

**EDUCATIONAL OPPORTUNITIES AND CHALLENGES OF
FEMALE STUDENTS WITH HEARING IMPAIRMENT AT MIZAN
'KUTIR 1' PRIMARY SCHOOL**

By

Wubitu G/Michael

**A Thesis Submitted to the Department of Special Needs Education in
Partial Fulfillment of the Requirements for Master of Art Degree in
Special Needs Education**

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College of Education and Behavioral Studies
Department of Special Needs Education

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ACRONYMS/ABBREVIATIONS

DAA: Disability Awareness in Action

FDRE: The Federal Democratic Republic of Ethiopia

SWHI: Students with hearing impairment

FSWHI: Female Students with Hearing Impairment

MSWHI: Male student with hearing impairment

ILO: International Labor Office

MOE: Ministry of Education

PWD: People with Disability

SNE: Special Needs Education

SWD: Students with Disability

SWOD: Students without Disability

SWOHI: Students without Hearing Impairments

WHO: World Health Organization

SL: Sign Language

IQ: Interview Question

Abstract

The purpose of this study was to investigate the educational opportunity and challenges faced by female students' with hearing impairment in an inclusive classroom in' Mizan kutir And ' primary school. A qualitative research approach with a case study design was used as research method. Purposive sampling procedures were also used. Interview, focus group discussion and observation were used to gather data. The participants of the study consisted of female students with hearing impairment, special needs educators, regular teachers, classmates, parents and principals at 'Mizan kutir And' primary school. The population of the study consisted: Nine female students with hearing impairment, five regular teachers, five parents, four student without hearing impairment (classmates), two special needs educators and two principals. The data obtained were analyzed through content analysis method. The research finding showed that inclusion of hearing impairment students in to the regular classes, availability of assignment special needs education educator at this school level; classmate supports in sharing notes, and existence of resource room were the main educational opportunities, enrollment of female students with hearing impairment is greater than male students with hearing impairment, awareness creation on inclusive education, writing of message on exercise book or on blackboard to communicate with them ,financial support for two female students with hearing impairment. On the other hand, the main educational challenges were:- two of participants of teachers and five of female students with hearing impairments were not agree with the inclusion of female students with hearing impairment and all students with hearing impairments to regular classroom, no repeated training on sign language, not using sign language in teaching subjects and absence of interpreter of subject teachers' lessons, these are educational challenges of female students with hearing impairment in the classroom as a result of their impairment. The challenges of female students with hearing impairment due to their gender were related with social pressure such as work load, teasing, feeling of inferiority and incompetence. In addition to the above findings, necessary recommendation from the participants and the researcher were

included in the research in order to reduce the impact of the female student with hearing impairment and to meet the needs of the female students with hearing impairment.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Special needs education is trying to ease the burden of children with disability from the impairments of the body and handicapping conditions of the social perceptions and attitudes. The disability experience is shaped by factors of persons with disability and the societal view and this in turn affect response to disability. **Disability** arises from the interaction of health conditions with contextual factors, environmental and personal factors WHO, (2011). Special needs education addresses problems of children with special needs students such as hearing impairment, visual impairment, speech and communication disorders, orthopedic and health impairments, gifted and talents, autistic, intellectual delays and behavioral and emotional disorders.

Historically, children with disability have passed several mistreatments from the society. For instance according to Gear, Heart and Weishahn (1992) as cited in Habtu (2014) suggested that during the 16th century individuals with disability were not seen as human beings and hence they were underestimated, mistreated and put to ‘death. Until the 16th century, people with hearing impairment have been considered as impure, inferior, dependents, second class citizens and, been kept apart from the rest of the society (Tirusew, 2005). In the late 16th century the picture about person with disability began to change and the need to provide special needs education for the individuals with hearing difficulty arose.

As UNESCO (2015) stated in Ethiopia the Ministry of Education adopted its first strategy of Special Needs Education in 2006 to help ensure access and quality education for marginalized children and students with special educational needs, especially children with disabilities

Unlike these mistreatments in education and employments, the Committee of ILO (1998) reports indicated that most countries apply the principle of equality of opportunity in the fields of education, training and employment, without distinction based on race, color, sex, language or any other ground, such as disability. To elaborate this, the ILO Convention No. 159 states that equality of opportunity and treatment of PWD shall be respected and the convention can be used in a strategy to remove barriers which stand in the way of full participation and integration of women with disabilities in the mainstream of society and in the economy.

In alignment to this convention MOE (1994) has given emphasis for children with special needs. The Ethiopian Education and Training Policy have given emphasis to the provision of special education for special needs students including gifted students (TGE, 1994). In addition, to this the constitution of Federal Democratic Republic of Ethiopia has permitted all Ethiopians including children with disability access to public education and to the countries resources (FDRE, 1994).

The implementation of policies is observed in higher education educations. Special Needs Education and Inclusive Education have been given for teacher trainees at different colleges and universities. For instance in Bonga, Hosanna, Hawassa and Arbaminch from SNNPS Colleges are giving training at diploma level for elementary school teachers. There are also teachers trained on special needs education at diploma and degree level throughout the country's colleges and universities. Teachers trained on special needs Education are dispatched in all primary

schools in order to make the necessary instructional facilities and support to children with disability in inclusive and special schools.

Education which is recognized as a primary means for gaining independence, citizenship rights, appropriate employment, economic power and self-empowerment is a universally recognized fundamental human right that should be accessible to all citizens Habtu , A. (2014). However, children with disability are still living with their personal and social problems in schools. This research is mainly focused on identifying the problems of female students with hearing impairment and intended to explore and suggest some recommendations how to alleviate these problem in one of the satellite primary schools for Bonga College at Mizan primary school where there are students with hearing impairment attending their education at different grade levels in inclusive classrooms.

1.2. Statements of the Problem

The research problem is that education for teaching the female students with hearing impairment at ‘Mizan Kutir - 1’ primary school face many problem. Therefore, the researcher tried to identify such problems aiming at reaching reasonable solutions and recommendations. The Federal Democratic Republic of Ethiopia article 90 provided all Ethiopians access to public education. However, according to the Federal Democratic Republic of Ethiopia Ministry of Education (2012) indicated that education has been inaccessible for most children with disabilities. Moreover, it indicated the quality of education received by children with disabilities has remained to be very low due to inadequate training of teachers in Special needs education, unfavorable school facilities and other issues.

