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Blind Teachers' Perspectives on the Difficulties They Face in the Workplaces in Tanzania

Sweetbertha Neema Mugassa, Juhudi Karugendo Cosmas

Research Article

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Author for correspondence:
Juhudi Karugendo Cosmas
Juhudikcosmas@gmail.com
College of Education, The University of Dodoma P. O. Box 523, Dodoma – Tanzania

Abstract

Background/purpose. The literature supports the idea that blind people, including teachers, work in a variety of jobs and do their jobs well. This study intended to explore how blind teachers perceive the difficulties they encounter in inclusive teaching in the school environment.

Materials/methods. In this qualitative study and phenomenological design, face-to-face interviews generated data. Participants were blind teachers. The sample consisted of 15 participants. A thematic analysis was conducted.

Results. The findings were deficiencies in the actual physical workspace, transportation, discrimination, insufficient appropriate accommodations, insufficient assistive equipment and teaching materials, and a dearth of opportunities for professional advancement.

Conclusion. Although Tanzania seeks to engage teachers with disabilities as role models in schools and education, several challenges remain standing in the way of achieving this goal. As a result, schools, local governments, and other national education stakeholders need to take more action.

1. Introduction

Teachers who are blind, defined as having lost all sight, are entitled to the same career opportunities and respectable jobs as teachers without disabilities. Employment is crucial for all teachers, including those who are blind, to support themselves and their families. It has a significant impact on their ability to fully participate in society (Division for Social Policy and Development [DSPD], 2016, p. 3). However, data are scarce regarding teachers with disabilities and their full participation in the workforce activities. Teachers with disabilities, particularly blind teachers, are often excluded or sidelined in research and the workforce (Neca et al.; Ware et al., 2021).

Historically, blind persons could only work in vocations that required limited physical competence. When it comes to employing teachers with disabilities, including blind teachers in the educational field, significant advancements have been made. This advancement can be attributed to international commitments and agreements outlined in Article 24 of the United Nations (UN) Convention on the Rights of Persons with Disabilities (UNCRPD) and technological breakthroughs. The UNCRPD, among other things, requires that reasonable accommodations be available in the workplace, prohibits any form of workplace discrimination, and promotes access to on-the-job professional development and continuing training. Furthermore, Article 24(4) of UNCRPD emphasises taking proper measures of training professionals and employing “teachers, including those with disabilities, who are qualified in sign language and/or Braille" (UN, 2006, p. 17). The UNCRPD has been a movement to encourage the employment of individuals who are blind. Today, a substantial number of the blind population is employed in various sectors, including education. Despite having disabilities, people with disabilities, including blind teachers, have proven that being disabled does not entail being incapable of performing a wide range of tasks (Munemo & Tom, 2013).

The research indicates that teachers with disabilities may play distinctive roles in the education sector because: (a) they can serve as excellent role models, especially for students with disabilities; (b) they can contribute to the development and promotion of an inclusive culture within the system due to their regular presence in school communities; and (c) they can dismantle the dominant negative perception of disability by exhibiting their creativity and professional competencies (Pritchard, 2010; DSPD, 2016; Neca et al., 2020; Ware et al., 2021; Wood & Happé, 2019). Pritchard (2010) states that "disabled people as educators enact exemplary pedagogic justice and socially inclusive practice" (p. 43). Research by Ware et al. (2021) found that engaging teachers with disabilities in the education system actively fostered inclusive learning environments and challenged preconceived notions about what it means to be able-bodied. Similarly, Wood and Happé's (2021) research showed that it is beneficial for autistic school teachers to support autistic pupils by acting as role models and facilitating their integration into the educational system. Therefore, employment of teachers with disabilities, especially in the education sector, builds a foundation for establishing an inclusive educational system and the community as a whole. This means they could help reduce discrimination and provide all children with inclusive role models.

