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IMPACT OF DAILY LIVING SKILLS ON SOCIAL LIFE OF THE STUDENT WITH VISUAL IMPAIRMENT IN ISLAMIYYA PILOT SCIENCE PRIMARY SCHOOL, JOS NORTH

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ABSTRACT

The study examined the "Impact of Daily Living Skills on Social Life of the Student with Visual Impairment in Islamiyya Pilot Science Primary School, Jos North". The study employed survey research design and three research questions to guide the study. Twenty (20) teachers were sampled and used for the study while questionnaires consisting of 17 items of 4 options were used to collect data for the study. The study adopted simple percentage statistical method for data analysis. The findings revealed that daily living skills enables visually impaired pupils to be independently, the study also revealed that daily living skills helps visually impaired pupils to have good interaction with their peers and also enable them to have a place in the society. It was revealed through the study that inability of teachers to assist pupils in acquiring daily living skills is a barrier, unwillingness of family members to assist pupils in acquiring the needed skills, unwillingness of some pupils to acquire the needed skills to aid them in their daily living, segregation of pupils with visual impairment and lack of qualified teachers to teach pupils how to acquire the necessary daily living skills. The following recommendations to ameliorate the identified problem; qualified teachers should be saddled with the responsibility of teaching pupils acquisition of daily living skills, family members should assist pupils with visual impairment on how to acquire the much-needed daily living skills, school administrators should ensure that they provide visually impaired pupils with assistive technologies as this will enable them develop daily living skills easily, counselling services should be provided to pupils with visual impairment as this will help in identifying the area where pupils with visual impairment are being challenged finally the study recommended that Government should ensure that they provide assistive technologies to pupils who parents cannot afford them and Family members should ensure that they aid visually impaired pupils to acquire daily living skills.

Key Word: Independent, Daily skills, Visual impairment

INTRODUCTION

Independent life is the ability to live independently and productively in the community and to live with the same freedom of choice as person without disabilities. Independent living means the ability to examine alternatives and make informed decisions and direct one's life. This ability requires the availability of information, financial resources and peer group support systems. Independent living is a dynamic process; it can never be stable. A person's physical, emotional and social environment and subsequent needs are continually changing and evolving. The struggle for Independent living and personal determination is something each person with impairment must approach accord to the nature of his disability (Elizabeth, 2011).

There are, of course, individuals who have certain mental impairments which may affect their abilities to make complicated decisions or pursue complex activities, for these individuals, Independent living means having every opportunity to be as self-sufficient as possible. Independent living. Independent living is possible through the combination of various environmental and individual factors that allow disabled people to have control over their own lives. This includes the opportunity to make real choices and decisions regarding where to live, with whom to live and how to live. Services must be available, accessible to all and provided on the basis of equal opportunities, free and informed consent and allowing disabled people flexibility in our daily life. Independent living requires that the built environment, transport and information

are accessible, that there is availability of technical aids, access to personal assistance and/or community-based services. It is necessary to point out that independent living is not only mean for all disabled persons, regardless of the gender, age and the level of their support needs but the normal individuals as well (Kane, 2011).

Daily living skills, sometimes referred to as activities of daily living (ADLs), which are routine, self-care tasks in which most people participate on a daily basis without assistance. Basic daily living skills include showering and bathing, dressing, eating, using the toilet and movement between a bed and chair. Daily living skills include personal hygiene tasks, such as brushing and styling hair. Beyond the basic daily living skills, another set of daily tasks also exists. Sometimes referred to as "instrumental" activities, they include managing finances, keeping the family home safe and clean, shopping and preparing meals, communicating via telephone or another method and taking medications as prescribed (Edenwald.org, 2021).

Persons with visual impairment refers to those with total blindness, partial sightedness and low vision. These individuals often receive hostile and inappropriate behaviors or attitude from the environment. In addition, they have fewer social experiences compared to their non-visually impaired counterpart (Beaty, 1994). Students with visual impairment, for instance, lack confidence expressed through pattern of passivity, dependence or an unwillingness to take responsibility (Gurb, 2012). When they are included in a regular class, this does not necessarily help them to interact with their sighted peers. Many of them still suffer from social isolation, fewer friends and inadequate social abilities (George and Duquette, 2016 and Hurre, Komukinen and Aro, 2017). Besides the challenges everyone faces, persons with visual impairment have many more such as learning orientation to a new place and creating supportive networks. All these challenges tend to impact negatively on their self-adjustment.