In ensuring the participation of children with disabilities or those with special educational needs in all educational structures or levels, real challenges are present like: attitudinal factors, rigid

school factors, resistance to change, lack of clear educational guidelines, in adequate resources and fear of losing one's job on the part of special school teachers (Tirusew, 2005)

In line with this, World Vision (2007) expressed that negative attitude within the society (including school managers and teachers), lack of follow up and enforcing bodies on the part of the government, shortage of resources (like trained human power, instructional materials, facilities, equipment), in accessibility of physical environmental (school compound, classrooms, buildings, pathway) and lack of coordination between the different stakeholders have limited the progress of inclusive education in the country

Gender disparities are a critical issue in the education of African girls in general because of patriarchal, male-dominated societies, most of which still define women solely as wives and mothers and refer them to inferior status. Boys get first priority in access to education and it is common, especially in rural areas, for girls to remain home and tend to household tasks or job.

This has resulted in a widening educational gap between boys and girls. According to, the United Nations for Children's Fund for Education Movement nearly 24 million African girls were not receiving a primary education in 2001 (Kiyaga and Moores,2003).

Specifically, when we come to hearing impairment, Kiyaga, and Moores (2003) stress that deaf women often faces triple discrimination because of deafness in addition to factors related to gender and poverty. Teachers, students and school community at different schools have various conceptions of disability as a result of their learning and school experiences. Even the evolving concept of the subject like special education, special needs education, inclusive education in training of teachers at various time have different implications for stakeholders in schools.

It is not easy to estimate the problems of children with hearing impairments in the school context. The ways teachers handle children and deliver the subject, teachers' communication, using technologies; extra support, peer perceptions and support are some of the problems we observed. WHO (2011) stated that persons with disabilities have different personal background such as gender, age, socioeconomic status, sexuality, ethnicity, or cultural heritage and personal preferences which requires responses to disability. This shows how female students with disability are disadvantaged in their life compared with their counterparts in the society.

The report from 51 countries surveyed showed that 50.6% of males student with disability have completed primary school compared with females student with disability report 41.7% in primary school. This shows the existence of a gap in completing primary school between male and female students with disability (WHO, 2011).

When Dawit, (2014) see the gender difference in enrolment of people with disability in higher education at AAU observed that the numbers of female students with hearing is less compared to their male counterparts. The data showed that 86% of males student with hearing impairment attend in higher education compared with 13.2% female student with hearing impairment in higher education.

All these and other background information of the study area plus since no research conducted before in the area of the educational opportunities and challenges of female students with hearing impairment at Mizan kutir – 1 primary school the researcher inspire to undertake this study in the area. This research will be conducted to mainly to investigate the problem of female student with hearing impairment in relation to both impairment and gender. It is intended to explore the challenges and opportunities encountered by the female students in the classrooms

and school. In light of these statements, the research will be guided by the following basic questions.

1. What are the educational opportunities in the classroom and in the school for female students with hearing impairment?
2. What are the challenges faced by female students with hearing impairment because of their impairment and their gender.

1.3. Objectives of the Research

The main objective of this research was identifying the opportunities and challenges of female students with hearing impairment while they are learning in Mizan kutir – 1 Primary School.

More specifically the research aims to:

- ❖ To identify the opportunities that female students with hearing impairment have in the school and classroom context from different stakeholders in the school.
- ❖ To assess the challenges of female students with hearing impairment in the school and classroom context as a result of the impairment they have and their gender.
- ❖ To suggest useful ways to resolve the problem of female students with hearing impairment in classroom and school context.

1.4. Significance of the Research

The findings of this research can serve as valuable input to plan sound and effective educational intervention in relation to female students with hearing impairment at the school level. It will also provide timely information on identification, assessments and intervention of the challenges of the studied population in inclusive classrooms.

Furthermore, the study could:

1. Identify opportunities to be expanded in inclusive schools, particularly for students with hearing impairment
2. Uncover the challenges of students with hearing impairment particularly female students with hearing impairment
3. Suggest possible ways for implementers like Woreda Education Office Experts, principals and others stakeholders.
4. Serve as a spring board for further research

1.5. Scope of the Research/Delimitation

This research was conducted at ‘Mizan kutir – And’ Elementary school of SNNPS specifically on female students with hearing impairments. It consist classmates, parents, classroom teachers, special needs teachers and school principals. This finding is limited to the female students with hearing impairment being studied in the school in relation to their impairment and gender.

1.6. Limitations of the study

1.7. Operational Definition of Terms

Impairment: abnormality in a certain part of the body or psychological conditions of individuals.

Challenges: All the factors, circumstances and difficulties that prevent FSWHI from pursuing their education and reaching the required level.

Hearing impairment: include both deafness and hard of hearing.

Primary School: school teaching from grade 5 to 8th. Student with hearing impairment: They are the female students who have hearing impairment wholly or partially and who struggle at Mizan no. primary school due to their deafness disability.

Opportunity: refers to the access or possibilities that are appropriate and suitable to the children with hearing impairment to fully participate in social life.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter aims to review the literature related to educational opportunities and challenges of female students with hearing impairment in the learning processes.

2.1. Definitions of Disability

Different scholars have defined disability in different ways. **Disability** arises from the interaction of health conditions with contextual factors, environmental and personal factors WHO, (2011). According to Dempsey and Nankervis (2006) defining disability: Systems that recognize the interaction between the person and the physical and social environment they live. Disability is a common problem in any society. Dempsey and Nankervis described that disability is a term commonly used in our society, and all of us have had some experience of it, even if this experience is indirect p.8. The part of a society who have disability includes hearing impairment, visual impairment, physical and health disorder, learning disability, speech and language disabilities etc. for the convenience of this research hearing impairment is to be discussed.

2.2.1. Concepts and Categories of Hearing Impairment

According to TN department of education (2017) Hearing impairment means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but does not include deafness.

Deafness means *“a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.”*

According to the National Dissemination Center for Children with Disabilities, hearing loss above 90 decibels is considered deafness, which means a hearing loss below 90 decibels is classified as a hearing impairment.

In other definition Hard of Hearing is a person who can hear spoken language in a normal conversation with or without hearing aid. It is a condition of reduced auditory acuity (26 – 70dB) that hinders the normal speech, language, perception and communication. It is a condition that requires special services such as auditory training, speech (or lip) reading, speech therapy or a hearing aid. More over deafness as “a person who cannot hear spoken language in a normal conversation with or without hearing aids and who have a hearing level >71 dB, and who use sign language as a first language” .

2.2.2. Developmental Characteristics of Children with Hearing Impairment

People with hearing impairments have different common characteristics related with learning styles and abilities. Limited hearing may affect their academic, behavioral, social, and emotional and communication characteristics. For the sake of research topic let us see the basic characteristics one by one.