2. Literature Review

The literature suggests little emphasis on ensuring the inclusion of teachers with disabilities in the provision of disability-inclusive education globally (Neca et al., 2020; Ware et al., 2021). People with disabilities, particularly those who are blind, continue to face barriers to employment. Data compiled by the International Labour Organisation (ILO) indicates that people with disabilities are less likely to work; about two-thirds of those of working age are unemployed (Stoveska, 2020). Data shows that one in every three people with disabilities is employed. They are twice as likely to be unemployed as those without disabilities (Stoveska, 2020). The existing employment statistics for people with impairments in many countries do not look promising (Lamichhane, 2015).

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Mizunoya and Mitra (2013) used World Health Survey data from poor nations to demonstrate that persons with disabilities have lower employment rates than people without disabilities. The World Report on Disability (WHO, 2011), which covered 51 countries, offered additional evidence that people with disabilities have a lower employment rate, with the situation being particularly severe for women. People with disabilities may continue to be excluded from employment for a variety of factors (Lamichhane, 2015). These factors include a lack of access to education and training, the nature of the sector or organization, and employers' beliefs that persons with disabilities are unproductive. Lamichhane's (2016) study of visually impaired teachers in Nepal's mainstream schools discovered that due to a lack of community support, educational resources, and educational materials, these teachers continued to struggle with lesson planning, examination marking, and teaching content.

The study by Kim and Williams (2012) revealed that graduates with physical disabilities faced considerable difficulties while applying for jobs due to challenges in accessibility and accommodations in workplaces. This study focused on the actual work experiences of college students and graduates with physical limitations in the US. Most graduates with physical disabilities encountered discrimination in the workplace. On the job, the majority of graduates with physical disabilities face social prejudice. Wolffe et al. (2013) identified a range of challenges faced by workers with vision impairments in Nigeria. These included insufficient support, transportation problems, environmental obstacles, discrimination, and a lack of training opportunities. Wood and Happé's (2021) study on the viewpoints and experiences of autistic teachers in the United Kingdom discovered that there was insufficient data on both autistic teachers and other autistic school staff. The study also revealed that the educational environments were unsuitable for autistic workers, and they encountered hostility.

People with disabilities confront challenges to employment, job retention, and equitable treatment worldwide (Singal et al., 2017). Teachers with disabilities are still "on the margins" of the push for increased inclusion in schools (University of Cambridge, 2021, n. p.). Ware et al. (2021) found that although disability-inclusive education is well stipulated in English education policies, teachers with disabilities are not included. This raises important question about how inclusive education in English schools may progress if it were restricted to children. In addition, the theme of teachers with disabilities acting as role models and replicating the process was not addressed. The results also demonstrated the persistence of discrimination against teachers with disabilities. To ensure that education is truly inclusive, the researchers recommended, in their conclusion, that more people with disabilities be encouraged, recruited, and supported to pursue careers as teachers.

Neca et al. (2020) examined 53 English-language publications from peer-reviewed journals and found a shortage of disability awareness among teachers with disabilities in both the teaching and research domains. These researchers also found that the research agenda on disability-inclusive education would benefit from including the perspectives of teachers with disabilities. According to Keane et al. (2017), much of the discussion regarding the benefits of having a diverse teaching staff has focused on the potential of teachers from under-represented groups, such as those with disabilities, to set a good example and effect positive societal change. Teachers with disabilities are thought to inspire goals and motivate students with disabilities to succeed by depicting people with disabilities pursuing professional jobs (Keane et al., 2017). This study explored the challenges that blind teachers experience in inclusive teaching practices.

Tanzania has made great progress in hiring people with disabilities, particularly teachers. Notably, Tanzania adopted the UNCRPD in 2009 and passed the Persons with Disabilities Act (PDA) in 2010. Discrimination against employees with disabilities, including blind teachers at the workplace is prohibited under the PDA of 2010 (URT, 2010). The Act clearly states that companies/institution that discriminates against workers with disabilities in the workplace are legally accountable and risk fines

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of two million Tanzania shillings, or two years in jail, or both (URT, 2010). Furthermore, employers who advertise job vacancies are required by the PDA to provide preference to applicants with disabilities. The PDA mandates employers to do the following: (a) make workplace modifications to avoid injuries and impairments; (b) deliver workspace with appropriate accommodations and materials; (c) guarantee safe and comfortable working conditions for all workers with disabilities; (d) protect workers with disabilities from disruptions; and (e) permit workers with disabilities for their career professional development (URT, 2010). Table 1 summarizes the legal and policy frameworks.