CONCEPT OF INDEPENDENT DAILY LIVING SKILLS

Independent Living (IL) Skills are basic skills an individual needs to do on a daily basis to live an independent life. Some individuals may require assistance with even the most basic life skills, such as tooth brushing. Other individuals with disabilities may need assistance for more complex tasks such as how to manage money, pay taxes and bills, and understanding how to keep and maintain a home. Following certain legal requirements such as renewing a driver's license on time, voting, and notifying law enforcement in case of a crime are additional independent living skills. Independent living skills also include maintaining personal hygiene, grooming, seeking medical attention, buying the right sort of foods to eat a nutritionally balanced diet, and making sure that an individual has the clothes that they need and wear them appropriately. It is generally accepted that there is a link between life skills acquisition and quality of life although it is difficult to measure this. "The essence of life skills acquisition cannot be weighed in terms of degrees, number or words rather, it is demonstrated in their level of independent living, community adjustment, and enhanced quality of life" (Cronin, 2012). Independent living skills enabled visually impaired persons to achieve their optimum level of independence. They include self-care skills like eating, dressing, bathing, toileting and grooming. They also include other skills such as, home management, cleaning, shopping, laundry, money management, medication management. Teaching independent living skills is a process that begins at birth for a blind child and continues throughout life. For an adult who loses vision later in life, the goals are to help the individual live as independently as possible. Individuals with visual impairment can overcome the obstacles to blindness with support and learning skills to compensate for vision loss. Even if they cannot live independently, being independent in self-care will take off some of burdens from off the caregivers as well as help visually impaired individuals to feel a sense of dignity. Acquiring life skills is a life-long process that requires persistence, perseverance, and regular practice. Different strategies have been used to teach life skills to youth and adults with visual impairment, including: verbal, gestural, or physical prompting, reinforcement and/or praise, task analyses, error correction procedures (Thomson, 2011). Daily

living skills, sometimes referred to as activities of daily living (ADLs) such as routine, self-care tasks in which most people participate on a daily basis without assistance. Basic daily living skills include showering and bathing, dressing, eating, using the toilet and transferring between a bed and chair. The daily living skills in the "basic" category include personal hygiene tasks, such as brushing and styling hair. "Transferring" can refer to overall functional mobility, including the ability to get in and out of bed, walk as needed, get up and down from a chair or sofa, and move from one place to another to complete other daily tasks. In addition, self-feeding also is considered to be a basic daily living skill. Beyond the basic daily living skills, another set of daily tasks also exists. Sometimes referred to as "instrumental" activities, they include managing finances, keeping the family home safe and clean, shopping and preparing meals, communicating via telephone or another method and taking medications as prescribed. Medical insurers, health care providers and other organizations use daily living skills as an important metric for determining the level of care an individual may need now and in the future.

According to Investopedia (2020) any providers of long-term care insurance stipulate that payment for supportive living begins when an individual cannot complete at least two of the basic daily living skills. Occupational therapists sometimes use instrumental daily living skills to evaluate an individual's progress or need for continued therapy. A significant number of people seek care either through in-home assistance or a supportive living community because they need ongoing help to perform some or all daily living skills. Investopedia also notes that most people who enter a rehabilitative care community stay there less than one year, but approximately one-quarter of individuals stay longer than a year. Thus. Independent living services is often the most important goal for a child or adult with a disability. Achieving happiness and self-sufficiency in life for visually impaired persons of all ages is our goal and learning the skills to take care of oneself is a critical component of our services. The most vital prerequisites for self-sufficiency and autonomy are related to the daily living skills (DLS) in activities such as personal hygiene, dressing, meal preparation, completing household chores, following safety rules and money management.

OVERVIEW OF SOCIAL LIFE AMONG STUDENTS WITH VISUAL IMPAIRMENT

Impairment may limit social interaction and have a negative impact on individuals' socio emotional development. Children with visual impairments may present more emotional and behavioural difficulties than their sighted peers (Harris & Lord, 2016). They also appeared to prefer to spend most of their time in solitary and parallel play and do not usually engage in imaginative play or social interactions with their sighted classmates. This may be due to the limitations they face in perceiving both visual cues and others' non-verbal movements (Celeste, 2006). In addition, research shows that they may present problem behaviours and poorer social skills than their sighted classmates which may result in social isolation. Research evidence indicates that these problems may stem from a number of factors, such as the neurological impairments associated with their vision, limited participation in leisure-time activities, increased dependency on others, and increased parental control (Augestad, 2017).