2.2.2.1. Communication

Inability to communicate with other students can delay their language development (Tirussew, 1998). So in their communication they must use other medium of communication or hearing aids.

2.2.2.2. Academic Characteristics

Tirussew argue that we cannot make firm generalizations about the ways in which students that are deaf and hard-of-hearing function academically rather they do not perform as well as the hearing students on standardized tests of reading and writing, and research suggests that children

who are deaf have much more difficulty acquiring reading skills, in turn difficulty in language ability affect a student's ability to perform in traditional academic areas.

2.2.2. 3Social, Behavioral and Emotional Development

According to Stinson, Whitmire, and Klumin(1996) suggest that those who are deaf prefer to be with others who are deaf, and tend to cluster in groups, socialize, and marry. Hearing impaired students may have more positive perceptions about their relationships with other hearing-impaired peers than about those hearing ones.

2.2.3. Gender and Education

According to Abu-Habib (1997) cited in Adeire, F. (2002) suggested that education may not be perceived as a priority for girls, and having a disability makes it even less likely that a girl will be educated.

Gender disparities are a critical issue in the education of African girls in general because of patriarchal, male-dominated societies, most of which still define women solely as wives and mothers and refer them to inferior status. Boys get first priority in access to education and it is common, especially in rural areas, for girls to remain home and tend to household tasks or job.

This has resulted in a widening educational gap between boys and girls. According to, the United Nations for Children's Fund for Education Movement nearly 24 million African girls were not receiving a primary education in 2001 (Kiyaga and Moores,2003).

Within the constitutional framework, the New Education and Training Policy of Ethiopia has give Special attention to women and to those students who did not get educational opportunities in the preparation, distribution, and use of educational support input (TGE, 1994; Article 3.7.7.)

2.2.4. Education of People with Disability.

Ethiopian Federation of persons with disabilities (1999) has stated, even in advanced countries, education for many children with disabilities still segregated and inadequate particularly regarding girls with disabilities. Hence, in developing countries, the problem is more complicated.

2.2.5. Gender and Disability

While compared woman with disability with women without disability, education for women with disability was perceived as unnecessary waste of time and money (DAA, 1997). Furthermore, girls with disabilities have experienced particular isolation and trauma when exposed to the educational system and the law requiring that children receive some kind of education has been differentially applied to boys with disabilities and girls (Nagler, 1990).

According to Rock/1996/, the literacy rate of children in the developing world is two thirds that of men and for women with disability, it is even lower. Adult women receive less education. Less professional training and lower pay for even longer hours worked than men. And it is true of all people with disabilities especially women with disabilities.

Specifically, when we come to hearing impairment, Kiyaga, and Moores (2003) stress that deaf women often faces triple discrimination because of deafness in addition to factors related to gender and poverty.

2.2.6. Education of Women with Disability in Ethiopia

According to the 1984 Census as cited in Aderie (2002) women with disabilities represent approximately 50 percent of persons with disabilities in Ethiopia. The consequences of disability and to be female are particularly serious for Women. Women in the country experience social, cultural and economic disadvantages which impede their access to health care, education, and vocational training and pay employment.

2.2.7. Legislation and Education of Persons with Disabilities

International policy on Education of Persons with Disabilities

All legitimate approaches to achieving the full participation of people with disabilities in the education, social and economic affairs of the society. Removing these obstacles from the society allows people with disabilities to access the basic conditions needed to function as autonomous and responsible individuals in education, work, just payment for work, accommodation, justice, equity and the opportunity to participate in civic, cultural and social life (socio-economic security and social inclusion).

Education and Human Rights Dilation

At the core of inclusive education is the human right to education, pronounced in the universal Declaration of Human Rights in 1948 which states” Everyone has the right to education...education shall be free , at least in the elementary and fundamental study. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the united nations for the maintenance of peace (art 26).

UN Convention on the Rights of Persons with Disabilities

The convention on the rights of persons with disabilities, 2006 article 24 states persons with disabilities are not excluded from the general education system on the basis disability, and those children with disabilities are not included from free and compulsory primary education, or from secondary education, on the basis of disability. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live. The Convention also requires “reasonable accommodation” of the individual learners needs which means, amongst other things, that the school environment must be accessible – for example, through constructing ramp access rather than stairs, providing educational material in accessible formats, facilitating the learning of Braille and sign language and so on.

The convention on the rights of the child(UN, 1989 article 23) stipulates that children with disabilities should have effective access to receive education, training, healthcare services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development. Generally, the convention states, every child must get basic education free from fee, social services, recreational services, and other supports as stated in.

Inclusive Education and Education for All

The world declaration on education for all, 1990 in article III on “Universalizing access and promoting equity” acknowledged that education disparities existed and that many different particular groups were vulnerable to discrimination and inclusion. The article states:

- Basic education should be provided to all children, youth, and adults. To this end basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.

2.2.8 Legislation and Education of Persons with Disabilities in Ethiopia.

National policy on Education of Persons with Disabilities

The constitution of the Federal Democratic Republic of Ethiopia (1995) clearly stipulates under article 41 sub article No.3 that the rights of citizens to equal access to publicly funded services. The education and training policy (1994) under its specific objectives sub-item 2.2.3 states those persons with disabilities and the gifted learn in accordance to their potential and needs. The first special needs or inclusive education strategy was designed in 2006 based on the country's constitution and education and training policy. The strategy focuses on the promotion of inclusive education to meet the Millennium Development and Education for All goals. After intensive evaluation of weakness, strength, and achievement of the first strategy, the second special needs/inclusive education strategy and implementation guideline was prepared in July 2012. The central objective of the strategy is to promote education in access and quality to all children at all levels of education and training. Ethiopia has also ratified various international treaties and instruments pertaining to disability.

2.2.9. Education of Children with Hearing Impairment

Students with Hearing Impairment have the same ability to learn, as do hearing children. However, according to California Department of Education (2000) stated in Sintayew, T (2015) suggested that those children to learn, they need, like all children, to be in a linguistically rich environment in which sign language is fully accessible.

A sign language interpreter is a unique input to the inclusive classroom model for serving student with hearing impairment to facilitate communication, but does not serve as an educator or present instructional material on his/her own (Cawthon, 2001). He further point out that the sign language interpreter is an important element in creating a communicative environment in an inclusive classroom. He/she can be used to supplement teacher speech and facilitate student participation in classroom discussion. The role of the Interpreter is to facilitate communication, and he/she can significantly improve access to information for a student who is deaf or hard of hearing (Roy, 2009).

Sintayehu, T (2015) summarizes the sign language interpreter issues in assisting students with hearing impairment to participate in inclusive classroom as follows:

Interpreter should be in the students Line of Vision. Because, all communication with through the eye of deaf people.