Table 1. Legal/policy frameworks on the employment of persons with disabilities in Tanzania

Act/Policy	Description
Disabled Persons (Employment) Act (No. 2) of 1982	Creates a quota system that requires people with disabilities to make up two percent of the workforce (for businesses with 50 or more employees). Creates a National Advisory Council to provide the minister with advice on matters pertaining to disabilities.
Disabled Persons (Employment) Regulations of 1985	Outlines the conditions for registration and eligibility for individuals with disabilities.
Vocational Education and Training Act (No. 1) of 1994	Gives the implementation of a flexible system of vocational education and training a legal foundation.
National Employment Promotion Service Act (No. 9) of 1999	Arranges for the placement, employment, vocational rehabilitation, counseling, and registration of individuals with impairments.
Employment and Labour Relations Act (No. 6) of 2004	Prohibits discrimination in employment policies, including direct and indirect discrimination, on the basis of handicap.
National Policy on Disability of 2004	Strives to provide an environment that is suitable for individuals with impairments to work effectively.
United Nations Convention on the Rights of Persons with Disabilities (2006). Tanzania signed it in 2007 and ratified it in 2009.	Recognises that persons with disabilities have the right to work alongside others on an equal basis. Discrimination based on disability is prohibited in all areas of employment, including hiring and employment procedures, career development opportunities, and safe and healthy working conditions.
Persons with Disabilities Act (No 9) 2010	Prohibits all kinds of discrimination in the workplace, requires companies to hire qualified individuals with disabilities, and demands the maintenance of employment for workers who develop a handicap. It also mandates a safe and accessible work environment. Mandates that all employers with 20 or more employees hire at least 3% of employees with disabilities.

Source: Possi and Milinga (2017)

Teachers with disabilities, including blind teachers, are not well addressed in Tanzania's legal system. None of the acts and policies expressly target teachers with disabilities, including those with blindness; rather, they focus on the employment of people with disabilities in general. Tanzania released the National Framework for Teachers' Continuous Professional Development in 2020 to address the competency challenges faced by teachers (URT, 2020). However, the framework does not address blind teachers or teachers with disabilities in any way, nor does it provide any answers to the challenges these teachers face in their routine activities.

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The Tanzania's first National Strategy for Growth and Reduction of Poverty (NSGRP I) (2005–2010) states that "employment opportunities for people with disabilities are limited and special support for them in the workplace is frequently lacking" (URT, 2005, p. 9). This means that employers and the country often fail to provide proper support for individuals with disabilities, and there are not enough job opportunities for people with disabilities, including teachers. Ensuring adequate and productive work, especially for those with disabilities, the third goal of Cluster I of the NSGRP II (2010/11-2014/15) "aims at creating decent jobs to reduce poverty among women, youth and people with disabilities" (URT, 2010, p. 56). This goal implies that people with disabilities, including blind teachers, even if it does not directly address them, must obtain employment in order to reduce poverty and attain a sustainable life. However, it is difficult to determine the precise number of teachers with disabilities using national statistics because the yearly National Basic Education Statistics do not collect data on teachers with disabilities.

There is currently insufficient information in Tanzania's literature on the inclusion of blind teachers in inclusive education, as research has not focused on them. Because of this, the public is unaware of the contributions of teachers with disabilities, especially those with blindness in inclusive education. In an effort to bridge this gap, this study explored the difficulties faced by blind teachers in inclusive learning contexts. The question posed was: What difficulties do blind teachers face in inclusive teaching?