VISUAL IMPAIRMENT

Visual impairment including blindness" means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. This impairment refers to abnormality of the eyes, the optic nerve or the visual center for the brain resulting in decreased visual acuity. Students with visual impairments are identified as those with a corrected visual acuity of 20/70 or less in the better eye or field restriction of less than 20 degrees at its widest point or identified as cortically visually impaired and functioning at the definition of legal blindness. Visual impairment (VI) is a condition of reduced visual performance that cannot be remedied by refractive correction (spectacles or contact lenses), surgery or medical methods. Consequently, it results in functional limitations of the visual system that may be characterized by irreversible vision loss, restricted visual field and

decreased contrast sensitivity, increased sensitivity to glare as well as decreased ability to perform activities of daily living, such as reading or writing. Corn (2014 affirm that individuals with VI have measurable vision, yet experience difficulties accomplishing visual tasks even with the use of refractive correction. Furthermore, these individuals are sometimes capable of enhancing their abilities to accomplish visual tasks with the use of compensatory low vision aids and/or environmental adjustments. Vision plays a critical role in an educational setting.

Categories of Visual Impairments

Each category is considered in terms of the degree of acuity and its implications for students' learning. Low Vision. Generally, students with low vision are able to learn using their visual sense; however, they may need to have print magnified, contrast enhanced, or type font or size changed (Turnbull et al., 2002).

Functional Blindness. People with functional blindness typically use a combination of modalities to function within their surroundings (Turnbull, 2002). Students in this category generally read and write using Braille. Some functionally blind individuals have sufficient vision to allow them to move around the classroom safely. Others, however, may require considerable accommodations to do so.

Blindness. Near blindness and total blindness are included in this category. Near blindness occurs when visual acuity is reduced so greatly that learning takes place using data from other senses most of the time (Colenbrander in Barraga & Erin, 1992). Students with total blindness receive no stimuli from their visual channel. They depend entirely on input from other senses..

TEACHING DAILY SKILLS TO STUDENTS WITH VISUAL IMPAIRMENT

Students with visual impairments lack opportunities for incidental learning that occur for their sighted peers almost constantly. Without such opportunities, associating words with elements of the environment is difficult. Thus, it is important that such associations be supplemented with input from other senses and through alternative activities. The limited nature of visual associations for students with visual impairments has classroom implications. Absence of or reduced visual cues, such as a schedule written on the chalkboard or seeing the clock, can prevent these students from following classroom procedures or anticipating coming events. Students need opportunities to become acquainted with their classmates. Because students with visual impairments may not readily associate names and faces through incidental classroom experiences, teachers need to design appropriate experiences to help build relationships among all students in a class. Physical orientation of students to classroom routines or other events that take place during the day is important and must occur as soon as possible once the student is assigned to the classroom. Orientation and Movement Students with visual impairments should move around the classroom or other areas of the school just as their sighted peers do. Free movement around school is an essential part of successful school experiences. Orientation and mobility training helps students accomplish this goal.

Relevant skills for the school setting include knowing where landmarks are throughout the school setting; being familiar with the layout of classrooms and common areas such as the library, gym, and cafeteria; and knowing where exits, restrooms, the main office, and other relevant areas are. Students need training in the school's emergency procedures, such as fire, tornado, or earthquake drills. Orientation and mobility skills are also important in outdoor areas such as playgrounds and bus loading zones. Different types of mobility systems are available, including sighted guides, canes, guide dogs, and electronic devices (Hill & Snook-Hill, 2006). Orientation and mobility specialists can help determine the best system to use for individual students; as well, the specialists can provide information about the preferred system and any training general education teachers may need.

