have full to access to educational material whenever needed.

Table 4.23

Adequate pocket money is given by family to meet my needs

Response	Frequency	Percentage
Strongly Agreed	31	62
Agreed	12	24
Undecided	2	4
Disagreed	3	6
Strongly Disagreed	2	4
Total	50	100

Table 4.23 exhibited participants' thoughts about the notion that adequate pocket money is given by family to meet my needs. 86% respondents agreed with this statement, 10% disagreed whereby 4% remained undecided about idea that adequate pocket money is given by family to meet my needs.

Findings of the study

1. 80% respondents opined that they have easy access to transportation to accommodate their needs.
2. 72% respondents viewed that they feel comfortable participating in social events and gatherings.
3. 60% respondents replied that people regularly communicate with them in social settings.
4. 74% respondents agreed that children like to play with them.
5. 52% respondents said that they manage social interactions by recognizing people or interpreting body language.
6. 36% respondents agreed that people provide assistance in routine tasks whenever require.
7. 54% respondents agreed told that they have adequate training of orientation and mobility.
8. 54% respondents opined that they easily access the assistive technology tools like screen readers and Braille displays.
9. 52% respondents disagreed that educational materials such as charts, graphs and diagrams are easily available.
10. 52% respondents disagreed that Braille books and other reading material are readily available.
11. Regarding the assumption that individuals have possession of Braille embossers for Braille print, only 38% of respondents were agreed.
12. The assertion that teachers entirely comprehend the particular requirements of kids with visual impairment was agreed upon by 58% of respondents.
13. The assertion that they routinely engage with extracurricular activities was agreed upon by 58% of respondents only.
14. 42% respondents disagreed that library resources are readily available.
15. 54% agreed regarding the availability of large print materials in a classroom context.
16. Of the respondents, 62% agreed with the idea that they could readily understand the fundamental notion taught in a school setting.
17. 72% of the people surveyed agreed with statement that family should provide all of the financial support
18. Of the respondents, 70% agreed with statement that they were satisfied with the way teachers explained things.
19. Of the people polled, 74% agreed with statement that they are willing to purchase a personal necessity item from the market.
20. 50% of respondents told schools should provide computers and internet access for visually impaired pupils.
21. 68% respondents opined that they have full to access to educational material whenever needed.
22. 86% respondents were of the view that adequate pocket money is given by family to meet my needs.

Conclusions

The results revealed that majority of the respondents agreed about idea that they have easy access to transportation to accommodate their needs. A large number respondents about idea that they feel comfortable participating in social events and gatherings. Most number of respondents agreed about idea that people regularly communicate with m in social settings. A large number of respondents agreed about idea that children like to play with them. Most of

respondents agreed about idea that they manage social interactions by recognizing people or interpreting body language. It was inferred that learners with visual impairment had community challenges such as poor orientation and mobility training, non-provision of assistance by the people in their routine workings. Academic challenge of the learners with visual impairment incorporated the poor provision of educational materials (charts, graphs or diagrams etc.), lack of effective availability of Braille books and Braille reading material, lack of Braille embosser, and lack library resources. The financial resources were required to be provided for the provision of computer and internet for the learners with visual impairment.

Recommendations of the Study

Researcher recommends the following after the study completion:

1. Teachers should use various teaching learning style that suits the needs of the students with visual impairment.
2. Teaching methods should be changed to meet the various needs of the students with visual impairment to enhance their conceptual understanding of the curricula.
3. The pace of teaching in the classroom should be reduced keeping in view the student's level of intellectual ability.
4. The school environment should be improvised to enhance the learning of students with visual impairment.
5. The teacher should use technological tools in the school for the effective delivery of instruction for students with visual impairment.

Limitation and Delimitation of the Study

Only the students with visual impairment were made the part of the study because the study was basically conducted to assess educational challenges faced by student with visual impairment. The study was delimited to teacher made questionnaire for the students with visual impairment and the teachers that provide instruction to these students in the special education setting. The study was also confined to the special education institutions of district Faisalabad.

Ethical Considerations

The data collected from the study participants were kept with high care and confidentiality so that the significant demography and worthy opinions of the participants only be used for the study purpose.

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