3. Methodology

3.1. Research approach

This study used a qualitative research approach. This is because the qualitative research approach is adaptable to the needs of the research process, treats participants as active informants, emphasises holistic accounts and multiple realities, takes place in natural settings where people (participants) live, and employs the researcher as the means of conducting the study (Holloway & Wheeler, 2013). It seeks to understand the meanings associated with a particular set of people's daily activities (Liamputtong, 2019). When conducting one-on-one interviews, qualitative researchers usually pay close attention to participants' responses, probe further, and seek to understand what they have said (Liamputtong, 2019). A qualitative approach was used to examine how participants perceived and addressed basic workplace issues (Holloway & Wheeler, 2013). The study examined the participants' perspectives and first-hand narratives of the difficulties they encountered in their inclusive teaching.

3.2. Research design

Qualitative research designs include phenomenology, ethnomethodology, narrative analysis, grounded theory, and discourse analysis (Gaudet & Robert, 2018; Liamputtong, 2019; Taylor et al., 2016). This study used a phenomenological design because it was concerned solely with understanding other people's experiences. This study focused on participants' (blind teachers) life experiences with workplace difficulties in public ordinary secondary schools. Phenomenological design was essential for conducting a thorough exploration of participants' lived experiences, opinions, and sentiments regarding difficulties in their work environments, as it enabled the researchers to collect data directly from participants in their usual educational settings.

3.3. Population and participants

The target population was teachers who had disabilities, particularly blind teachers. Purposive sampling procedures were utilized in order to identify study participants. In addition to this sampling approach, the snowball technique, which draws participants from existing data, was used to recruit blind teachers. In this case, the rich knowledge the blind teachers (participants) could contribute, based on their experiences with workplace challenges, was believed to be highly beneficial to the

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study. Selected from seven inclusive schools within the Tabora Municipality, 15 blind teachers comprised our interview sample. Of the 15 participants, 10 were men and 5 were women. However, there were fewer female participants than male participants. Participants had five to 25 years of job experience, and their ages ranged from 25 to 45. Their educational backgrounds included diplomas and bachelor's degrees in education. Most participants had diplomas. Table 1 shows the participants' demographic information. Each participant had extensive knowledge about inclusive education. The distribution was sufficient to answer the research question.

Table 2. Participants' demographic information

Category	Sub-category	Women	Men
Age	20 – 30	2	3
	31 – 40	3	6
	41+		1
Educational Level	Degree	1	4
	Diploma	4	6
Work experience (years)	1 – 9	1	3
	10 – 19	3	5
	20 – 29	1	2

Source: Field data (2023)

3.4. Method of data collection

This study used semi-structured interviews to collect data. The first author conducted the interviews in a setting that promoted participants' comfort. The participants' perceptions of the physical and social work environment conditions that supported inclusive teaching were the primary focus of the interviews. Since all of the participants understood Kiswahili, the first researcher conducted interviews in that language. Later, the Kiswahili version was translated into English with assistance from linguists fluent in both languages. The recordings of the 40–50-minute interviews were made with permission. The first author transcribed the tapes. The snippets were partially improved to make them easier to read without altering their meaning. Speech fillers and repetitive phrases, like "oh," "you know," "you see?", and "right?" were eliminated.

3.5. Data analysis

The study used a thematic analysis to analyze the data. This method was used to identify and summarize themes or patterns in data (Braun & Clarke, 2006). The researchers searched the data for trends and consistency throughout the exploration. The transcripts and tapes were first examined and listened to to identify any textual gaps before preliminary codes were assigned. The second author then identified and examined the trends, and, through discussion, the focus was narrowed further to workplace difficulties. Following Braun and Clarke's (2006) guidelines, researchers became acquainted with the data, developed draft codes, searched for themes within the codes, examined the themes, defined and labeled the themes, and generated the final report. The following themes emerged from the data: insufficient physical workspace, transportation issues, discrimination, inadequate accommodations, insufficient assistive technology, and limited professional growth opportunities.

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3.6. Ethical issues

There have been ethical concerns at every stage of the research process. First, in the process of organizing the study and figuring out where to locate a good sample. That is, teachers who had teaching experience but were blind. Second, when contacting potential volunteers, researchers explained the study's goal, that participation was entirely voluntary, and that participants could withdraw from the study at any time without incurring any penalties. By informing prospective participants about the study and their rights as research volunteers, the information was intended to help them make an informed decision about participating. Thirdly, each respondent was given sufficient time and space to discuss their experiences, thereby gathering trustworthy information that was influenced by the participants' perspectives. Finally, the participants were told that the data from the study would only be used for research purposes and not otherwise. The use of the data is consistent with the rights of research participants, which must always be respected.