In order for deaf people to follow the action of the event, it is necessary for the interpreter to sit or stand near the focus of attention. Speakers, media, and interpreter should be positioned along one sight line.

If the deaf student communicates through sign language, the interpreter has to voice what the student has said. One person should speak at a time.

During class if the teacher is speaking too fast, if someone speaks inaudibly, or if several students are speaking at once, the interpreter will not be able to provide a clear interpretation to the student.

2.3. Educational Opportunities of Students with Hearing Impairments

To benefit the children with hearing impairment the existence of basic service should be complementary with their needs. In Ethiopia, the provision of basic services for children with disabilities is at its lowest level (Tirusew, 2006). This is because, even though, government has established certain special needs education schools or classes, still so many children have been left out from the educational process simply because of the shortage of educational opportunities.

With regard to this, as indicated by Felekech (2000), suggested that the most neglected groups of children in education are children with hearing impairment.

Students with hearing impairment are frequently handicapped in varying degrees in educational achievement. Regarding, abilities, which relies heavily on language skills and is probably the most important aspect of academic achievement that is the most affected (Hallahan, & Kauffman, 1988) cited in Habtu. But locally we have to know what sort of attempt has been done to support the hearing impaired students to improve their academic achievement. Opportunities which help student with hearing impairment is the presence of policy on the right of persons with disability, is one of the opportunity to use and exercise the right to education, to live with others, to get equal opportunity, to use the resources of the country equally. Generally the convention adopts a broad categorization of persons with disabilities and real times that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

The other opportunities are the opening of different institution and universities delivering special need course. Teachers certified in special needs education from colleges Teachers Institute and universities with SNE field. In relation to this schools and educational institutions have opened resources rooms supplemented with hearing aids and illustrations on display materials. These provide opportunities to accommodate education of SWHI.

2.4. Major Challenges to Education for female Students with Hearing Impairment

There are different challenges related with education of students with hearing impairment. Although there is limited study on the challenges of students with hearing impairment face in regular education in Ethiopia, available study shows that students with hearing impairment face many barriers to their education. Female students with hearing impairment share these challenges due to deafness. Some studies approached the topic in different way. It is worth stating that there are few studies that tackled the issue of the difficulties that face the female students with hearing impairment in primary school.

However, the study by Akinpelu (1998) indicated that male students with hearing impairment performed slightly better than female students with hearing impairments. In addition to this, female students with hearing impairment are doubly disadvantaged and thus possibly have no place in the society.

The study by Wadesango, Gudyanga, Eliphanos, Hove and Gudyanga, (2014) indicated that learners with hearing impairment in inclusive class room experienced emotional and behavior challenges because they were less accepted by regular teachers than hearing students in the regular classrooms and their behavior was interpreted as negative.

Another study by Kamal Parhoon ,Saeid Hassanzadeh, Hadi parhoon, and Gita Movallali (2014)clearly indicated that hearing-impaired students need special services to be offered to them by well-trained teachers and schools fitted with the equipment needed in order to meet their unique needs. Habtu (2014) revealed that there was a mismatch, what the regular teachers teach, the hearing students acquire and the hearing impaired student comprehend. The study also showed that the hearing student, teachers and directors don't recognize student with hearing impairment, in the regular school of the study area. As the study indicated the students with hearing impairment had lack of self confidence and were found weak in their academic performance. Regardless of their impairment, the perception given by others made them to hapless and upset.

The study by Tewodros (2014) also revealed that these students also facing challenges after they integrated into regular classes. These challenges occurred, due to lack of knowledge of Ethiopian sign language of the regular class teachers and their peers, lack of motivation of teachers to learn the Ethiopian Sign Language, lack of resources and unavailability of resource room, and other factors tackling the growth of inclusive education.

In addition to these challenges Sintayehu (2015) revealed that there was limited understanding, lack of commitment and willingness on the side of the school director. More over female students with hearing impairment faced double challenges related to hearing impairment and to be female. According to Wubitu (2014) female students also faced different challenges such as pregnancy, poverty, death of family, lack of family support, having much work at home.

The researcher believes that these studies are relevant to the topic especially as they discuss some problems related to the implementation of educational programs for the female student with hearing impairment. The researcher used these studies to support in the finding of the study.

CHAPTER THREE

3. RESEARCH DESIGN and METHODOLOGY

3.1. Research Design

To achieve the objective of this study the researcher employed a qualitative research design. This was because qualitative research can be done for large number of purpose to understand the qualities or essential nature of phenomena with in a particular context and qualitative research help to collect data in the field at the site where participants experience the issue or problem under study. Creswell, (2009) indicated that qualitative design answer questions about what is

happening and why or how it is happening. It can provide descriptive information that leads to an understanding of individuals and those who work with them.

Among the qualitative methods, the researcher used case study method to investigate the education challenges and opportunities of nine female students with hearing impairments. Marks and Yardley (2004) stated that case study refers to a written narrative and description of individual, a group of people experiencing the same condition or problem.

3.2 The Study Area

The study site was in Southern Nations Nationalities People's Regional State in Benchi Maji Zone at Mizan town at Mizan kuti – 1 primary school. The town is the capital city of Benchi Maji Zone in SNNPS region.

3.3. The Sources of Data

Primary data were gathered using observation, interview and focus group discussion directly from regular teachers, special needs education teachers, students with hearing impairment and their classmates, parents and directors.

3.4. Participants of the Study

The participants of the study included nine (9) female students with hearing impairment specifically students from grade five four(4), from grade six three (3) from grade seven one (1) and from grade eight one (1) female students with hearing impairment , regular teachers; five(5) parents, two (2) special needs educators, two (2) principals and four (4)students without hearing impairment (classmates) are key participants from 'Mizan kutir And' primary school.

Background of participants

S/N	Participants	Sex			Age	Education background				Work experience For parent, teachers and principals	Degree of impairment		Remark
		M	F	T		Grade 5	Grade 6	Grade 7	Grade 8		Hard of hearing	Deaf	
1	ST-1	-	9	9	12	X				-		X	
2	ST-2				12	X						X	
3	ST-3				12	X						X	
4	ST-4				13	X					X		
5	ST-5				13		X					X	
6	ST-6				14		X					X	
7	ST-7				20		X					X	
8	ST-8				15			X				X	
9	ST-9				15				X			X	
SWOH (class mates)		-	4	4	12-15	1	1	1	1	-			
Special needs educators		1	1	2	25&35 respectively	Dep 2		Degre -	-	3 and 5years respectively			
Regular teachers		3	2	5	40-55	4	-	1	----	20-37			
Principals		1	1	2	35&45 respectively	-		2		16and25 years respectively			

									ely			
Parents	1	4	5	40-50	GR				-			
					5-8							

As explained earlier, female students with hearing impairment were main informants of the study. The selection process was performed purposefully from each grade. Among the nine female students with hearing impairment four (4) female students with hearing impairment from Grade 5, three (3) female students with hearing impairment from Grade 6, (1) female students with hearing impairment from Grade 7 and one (1) female students with hearing impairment from Grade 8 participated. Three students age are 12, the rest five students range from 13-15, and only one female student with hearing has 20 years old.