Students with visual impairments placed in general education classes usually get support services from a vision specialist (Heward, 2000). Such topics as learning through other senses,

instructional and curricular adaptations, and appropriate resources and materials are the domain of vision specialists. General educators will find these colleagues a valuable source of information and assistance that will help them capitalize on students. General education teachers serving students with visual impairments must work in collaboration with vision specialists. Vision specialists should be a part of the team of professional's working to ensure that students are receiving appropriate services and accommodations. Vision specialists can help determine what goals and related services should be included on the individualized education program (IEP) of the students, as well as what types of accommodations are needed in the classroom. General educators who consult regularly with vision specialists are better able to fashion learning experiences appropriate for their students.

Students with visual impairments use tactile and kinesthetic input to learn about their environments. Such input should not be thought of as "lesser senses" to use in the absence of vision, but as another system through which learning takes place (Klatzy& Lederman, 2008). Tactile and kinesthetic input can provide students with information about objects they come in contact with and use. Any visual materials used in classrooms need to be adapted for use by students who do not have the visual skills required for the task. Charts, models, maps, and graphs will have greater educational value for students with visual impairments if they can be "read" using the sense of touch. For example, outlining map boundaries with string enables students with visual impairments to use their sense of touch to read maps. Whenever teachers use manipulatives, models, or other equipment, students with visual impairments need the opportunity to use their tactile and kinesthetic senses to become familiar with the objects to benefit from their use in lessons. Teachers should introduce students with visual impairments to materials and equipment used in activities such as science experiments before the activity. If students have the opportunity to learn about the materials or equipment before the activity begins, they will be more able to concentrate on the concept being taught rather than on what equipment they are using. Toward this end, a specialist will assist students and general classroom teachers with adaptations as needed.

Auditory input provides another way students can gain information. Teachers should not assume, however, that students will understand verbal input in the same way and at the same depth as other students understand visual input. Auditory language triggers the creation of mental images that correspond with words. A student with visual impairments is likely to have fewer and less detailed mental images to correspond with verbal language. Such images may differ according to a student's individual experiences and verbal input he or she has received from others. General education teachers should observe and interact with students with visual impairments in an effort to determine whether individual students understand verbal input. The teacher must check for comprehension during class discussions and when giving directions. If students are having difficulty understanding what the teacher says, the teacher may need to clarify or expand on their background knowledge or vocabulary. Organizations providing services for people with visual impairments offer audiotaped textbooks. Classmates can be designated as notetakers for students with visual impairments. Class notes can then be audiotaped or transcribed using an enlarged font or Braille. General education teachers may also develop verbal or other auditory cues as signals for attending to important information or particular events. Teaching listening skills is also important. Efficient listening is crucial to classroom success for students with visual impairments. Improved listening skills help students with visual impairments increase their spoken and written communication and reading skills (Heward, 2000). Also, vision specialists can offer assistance in developing students' visual skills and in making accommodations necessary for helping students use their vision in productive ways. Such services include making maps, adapting reading materials, and assisting in general accommodations. Many options are available for teachers selecting reading and writing materials for students with visual impairments. According to their needs and preferences, students may use printed or Braille materials. Printed materials should be clear and be printed using an easily readable font. Providing an easel to hold reading materials

can help students with visual impairments do close work more easily (Barraga & Erin, 1992). If a student can benefit from an additional light, the light's placement should be determined in collaboration with the vision specialist. Some simple strategies for using printed materials can help students with visual impairments learn visually without requiring huge adjustments to the classroom environment. Simply holding books or other materials closer is enough to help some students with visual impairments (Heward, 2000). Using magnification devices.

CHALLENGES EXPERIENCED BY STUDENTS WITH VISUAL IMPAIRMENTS

Challenges that interfere with the provision of education of students with visual impairments have been stated as follows:

Language Challenges of Visually Impaired Students - There is a lack of material in the area of second language acquisition for visually impaired learners, possibly due to the well-known assumption that students with visual impairment follow the same path of learning as the sighted students. As far as there is proficiency in the acquisition of mother language, a second language will be integrated efficaciously. Students with visual impairment, especially blind, are well prepared to learn a foreign language regarding their hearing sense, which is the essential concept of learning a second language with less or no relation to vision. Language acquired through asking questions improve the verbal skills as asking about things, they cannot observe not only improves visually impaired students' language acquisition but also their complete knowledge ability. The basic essential component of learning is learning words and improving vocabulary, which adds points to the sensitivity memory that this population has (Ghafri, 2015).