4. Findings

4.1. Insufficiency in the physical workspace

This theme was a common thread among all participants. They informed us that they were experiencing difficulties with the educational environment and its accessibility. In general, all participants stated that the schools did not provide inclusive environments and were inaccessible. A participant from School A provided a nice summation of the participants' ideas: "After all, this school is not designed to incorporate us. The school has nothing for us. We are only here because we have to work." A participant from School D went on to say that "these primary schools were inconveniently designed and not well equipped to meet the needs of blind teachers." Furthermore, A participant from School C stated that "the school environment is not comfortable for us [blind teachers]; some of its facilities, such as classrooms and toilets, are inaccessible; the school lacks accessible ramps." A participant from D commented, "We don't have classrooms equipped with suitable assistive devices."

Participants reported that there were insufficient toilets and water supplies in the school grounds. A participant from School B stated, "there is a major problem with water. Our school has only one water tap, which we use with our pupils. A participant from School B expressed concern over water supply and toilets, stating that "water is a problem in this school … even the toilets are not suitable for us". A participant from School D added that "our school lacks adapted toilets for us."

4.2. Deficit in transportation

One of the most commonly reported challenges was getting from home/to school and from school/home. A participant from School A described transport as "the biggest headache," while a participant from School E stated that "transport is the most stressful part of my job," and a participant from School B repeated this theme, noting that "travel is the biggest problem I face." These participants stated that they used a variety of strategies to address their transportation needs, including walking, fixed bus routes, taxi services, and personal drivers. A participant from School C provided this summary: "We walk to/from home/schools; we sometimes rely on coworkers, hire taxis, and motorcycles. Some of us own bicycles and motorbikes, along with the drivers.; there is also public bus service, which requires us to pay a fare". However, several participants were dissatisfied with these travel alternatives. For example, a participant from School D stated that "the most disturbing part of my job, however, is that I have to rely constantly on others for travel." While a participant from School D said, "Hiring a taxi daily is expensive." A participant from School E claimed that "my salary is insufficient to buy a motorbike and hire a driver. I often use public transportation, which is widely used in my area."

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4.3. Experiencing discrimination

In addition to other difficulties encountered in their daily teaching, blind teachers often had to deal with students' negative attitudes that made their jobs uncomfortable. It was clear that the views of other teachers and staff members in schools affected the teaching performed by blind teachers, even in inclusive classrooms. Regarding this, a participant from School A expressed the following: "We sometimes feel marginalised, inadequate, and discriminated against because some of my fellow teachers are negative about disabilities." Other participants stated as follows: "Some of our fellow teachers do not believe that we can work independently" (participant from School D); "other workers have low expectations towards us, they do not trust us" (participant from School C); "I know they say bad things about us" (participant from School B).

4.4. Insufficient reasonable accommodation

Every participant thought that schools were responsible for providing accommodations for them to work comfortably. According to the interviews, appropriate accommodations were essential for blind teachers to engage in inclusive education fully. For example, a participant from School E said: "We need proper accommodation for us to teach comfortably". A participant from School D added: "Without reasonable accommodation, our work of teaching becomes difficult". The idea that they could fully participate in all events with appropriate accommodations and adjustments seemed to be accepted by all participants. The social model of disability is reflected in this viewpoint.

4.5. Inadequate assistive equipment and teaching materials

The participants underscored the necessity of assistive technology (AT) for blind educators to fulfill their daily teaching responsibilities in inclusive classrooms. To create lesson plans, schemes of work, and lesson notes, blind teachers required assistive technology. Participants did note, however, that schools did not have access to assistive technology, such as braille machines, transcribers, embossers, Slate and Stylus, etc. A participant from School B observed that "there are no braille embossers at my school. The existing one braille machine is out of date." A participant from School C stated, "There are no computers for producing learning and teaching support materials in braille/large print format." These made it difficult for blind teachers to carry out their teaching duties. Schools also lacked access to other contemporary tools, such as computer programs like Job Access with Speech (JAWS) and equipment for creating Braille books.