These students with hearing impairment revealed that eight of them were deaf and the remaining one was hard of hearing. The other informants were their classmates' four (4) hearing students, they aged between 12 to 15, and one (1) student from each class has participated. Five (5) of the parents have undergone a basic primary education. Out of two Principals one (1) female and one (1) male were selected. Among them two (2) of them are degree holder. The female has 16 years of teaching experience while the male has 25 years of teaching experience. Two (2) special needs professionals, one (1) male and one (1) female, participated.

Both SNE educators hold Diploma in special needs education and the man has six (6) years teaching experience whereas the woman has five (5) years of teaching experience.

3.5. Sampling Techniques

The researcher selected eight deaf and one hard of hearing student, 2 SNE teachers, five regular teachers, four classmates, five parents and two principals. Purposive sampling was used to get

more detailed and deep information from the participants (Creswell, 2009). More over these participants were parts of the study. According to Gray, et al. (2007,) purposive sampling is a general term for judgmental sampling in which the researcher purposely selects certain groups or individuals for their relevance to the issue being studied. According to Michael (2002), purposefully selected samples provide information rich and offer useful manifestations and insight about the phenomenon of interest.

- ❖ The criteria used in selecting the participants were:
 - ✓ Having hearing impairment and being included in regular classroom.
 - ✓ Being a classmate and an intimate friend of students with hearing impairment.
 - ✓ Being engaged in teaching students with hearing impairment in an included classroom
 - ✓ Schools which included students with hearing impairment with their peers of students without hearing impairment.
 - ✓ Being a nuclear family (father, mother, or guardian).
 - ✓ Being assigned as a principal or coordinator of the school by the concerned officials.
 - ✓ Being volunteer to participant

3.6. Data Collection Instruments

Data were collected from participants using observation, interview and focus group discussion.

3.6.1. Interview

Un structured interview were used to gather participants' opinions, attitudes, needs, preferences and interests in relation to educational opportunities and challenges of females student with hearing impairment from teachers, principals, special needs teachers, parents and classmates. The interview questions are intended to answer the research questions. Gray, et al. (2007) indicated that, the interview can serve a number of distinct purposes. First, it can be used as the means of gathering information about a person's knowledge, values, preferences and attitudes.

The interviews guides were phrased closely to the participants' language. (Amharic- noted as the national language of the region). The researcher established rapport, trust, and harmonious relationship with the research participants and informants; since this stage will determine the beginning of data collection, the researcher interviewed some of the respondents so as to make necessary adjustment to establish rapport and trust, along with the arrangement of the questions during the interviews.

3.6.2. Observations

The researcher made observations with the help of observation checklists. Thus, observations were undertaken within the classroom during the teaching-learning processes and out of the classroom. Besides, students were observed in the resource rooms within the school compound during their break time and sport period /time/. Observations were also made during teacher-student interactions and student activities.

3.6.3. Focus Group Discussion

Focus groups discussion was particularly used for identifying agreement across a group and for eliciting suggestions for improvement. According to Gray (2011) as stated in Sintayehu (2015) indicated that focus group allow variety views to emerge and the stimulation of new perspectives. It also enables to confirm the qualitative result obtained through the interview and observation.

While the focus group discussions were conducted all the discussion was recorded using tape recorder and notes were taken by the researcher. Discussions were recorded verbatim and then transcribed. The discussion made with hearing impairment students were conducted with the support of translator of sign language.

3.6.4 Instrument development

Hence, unstructured questions that allows the interviewer greater latitude in asking broad questions were constructed. Tape recorder was also used so as to collect qualitatively significant data during the interview session. In consultation with the advisor and all the way through review of literature, the researcher has developed the instruments used in the study.

The following sequences of activities were maintained during stages of tools or instruments development.

1. The tools were repaired by the researcher and given to the academic advisor for approval.
2. The instruments were also commented by colleagues and SNE teachers and improvements were made based on the comments.

The instruments were prepared in English and translated to Amharic and the translation was made for the clarity and to minimize biased. It also necessary for collecting data with the help of sign language interpreter.

Therefore, it is expected that relevant data for the study was collected through unstructured and open ended interviews, focused group discussion and observation.

3.7. Procedures of Data Collection

The necessary arrangements were made with the administration of school so as to interview the respondent in the director's office and to audiotape all interviews. Every respondent was interviewed separately Observation and interview guidelines were prepared from literature and personal experiences. The instruments were reviewed by colleagues in special needs education and psychologists departments particularly by professionals of measurement and evaluation to check the content validity and the constructs.. The researcher invited one interpreter who was competent to communicate with and to use Sign Language for the students with hearing impairment to help the researcher. The interpreter accompanied the students with hearing impairment respondent during the interview sessions in the interviewing room. The School Head Teacher also accompanied the key- informants, particularly the teachers. The interviewer maintained a welcoming demeanor and the interviewer briefly explained the objectives of the interviews and ascertained by asking the respondents if they had questions or other concerns. The interviewer was also reciting common introduction when all interviews began.

The process of interviewing was done by both taking notes and tape recording to collect the data more completely and objectively via the interview schedules, which were determined in advance.

Ethical consideration

Referring to ethical consideration, after identifying the key informants with whom to begin the interview process, discussion with all participants of the study was made. The discussion contained information concerning the researcher's full consent (permission) to research process, awareness or description of what the study examines, the right to withdraw from participation at any time, the right of getting any relevant further information about the study, confidentially threatening of participants data and name were clearly discussed. Therefore, the researcher obtained the informed consent of all participants verbally to start the interview process.

Finally, after assuring the validity, reliability and its appropriateness of the interview instrument and obtaining the informed consent, the instrument was made ready for the final study and the main research was conducted in the natural setting of the selected schools using interview, observation and focus group discussion instruments.

3.8. Data Analysis

The purpose of data analysis was to describe/narrate/ the data accurately. In order to answer the research questions and met the objectives, the qualitative data analysis method had employed.