Listening and Speaking Challenges - There is nearly an overall agreement among researchers that students with visual impairment do not have any serious problems associated to listening and speaking English skills. In fact, listening is the primary learning method for blind students and a strong helpful tool for visually impaired students. These students significantly rely on auditory data, so they are required to become skilful listeners to surface listening and speaking skills to analyse the incoming data including, facts, figures, structures, forms and details. Speaking is also an important skill that allows them to request the information needed and even transfer the information to others (Ghafri, 2015).

Reading and Writing Challenges – Visually impaired students must learn reading, with the primary purpose to improve their knowledge, and writing skills are enhanced to reflect ones knowledge. However, the reason being, reading and writing skills are the skills that involve the use of visual abilities to acquire them. Students with visual impairment experience many challenges in learning these skills. They read slower than their sighted peers as they usually categorize words at a letter level instead of a complete word level, which makes them pause frequently while reading. Moreover, students experience difficulties in sentence structures and organizing ideas in essays, and their writing tasks tend to be as the spoken texts (Ghafri, 2015).

Lack of Clear Policies on Inclusive Education – With regards to visually impaired students. Teachers' in ability to formulate necessary measures for the provision of education among the visually impaired students, this leads to numerous challenges.

Lack of Knowledge – In visually impaired students, the knowledge regarding various concepts and areas is usually limited. This lead to experiencing of problems and difficulties in improving academic performance.

Lack of Resources and Poor Participation of Parents – The visually impaired students, who belong to deprived, marginalized and socio-economically backward sections of the society usually are not able to make provision of resources and materials for themselves, as they do not have a proper source of income..

Teaching Methods – When teaching methods are not properly used and teachers lack other strategy to adopt

Labelling and Negative Attitudes –Labelling and negative attitudes prove to be barriers within the course of learning and acquisition of education. As a result they may develop negative

attitudes towards educational institutions, subjects, materials, teaching-learning methods and instructional strategies. Due to negative attitudes, they may even discontinue their education and drop out of school (Mwakyeja, 2013).

Lack of Collaboration among Teacher – Within the job settings, it is vital for all individuals to work in collaboration. They need to exchange valuable and useful ideas and suggestions, so that one may make ones work performance efficient and are able to meet the desired objectives. When there is lack of collaboration among teachers and availability of rigid curriculum, then the visually impaired students may experience problems in understanding the concepts and may not feel comfortable within the school environment.

STATEMENT OF THE PROBLEM

Individuals with visual impairment are faced with a lot of challenges in their daily life. Their impairment limits their access to social living. They have a desire to have an independent living where they can go about their daily lives on self-reliance. Yet, this has proved to be a challenge. Most individuals with visual impairment does not have the necessary skills to have independent living or social life. These challenges includes, essential skills such as self help, house cores, academic skills, socio-economic skills among others, hence this study delved into the problem perhaps the result could improve the daily living skills among persons with visual impairment, the topic included; the impact of daily living skills on the social life of students with visual impairment in Islamiyya Pilot Science Primary School, Jos North

AIM AND OBJECTIVES

The specific objectives of the study are:

1. To examine the extent to which daily living skills influence social life among students with visual impairment in Islamiyya pilot science primary school, Jos North.
2. To identify barriers preventing acquisition of effective daily living skills in Islamiyya Pilot Science Primary School, Jos North.
3. To find out ways in which the observed barriers can be ameliorated.

RESEARCH QUESTION

The following research questions were formulated in line with the research aim and objectives

i. What is the extent to which daily living skills influence social life among students with visual impairment in Islamiyya pilot science primary school, Jos North?
ii. What are some barriers preventing acquisition of effective daily living skills in Islamiyya Pilot Science Primary School, Jos North?
iii. What are some ways in which the observed barriers preventing acquisition of effective daily living skills can be ameliorated?

SIGNIFICANCE OF THE STUDY

The findings of the study may be beneficial to the following stakeholders: visually impaired persons, parents of the visually impaired persons, the Government and the community at large as well as future researchers.

Student with visual impairment will see the relevance of daily living skills in enabling them in living a normal daily life.