Participants reported that one issue preventing blind teachers from providing effective inclusive education was the lack of an adequate and varied selection of teaching materials. Participants reported that schools lacked educational resources, including tactile graphics, audio format, large print, Braille textbooks, or abacuses. Additionally, there were no stationery items, including talking calculators, slates, styluses, or Braille paper. This suggested that it was difficult for blind teachers to teach effectively in the absence of teaching resources. The absence of supportive teaching resources or materials prevented blind teachers from teaching effectively.

5. Discussion

In accordance with UNCRPD Article 24(4), Tanzania has employed teachers with disabilities, including blind teachers, in various public secondary schools. Teachers with disabilities, particularly those who are blind, encounter several difficulties in the school environments as pursuit their career of teaching. Teachers who are blind can be productive employees when working in an appropriate environment (Kulkarni & Kote, 2014). This study explored how blind teachers perceive the challenges they confront in inclusive education. Participants reported a variety of challenges in their daily teaching lives, including inadequate workspaces, transportation issues, prejudice, a lack of proper accommodations, a lack of assistive technology. This aligns with the social model's premise that environmental factors hinder the full participation of individuals with disabilities in various activities.

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For all employees, a physically comfortable work environment is essential. Every employee can feel comfortable in a well-thought-out, high-quality work environment (Leblebici, 2012; Madu et al., 2017). When employees believe their work environment is secure, welcoming, and conducive to their health, they perform at their best. Unsuitable or poor working conditions have a detrimental impact on employees' psychological and emotional health, leading them to feel uncomfortable (Leblebici, 2012; Madu et al., 2017). It should come as no surprise that participants in this survey identified the most challenging aspect for blind teachers to learn as their physical workplace, as schools lacked accessible, safe, and inclusive surroundings. Target 4. a of SDG 4 (constructing and renovating educational buildings, and offering everyone inclusive, non-violent learning environments) is not well aligned with this. (UN, 2015). Participants reported that there were insufficient restrooms and water sources, as well as classrooms that were awkwardly built and underequipped for blind teachers. For blind teachers to fulfill their duties as educators in the actual workplace, it is critical to remove obstacles in that setting. Ultimately, there is still much to be done to enhance the working conditions in schools.

This study revealed that transportation was one of the difficulties that prevented blind teachers from effectively teaching in inclusive environments. Every participant in this study emphasized that the working environments presented significant challenge due to inaccessible or expensive transportation. This result aligns with other research findings that many people with disabilities face obstacles in accessing placements or jobs due to transportation (Sgroi, 2016; Kunnath & Mathew, 2019; Odame et al., 2021). Gillies (2012) noted that it was challenging for individuals with disabilities to participate in the workforce due to a lack of accessible public transit and erratic transportation services.

It was apparent in this study that blind teachers faced discrimination based on their disability in the workplace. The participants engaged in emotional discourse over the discriminatory attitudes toward their disabilities that they experienced from their colleagues, which led to uneasy working environments. They found it challenging to work in this awkward setting. This finding also confirms previous research conducted abroad, even in developed nations. The findings of Kim and Williams (2012) revealed that in some cases, individuals with disabilities in the workplace were "marginalized, inadequate, or discriminated against due to disability (p. 847) in the US, and Kunnath and Mathew (2019) revealed that people with disabilities thought untrusted for their capabilities by managers in India. In Ware et al.'s (2021) study, which examined the working conditions of impaired teachers in England, it was found that these teachers faced severe workplace discrimination in English schools. Gillies (2012) found that colleagues in Canada had prejudiced views on graduates with disabilities. According to Sgroi (2016), there was a possibility of prejudice in the media workplace for students with impairments and media workers. Cunnah (2015) also found that, in comparison to their counterparts without disabilities, students with disabilities in the UK experienced stigma at work and disadvantages in the job market.