Thus, data that were collected through interview,

Written questions, focus group discussion and the observation was examined qualitatively using narrative form. The result of the analysis represented forming major and sub themes.

This means the collected data from different sources by using different instruments were classified, organized, and interpreted by using descriptive/narrative/ method in order to give a digested picture of the data. The data gathered were rearranged based on the research questions and logical order. Then the data were categorized by forming some themes or major concepts as explained by the respondents.

The narrative analysis allows the researcher to assemble very specific concrete details (i.e., the names, actions, and words of specific people and the detailed descriptions of particular events at specific times) that contribute to a complete explanation. Lasser, J. (2007). The thematic, tell a detailed story about a particular piece of social life. Lasser, J. (2007). In addition to this, the field observations were analyzed separately to justify the situations under investigations. To ensure the accuracy and adequacy of the information, it was triangulated using the three instruments and more participants were selected until the saturation levels were reached.

CHAPTER FOUR

Findings and Discussions

4.1. MAJOR FINDINGS

The results of this study have been mainly presented from direct response of the participants' interviews, focus group discussion and observations. As stated in chapter one the main objective of this study was to identify educational opportunities and challenges of female students with hearing impairment in an inclusive classroom. In this section, the findings are analyzed in relation to the major research questions of the study.

- How do you describe the availability of female students with hearing impairments from' educational opportunities in the classroom and in the school?

- How to describe challenges faced by female students with hearing impairments from because of impairment?
- How to describe challenges faced by female students with hearing impairments from because of their gender?
- How to provide possible suggestions to reduce the challenges and to create appropriate environment for female students with hearing impairments from?

4.1.1. Opportunities of Female Students with Hearing Impairments

Two teachers from special needs education, five teachers from regular class , two directors, nine female students with hearing impairment, four students without hearing impairment and five parents of female students with hearing impairments from were selected to provide appropriate information, opinions and perceptions about female students with hearing impairments at classroom in the teaching learning process and at the school.

4.1.1.1. Special Needs Education Teachers' Response on Availability of Educational Opportunities in the Classroom and in the School for Female Students with Hearing Impairment

About the educational opportunities for female students with hearing impairment, there were two special needs education teachers who had different roles in the school. One of the special needs education teachers was assigned as facilitator for special needs students at school level. The other teacher was English teacher who has special needs education background. The two special needs education teachers were asked similar questions as follow.

The special needs education teacher who was interviewed first responded that;

As my understanding inclusion of female students with hearing impairments in general all SWHI in to regular classroom to learn with students without hearing impairment is an opportunity, joining tutorial class together with SWOHI and having the chance to use resource room and library. In addition to this while SNE teachers gave a chance to involve with students without hearing impairment in peer tutoring and cooperative learning group; as well as gave training for regular teachers how to communicate using sign language.

The second special needs education teacher interviewed at school answered that;

In my thinking assignment or employment of special needs education teachers; short term sign language training and work shop training on inclusive education and the availability of resource at school ;Providing English language instruction using sign language; Teaching in small group students with hearing impairment together with hearing children and Using visual cues to elaborate concepts and relationships such as models, figures, diagrams and pictures these all are a kind of opportunities .

4.1.1.2 Response from Regular Teachers’ regarding the available educational opportunities for female students with hearing impairment

Five regular teachers who were teaching different subjects in inclusive classroom were interviewed. Their response is presented in the following ways.

As a report from teacher A, “in my view giving brief notes on the blackboard, write assessments on the blackboard, use loud voice, make them depend on classmates to get help and give information, assign classmate who can share notes to them the above I mentioned were not adequate enough to support female students with hearing impairment as well as for all students with hearing impairment.” The response from all teachers for the raised question was similar.

Female students with hearing impairment answered the question aggressively as, students with hearing impairment in general as they were not benefited from being included in to regular classroom regarding their education; rather they simply spend their time in sitting in the classroom, as their report it is better to place them in special classroom/unit class.

4.1.1.3. Response from female students with hearing impairment about availability of educational opportunities

Nine female students with hearing impairment have been involved in the interview sessions. The stakeholders had different contributions in their learning. Each stakeholder’s contribution is stated as follow.

4.1.1.4. Response from female students with hearing impairment related to the school

Four of female students with hearing impairment said that the school gave them sign language training, free annual fee, stationery, they reported as they are taught English subject using sign language. The other female students with hearing impairment responded *that* “the school arranges tutorial classes for them and for students without parent the school bought school uniform”.

4.1.1.5. Response of female students with hearing impairment related to services provided from Special needs education teachers

All or nine female students with hearing impairment responded that “the special needs teachers were giving us continuous support in two ways. Teacher who taught English subject in inclusive classroom supported us; by teaching the subject English using sign language. He gave us also sign language together with his colleague. He translates our idea to other students when we have some questions to our class mates’ .The special needs education teachers also follow us, has given awareness training for group leaders, monitors and subject teachers to support us. Both of the special needs education teachers gave us sign language training”.

4.1.1.6. Response of female students with hearing impairment related to the regular classroom teachers

All of the students responded us only English teachers teach us using sign language. The other teachers except their sympathy and kindness give note on the blackboard, group us with others in different group.

4.1.1.7. Response of female students with hearing impairment related to their peers

All female students with hearing impairment responded that few classmates are intimate and helped us in doing home work, class work, share us their notes and understand our concern.

4.1.1.8. Response of female students with hearing impairment related to the Parents

They reported that parents come only when they are called by the school. Their visit to school for our concern is seldom. Our parents do not know whether we are happy or not, successful or non, included or rejected.

4.1.1.9. Response of principals about availability of opportunities in the schools for female students with hearing impairment

The director said that, “By identifying their problem the school provides various kinds of supports. For instance, encourage teachers to give them tutorial classes, help economically those who come from less economic status, arranged and given sign language training for teachers, group leaders and class room monitors”.

The director also answered that, “The school organized and gave one day training on awareness on disability issue and inclusive education which was conducted by special needs education teachers for the regular teachers. The school also gave sign language training for students with hearing impairment”. In addition to this, they reported as they were frequently provided with moral and material support.

The vice director responded that *“To make the teaching and learning process more effective two SNE teachers with diploma level were employed in the school, I think it is not sufficient”*.

4.1.1.10. Response from parents about availability of opportunities in the schools for Female Students with Hearing Impairment

The three parents' response indicated that, "to some extent the school provided supports like economical support, stationeries, uniform for those coming from low economic status. We have no different relation with the school except when we were called by the school.

4.1.1.11. Response from Classmates about availability of Educational opportunities for Female Students with Hearing Impairment

The questions were asked and the responses are summarized in the following ways.