Parents of the visually impaired students may also benefit from the findings of this study. They will be enlightened on the crucial role to which daily living skills plays in the life of their visually impaired children. It will enable them to understand the need to assisting their children in acquiring necessary daily living skills. The goals of this study include adding to the body of knowledge that can be used by eye care rehabilitation professionals to promote independent living, and economic and social self-sufficiency among older people with vision impairment. This study could assist visually impaired persons to make informed choices, especially where resources for

vision rehabilitation are limited, as there might be a need for prioritized choices in the type of training for independent living.

The findings of this study will be relevant to the government, they will see the relevance of daily living skills on the social life of students with visual impairment. This will enable the government to come up with policies and provisions that will accommodate the daily living skills possessed by persons with visual impairment.

The community will also benefit from the findings of the study. they will see how daily living skills improves the social life of persons with visual impairment.

RESEARCH DESIGN

The research design for this study is a descriptive survey design. This is because it can measure from the large population and it is an effective way of gathering resourceful data to address the research questions.

POPULATION AND SAMPLE OF THE STUDY

The population for this study comprised 31 teachers in Islamiyya Pilot Science Primary School Jos North. The researcher to used these teachers because they are directly involved in the pupil's life and they know about the daily living skills needed by learners with visual impairment. The sample of the study comprised 20 teachers drawn from Islamiyah Pilot Science School and used for the purpose of the study.

SAMPLING TECHNIQUE

For the purpose of this study, a purposive sampling method was used in selecting the sample used for the study. The main goal of adopting a purposive sampling for this study was to focus on particular characteristics of a population that are of interest, which will provide relevant answers to the questions in the study.

INSTRUMENT FOR DATA COLLECTION

The researcher used questionnaire titled "impact of daily living skills on the social life among students with visual impairment" for teachers as the instrument for data collection. The questionnaire was in a structured form, it consists of a formalised set of questions designed to collect information from the respondents. The questionnaire was formulated in two sections. These sections are section A and B. Section A consist of information of the respondent's demography. Section B was analytical section and require respondents to answer questions based on a four-point likert scale which includes Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

VALIDITY AND RELIABILITY OF THE INSTRUMENT

The researcher consulted the project supervisor for vetting of questionnaire to ensure its validity. Experts in the field in the field of test and measurement were consulted for relevant advice on the instrument development. Therefore, the researcher administered the instrument to respondents which were not to be used for the study to ensure consistency of the instrument, the reliability index was 0.51 (moderately strong)

PROCEDURE FOR DATA COLLECTION

The researcher obtained a letter of introduction from the head of department of Special education and Rehabilitation Sciences of the Faculty of Education of the University of Jos. The letter helps the researcher obtained permission from the school head for the instrument administration. The questionnaires were administered in person by the researcher to the respondents. The respondents were given ample time to study the questionnaire before responding to the questions in the questionnaire.

METHOD OF DATA ANALYSIS

The data collected will be analyzed using simple percentage.

RESULTS

Research Question 1: What is the extent to which daily living skills influence social life among students with visual impairment in Islamiyya pilot science primary school, Jos North?

Table 1: Extent to which daily living skills influence social life among students with visual impairment

S/N	Items	SA	A	D	SD	Total
		%	%	%	%	%
1	Daily living skills enables visually impaired pupils to be independent	17 85	3 15	-	-	20 100
2	Daily living skills enhances the ability of pupils to do things on their own	15 75	2 10	1 5	2 10	20 100
3	Daily living skills enables pupils to be able to interact with their peers	11 55	5 25	1 5	3 15	20 100
4	Daily living skills enables pupils to also help out at home in doing chores	16 80	2 10	1 5	1 5	20 100
5	Daily living skills enable pupils to have a place in the society	18 90	2 10	-	-	20 100
6	Daily living skills ensures that pupils are not a liability in school and at homes	19 95	-	1 5	-	20 100

Table 1 presents results of the extent to which daily living skills influence the social life of students living with visual impairment. Out of the total respondents (50%), 85% strongly agreed to item 1 which states that "daily living skills enables visually impaired pupils to be independent" and 15% agreed to this. 75% of the respondents strongly agreed to item 2 "daily living skills enhances the ability of pupils to do things on their own", 10% agree to this, 5% disagree and 10% strongly disagree to this statement. 55% of the respondents strongly agree to item 3 "daily living skills enables pupils to be able to interact with their peers", 25% agree to this, 5% disagree and 15% strongly disagree to this statement. 80% of the respondents strongly agree to item 4 "daily living skills enables pupils to also help out at home in doing chores", 10% agree to this statement, 5% disagree and 5% strongly disagree. 90% of the respondents strongly agree to item 5 "Daily living skills enable pupils to have a place in the society" and 10% of the respondents agree to this. 95% of the respondents strongly agree to item 6 "daily living skills ensures that pupils are not a liability in school and at homes" and 5% of the respondents agree to the statement.