Kunnath and Mathew (2019) stated that employees with disabilities are often evaluated more based on their physical attributes than their abilities. This is against the UNCRPD's Article 27(1)(a) and Tanzania's Section 33 of PDA of 2010, which forbade discrimination in employment in the workplace due to a disability (UN, 2006; URT, 2010). Workers with disabilities question whether work equality exists because of this attitude-based discrimination against them in the workplace. This has a significant impact on how they view workplace inclusion. To prevent this kind of discrimination, it is critical to sufficiently educate employers and employees without disabilities on disability and the rights of workers with disabilities to employment. In order to combat social prejudice, the government and other potential employers may also go above and beyond in accommodating the needs of workers with disabilities and upholding their human rights.

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The UNCRPD's Article 5(3) states that reasonable accommodations must be provided at all costs to eradicate prejudice (UN, 2006). Comparably, the PDA's Section 34(1)(b) mandates that businesses give workers workspace accommodations and tools. On the other hand, survey participants told me that primary schools did not provide enough adjustments. Based on the UN's (2006) definition, reasonable accommodation refers to the appropriate resources and services, and assistance required for educators with disabilities to practice inclusive education, as well as any necessary and appropriate changes and adjustments made in school workplace environments. For blind teachers to flourish in the workplace and fully participate in their profession, reasonable accommodations are essential. The UNCRPD's Article 27(1)(i) mandates that reasonable accommodations must be available for blind people, including teachers in the workplace. This suggests that it is the "moral duty of employers in providing reasonable accommodations" at work to safeguard the rights of blind teachers (Odame et al., 2021, p. 19). Importantly, employees with disabilities can perform quality work when provided with appropriate accommodations and a suitable work environment (Kulkarni & Kote, 2014; Wood & Happé, 2021).

The UNCRPD's Article 4(1)(i) states explicitly that it will support workers with disabilities' professional or training opportunities. Comparably, the PDA's Section 5(1)(g) specifically calls for promoting professional and staff training to develop competence in interacting with individuals with disabilities. In this study, blind teachers lacked the professional growth and training opportunities, in contrast to these provisions. This finding is consistent with the observation made by Wolffe et al. (2013) that there were insufficient training opportunities for blind teachers in Nigeria. Blind educators may not have had the opportunity for professional development, leaving them without the skills needed to teach in inclusive environments. Therefore, investing in these educators' professional development can modernize their skill sets and increase their job satisfaction.

6. Conclusion

There are educational ramifications for the blind person. As was previously mentioned, blind teachers face numerous challenges in schools, including a lack of physical workspace, transportation issues, discrimination, inadequate reasonable accommodations, a lack of teaching materials and assistive tools, and a lack of opportunities for professional development. Blind teachers face obstacles that prevent them from fully engaging in their daily professional activities. Equitable opportunities for blind teachers in inclusive education will remain contentious if the government does not focus on these issues. It is possible that blind teachers will not be able to provide high-quality teaching to all children in an inclusive environment. It is essential to take a broad approach to reducing barriers and implementing policies that give teachers the support and flexibility they need. They might be able to achieve their inclusive teaching objectives as a result completely. The study's overall conclusions highlighted the amount of work that needs to be done to enhance the working and learning environments in schools and to support blind teachers in their profession. To enhance the working environment and general well-being of blind teachers, strategies for addressing environmental modifications are required.

Declarations

Author Contributions. Two authors prepared this article. The first author primarily collected data. Both authors collaborated in conducting data analysis and producing the article.

Conflicts of Interest. The authors declare that they have no competing interests.

Data Availability Statement. The data are not publicly available due to ethical restrictions.

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About the Contributor(s)

Sweetbertha Neema Mugassa is a student in the Master of Educational Management and Administration (MEMA) Programme in the Department of Educational Management and Policy Studies at the College of Education, the University of Dodoma.

Juhudi K. Cosmas is a Lecturer in the Department of Educational Management and Policy Studies, in the College of Education, the University of Dodoma, Tanzania. His research interests are in the management of early childhood care and education, and inclusive education.
E-mail: karugendo2007@yahoo.com
ORCID: https://orcid.org/0000-0002-9704-3554

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