All the five of student said that, "yes, we try to support, when we went to home we go together on roads so that I protected her from accidents; we do class work and home work together. She often asks us how we should do her assignment".

Two of Students said, "Although we can't communicate with sign language, we personally ready to help her in all aspects; we communicate through writing and we told to her what teachers said for us".

Student 3 reported that, "I am her monitor and neighbor. Even I have learned sign language from my friend who has hearing impairment, I inform her when we have makeup classes, test schedules and initiate her to participate"

Student 4 elicited that, "I arrange her Bajaj transport."

4.1.1.12. Response from SNE teachers about the facilities in the resource room

The facilitator of special needs education at the school and Female Students with Hearing Impairment agreed on the same idea. They reported that “*there is a resource room. The resource room had twenty computers, sign language dictionary, and displays on the wall such as Amharic and English sign language letters and numbers, body parts, arithmetic using sign language. Most FSWHI and the SNE teachers stated that the resource room was almost adequate but it need interpreter skilled person how to use the computer, the arithmetic and communicate with others using the materials. It has not enriched them.*” Concerning the facilities in the resource room Principals’ also reported that, the resource room had computers and display materials that the school has got from government and NGOs. Female students with hearing impairment reported as, they also recognize the availability of the resource room in the same way as SNE teachers and principals in the school.

4.1.1.13 Educational opportunities obtained through Observation of classroom and resource room

I made observation on two classrooms while they were learning English and basic science. Before I enter the class I had informed the English subject teacher but I haven’t informed basic

teacher. When I enter the English class, all of the FSWHI were sitting in front of the class. While they were learning English the FSWHI were participating, listening attentively since the teacher uses sign language. The teacher also gave notes on the blackboard. On the other hand, when I enter in the second class, the basic teacher was teaching the class which had no enough light, the wall was not such organized, the teaching was not participatory and no teaching aid. He did not use sign language. Students were writing notes on their text book.

To summarize the available educational opportunities created for FSWHI in the school and in the classroom for the teaching learning process, based on the respondents' response and the researcher's observation; some of the supports were encouraging and some other supports need to be improved. However, we can't generalize that all these educational opportunities are adequate, intensive and consistent in creating the desired learning environment for FSWHI. Rather it informs what was happening in the school related to the facilities made by the school communities.

4.2. Educational Challenges for FSWHI as a result of Impairment

4.2.1. Educational Challenges Obtained Through Interview Question

4.2.1. SNE Teachers Response to the Educational challenges for FSWHI

Both special needs education teachers respond firmly as:

Female students with hearing impairment have problems to interact effectively with subject teachers, peers and with other school communities; Students experienced difficulties accessing

information that was presented verbally as evidenced by their failure to take instructions and their poor academic performance, and the regular teachers didn't have adequate training on sign language hence, teacher student interaction is poor.

4.2.2. Response from Regular class Teachers' on challenges faced by female students with hearing impairment

The five teachers amusingly said "we got only one day training on sign language which was forgotten all regular teachers agreed on the same idea that is except the one whom taught English subject in inclusive classroom, all others regular teachers haven't SL skill in spite of the training given to us once.

4.2.3. for School Principals Response

The school director said "There is no subject teacher who uses sign language for teaching the subjects in the inclusive classes after special class which they learned from grades 1to4".

4.2.4. FGD for FSWHI response to the Educational challenges related to their impairment.

Female students with hearing impairment one said that, "students perception and awareness about teachers speech and the way the teacher used the sign language as by the time teachers speak loudly the hearing student feel unhappy due to the noise and when the regular teacher is trying to use sign language, student without hearing impairment become confusion and distracted to follow the lesson".

Female students with hearing impairment 2 reported that “the support was not sufficient for instance the sign language training we got in the special class was forgotten by some of us. It is not helping us to communicate with other hearing impaired students at the moment”.

As a report of female students with hearing impairment 3 “this support was not sufficient for instance the material support such as stationery was not consistent and it is limited in quantity. In addition to this at school level except English teacher, all teachers do not use sign language when they teach. Even there is no person who interprets the lecture and directions conducted by teachers”.

Female students with hearing impairment 4 answered that, “most students without hearing impairment do not understand us and make us feel lonely”.

Others five FSWHI said that aggressively! *Regular teachers those taught us in inclusive class don't have the skill or the ability to use Sign language due to this reason we are not doing well in all subjects except English subject compared with other students. We achieve low especially in tests and exams. We feel that teachers prefer for hearing students than us. They have ignored us except in some instances like doing homework and class work where the teachers inform students to give us assistance. In addition to this most FSWHI responded that, their parents didn't have involvement with school community. When parents are called by the school they consider it as a calling due to the students' misbehavior. When we are requested to call our parents for discussion, they complain and we prefer to drop out than calling our parents since the parents consider it as discipline problems.*

4.2.5. Classmate's response to Educational challenges face by FSWHI

The first Student replied that, “Since we do not have sign language skill, we can’t communicate with them; we afraid them because of their approach, and fear of misunderstanding and misinterpretation of our intentions so that we leave them alone”

The monitor of the class said that “sometimes the students miss exam”. She also added “even so I tried to help her; she doesn’t want to be with me and with other SWOHI. Her need is to stay with her mate who has similar hearing impairment”

The student interviewed next to the class monitor replied that “there is communication gap in the classroom as well as outside the classroom”.

4.2.6. Parents’ Response to Educational challenges for FSWHI

What is confirmed by their response is that, most parents follow up only their children’s’ school time.

As it was clearly observed during interview parent1 replied sadly! I am not happy for paying 150 Birr annually for my child; rather the school should pay and support her. Most of the parents rarely make interaction with the school. They come only when they are called by the school. They say it is enough for being attending the school. In addition to this the parents stated that we do not know sign language. They share only feeling of motherhood and fatherhood more than communication.

The economic support was not sufficient for FSWHI. For instance one of the parents was not happy about the support. One of the parent said “I hadn’t seen any support given by the school for my daughter. They also said “we didn’t have any relation with the school except at the beginning of the school to make them registered, to give signature for borrowing text book and for closing the school year on June.”

4.2.7. Challenges obtained through Observation of the classroom and resource room

As the findings obtained from class room observation, the main challenges of FSWHI during the teaching learning process were, except the English teacher who uses sign language in his teaching; the other teacher did not use sign language, no interpreter and teaching aid. The teacher seems not well prepared to address special need students; the students were not actively involving in the class and the wall was not decorated with teaching aids like the other classes.