Research Question 2: What are the barriers preventing acquisition of effective daily living skills in Islamiyya pilot science primary school, Jos North?

Table 2; Barriers to acquisition of effective daily living skills

S/N	Items	SA	A	D	SD	Total
		%	%	%	%	%
1	Inability of teachers to assist pupils in acquiring the needed skills	17 85	1 5	-	2 10	20 100
2	Unwillingness of family members to assist pupils in acquiring the needed	15 75	4 20	1 5	-	20 100

	skills.					
3	Inability of parents to make the necessary assistive technology for pupils to acquire daily living skills	18 90	1 5	1 5	-	20 100
4	Unwillingness of some pupils to acquire the needed skills to aid them in their daily living	17 85	3 15	-	-	20 100
5	Segregation of pupils with visual impairment by other pupils and members of the family	12 60	6 30	-	2 10	20 100
6	Lack of qualified teachers to teach pupils how to acquire the necessary daily living skills	17 85	1 5	2 10	-	20 100

Table 2 shows the barriers to acquisition of effective daily living schools. The result shows that out of the total respondents 20 representing 100% of the respondents, 85% of the respondents strongly agree to item 1 which states that "Inability of teachers to assist pupils in acquiring the needed skills", 5% agree to this item and 10% strongly disagree to this item. 75% of the respondents strongly agree to item 2"Unwillingness of family members to assist pupils in acquiring the needed skills", 20% agree to this while 5% of the respondents disagree to this. 90% of the respondents strongly agree to item 3 "Inability of parents to make the necessary assistive technology for pupils to acquire daily living skills", 5% agree to this and 5% disagree to this statement. 85% of the respondents strongly agree to item 4 "Unwillingness of some pupils to acquire the needed skills to aid them in their daily living" and 15% of the respondents agree to this statement. 60% of the respondents strongly agree to item 5 "Segregation of pupils with visual impairment by other pupils and members of the family", 30% agree to this and 10% strongly disagree to this item. 85% of the respondents strongly agree to item 6 "Lack of qualified teachers to teach pupils how to acquire the necessary daily living skills", 5% agree to this and 20% strongly disagree to this item.

Research Question 3: What are the ways in which the observed barriers preventing acquisition of effective daily living skills can be ameliorated?

Table 3 SSolution to the barriers in acquiring daily living skills

S/N	**Items**	**SA** %	**A** %	**D** %	**SD** %	**Total** %
1	Qualified teachers should be saddled with the responsibility of teaching pupils acquisition of daily living skills	18 90	1 5	1 5	-	20 100
2	Family members should always assist pupils with visual impairment on how to acquire the daily living skills they need	19 95	-	1 5	-	20 100
3	School administrators should ensure they make the necessary assistive technology in schools to assist pupils in acquiring daily living skills	17 85	2 10	1 5	-	20 100
4	Pupils should be taught on how to be self-reliant despite their impairment	9 45	11 55	-	-	20 100
5	Parents should ensure that they make provisions for counselling of	16 80	4 20	-	-	20 100

	pupils to be able to know the areas where they find difficulty

Table 3 presents results of the solution to the barriers of acquisition of daily living skills by pupils with visual impairment. Out of the total respondents, 1 representing 100% of the respondents, 90% of the respondents strongly agree to item 2 "Qualified teachers should be saddled with the responsibility of teaching pupils acquisition of daily living skills", 5% agree and 5% disagree to this statement. 95% of the respondents strongly agree to item 3 "Family members should always assist pupils with visual impairment on how to acquire the daily living skills they need" and 5% of the respondents disagree to this. 85% of the respondents strongly agree to item 4"School administrators should ensure they make the necessary assistive technology in schools to assist pupils in acquiring daily living skills", 10% agree and 5% disagree to this. 45% of the respondents strongly agree to item 5 "Pupils should be taught on how to be self-reliant despite their impairment" and 55% of the respondents agree to this. 16 representing 80% of the respondents strongly agree to item 6 "Parents should ensure that they make provisions for counselling of pupils to be able to know the areas where they find difficulty" and 4 representing 20% of the respondents agree to this.

DISCUSSIONS

The result of the findings shows that daily living skills enables visually impaired pupils to be independent. Pupils who are visually impaired can develop pupils to be independent, they develop the ability to do things on their own without depending on anyone to do it for them. Therefore, it makes them to be less of a burden to people/persons around them. Daily living skills also ensures that pupils take part in chores at home thus making them not to be a liability to anyone. Daily living skills ensures that pupils with visual impairment are able to interact with their peers, this helps pupils with visual impairment to have a place in the society.

The result of the findings shows that there are barriers that limits pupils' ability to acquire daily living skills. These barriers include inability of teachers to assist pupils in acquiring the needed skills they need. Some teachers do not possess the required expertise to teach pupils how to get the skills they need to live an independent life. Some family members also show lack of willingness to assist pupils in acquiring the needed daily living skills. Pupils with visual impairment spend most of their time at home and when these family members do not show willingness to assist pupils with visual impairment, their ability to acquire the needed daily living skills becomes very difficult. Pupils with visual impairment need assistive technology to aid them in carrying out their normal daily activities. When these technologies are not made available it proves to be a very big challenge to pupils with visual impairment. There are also challenges of segregation from other peers. This makes the pupils with visual impairment to live in isolation and thereby limiting their ability to acquire daily living skills.

The barriers to the acquisition of daily living skills by pupils with visual impairment can be overcome. The ways in which these barriers can be overcome include: qualified teachers should be saddled with the responsibility of teaching pupils acquisition of daily living skills. Qualified teachers are teachers with the right expertise as well as with a lot of experience. They possess the relevant skills in assisting visually impaired pupils to develop skills that will enable them have a normal life like every other pupil. Family setting plays a huge role in the overall development of a child. Thus, it is very vital that family members assist pupils with visual impairment on how to acquire the much needed daily living skills. The assistance of the family members will ensure that pupils acquire these skills faster because they spend more time at home than they do in schools. School administrators should also ensure that they provide visually impaired pupils with assistive technologies as this will enable them develop daily living skills easily. Also, counselling services should be provided to pupils with visual impairment as this will help in identifying the area where pupils with visual impairment are being challenged.

SUMMARY OF FINDINGS

The findings from the study are as follows:

1. Daily living skills enables visually impaired pupils to be independents, enhances pupils' ability to do things on their own and it also ensures that pupils are not liability both at home and in school. The study also revealed that daily living skills helps visually impaired pupils to have good interaction with their peers and also enable them to have a place in the society.
2. Some identified barriers as revealed through the study are; inability of teachers to assist pupils in acquiring daily living skills, unwillingness of family members to assist pupils in acquiring the needed skills, unwillingness of some pupils to acquire the needed skills to aid them in their daily living, segregation of pupils with visual impairment and lack of qualified teachers to teach pupils how to acquire the necessary daily living skills. Other identified barriers includes: Lack of qualified teachers saddled with the responsibility of teaching pupils acquisition of daily living skills.

CONCLUSION

Daily living skills are vital in ensuring that pupils with visual impairment live a normal life despite the impairment they have. It is very necessary and vital that these skills are acquired in order to help them have a place in the society and for people not to see them as a liability in the society. Acquiring of these skills cannot be done by the visually impaired persons alone, therefore they need the help of those around them to enable them acquire the needed skills to live a normal life. Family members as well as teachers play a very significant role in enabling pupils with visual impairment to acquire necessary daily living skills.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study

1. Government should ensure that they provide assistive technologies to pupils who parents cannot afford them.
2. Family members should ensure that they aid visually impaired pupils to acquire daily living skills.
3. Qualified teachers should be the ones to be saddled with the responsibility of teaching visually impaired pupils as they will be able to meet the needs of the pupils.
4. Parents should ensure that they provide pupils with relevant assistive technology to enable them acquire the basic daily living skills.
5. People should desist from the habit from segregating persons with visual impairment as they also have a role to play in the society.
6. Counselling services should be provided to persons with visual so that their challenges can be made known.

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