4.2.8 Observation of the resource room

There was no student from the inclusive classes who were using the resource room. The resource was not ready for all students with hearing impairment. Rather it is reserved for special class student who attend from grade 1 to 4. There is no free class for these students since it is part of the special class. There was no trained person who can show them.

To summarize the participants' response about educational challenges of FSWHI in the school and in the classroom during the teaching learning processes, there were several challenges observed in the class and the resource rooms. The challenges were frequently observed in the school and in the classroom during the teaching processes. The facilitator opens the resource room. But it was no her main work.

4.2.9 Educational challenges for FSWHI as a Result of Their Gender

SNE teachers' response on educational challenges in relation to their gender revealed the following.

That means, SNE teachers responded simply about educational challenges as a result of their gender there is different response between SNE facilitator and the subject teacher

SNE teachers also said they face peer pressure; and workload at home and they face negative attitude towards them from classmates the other SNE facilitator said that because of good discipline at school there is no challenge related to their gender.

On the other hand, regular teachers' response regarding educational challenges as a result of their gender revealed as they "they feel confused, inferior and incompetent during classroom participation and classroom activities". Besides, FSWHI's response regarding educational challenges as a result of their gender indicated as their "mother orders them to stay and look after the home every week on market days"

4.2.10 Classmates' response regarding educational challenges as a result of their gender

Her classroom monitor:" said" when the FSWHI are on menstruation period and feel sick they often go out of the class and cry or they go home"

To summarize the response of the participant; in most situations, the challenge of FSWHI is not related with their gender rather related with their impairment.

4.2.11 Possible Remediation to be taken in resolving the Educational Challenges of Female Students with Hearing Impairment

What must be undertaken to resolve the education challenges of female Students with Hearing impairment?

All stake holders have been asked if they had any suggestion to be undertaken to resolve the challenges of female students with hearing impairment in the classes and outside the classes. Their suggestions have been summarized in respect of each respondent's roles in the school.

SNE Teachers Reflection on Improving the Education of Female Students with Hearing Impairment

Schools need to use special class teachers to give the subjects taught, Train sign language for the regular teachers, parents, classroom monitors, mentors and their friends repeatedly.

Creating awareness about disability and inclusive education; so that, the school community will reduce handicapping environment due to their negative attitude and misjudgment of female students with hearing impairment abilities.

Make female students with hearing impairment a better sign language communicator. This helps them to communicate with each other.

Teachers should use visual aid and loud sounds during instruction

School principals' Reflection on Improving the Education of female students with hearing impairment

According to the principals to bring long term changes in the school the following should be done. These include, the stake holders need to be committed to work together in cooperation. Besides, School communities should have adequate enough knowledge of sign language. In addition to these, the school and all stake holders need to create conducive environment and

providing accessible information to female student with hearing impairment for all. The other point that needs consideration is, school and stakeholders need to be committed to provide SL training for the student's with hearing impairment classmate, parent's of FSWHI and for all others SWHI, The school and the stake holder's need to commit to provide SL training for all teachers or if it is not possible for inclusive teachers only. The schools need to create chain with zone educational office to bring improvement on education of FSWHI since the school inclusive education program has no chain with other organ outside the school.

Regular teachers Reflection on Improving the Education of female students with hearing impairment

Some respondent of regular teachers said "FSWHI or SWHI need to learn separately or it is not suggested to bring children with hearing impairment to the regular school, it is better to teach them in a segregated school with the teachers who are skilled in special needs education, by opposing the goal of SNE".

If all teachers have adequate SL knowledge and if they are supported by hearing aids, amplifiers, and if there are skilled manpower the female student with hearing impairment can be advantageous and competent, otherwise integrating FSWHI into the regular class does not bring the required quality learning.

Government and nongovernmental organization should provide enough resources to enrich the resource room.

Giving peers and their parents SL training will help FSWHI competent and can aid them to accept in the community.

Female Students with Hearing Impairment Reflection on Improving the Education indicated that, refreshment training should be provided on sign language. There should be a culture of assigning interpreters for each inclusive class in the school. There should be provision of textbooks for each of the students with hearing impairment. Teachers are expected to develop a trend of giving detail notes and instructions on the blackboard in the classroom.

Classmate reflection on improving the education of female students with hearing impairment indicated that, teaching female students with Hearing impairment in special classrooms/ unit class is highly recommended. Giving us training in sign language so that we can communicate and help with each other. Parents reflection on improving the education of female students with hearing impairment. The parents said that: Our children should be free from annual fees, giving aid economically such as stationeries and uniform.

CHAPTER FIVE

5. DISCUSSION

The research findings have pointed out valuable information in relation to the educational opportunities, challenges and suggestions to be followed to support FSWHI. The following discussions of the finding had been done in relation to previous research findings under each theme.

5.1. Educational Opportunities for Female Student with Hearing Impairment

The educational opportunities created for FSWHI in the school and in the classroom for the teaching learning processes include inclusion of the students in regular class, assigning SNE teachers and facilitators, classmate support in sharing notes and activities and access to resource rooms. These facilitates were necessary and empowering for female students with hearing impairment. These school practices are encouraging.

To some extent the school principals, SNE teachers, regular teachers and classmates had tried to create some favorable environment for the students. These include one day training on sign language and inclusive by SNE teachers, writing brief notes on blackboard, give economic support, SNE facilitator gave follow up for SWHI and classmates helped by giving information. Although the supports were insufficient, they helped the female students with hearing impairment in the teaching learning processes

However, the researcher shares Tirusew Tefera's opinion that the provision of basic services for children with disabilities is at its lowest level at the country level (2006). The same is true in this school. He rationalized that the government has established certain special needs education

schools or classes; still so many children have been left out from the inclusion in the educational process simply because of the shortage of educational opportunities. Felekech, (2000) also added that most neglected groups of children in education are children with hearing impairment. In spite of these limitations, the laws and legislation of the country have provided opportunities to use and exercise the right to education, to live with others, to use the resources of the country equally, to get equally benefit and to be treated differently according to their needs.

5.2. Educational Challenges for Female Students with Hearing Impairment as a Result of their Impairment

According to the finding of the study, the educational challenge of FSWHI can be categorized in to five:

First, they had poor communication and interaction with the school communities. This can be explained in two ways. The first reason was regular teachers, parents and classmates had no training on sign language. The other reason was even those students with hearing impairment have forgotten the sign language since they began learning in inclusive classes.

The second problem was students were not much benefitting from the teaching learning process. This is because subject teachers did not use sign languages as medium of communication; no assigned person for interpreting the classroom discussions. There were no personnel in the resource room who showed them how to use computers and display materials.

The third problem was the school was not providing enough training on sign language for subject teachers, parents, classmates and for SWHI in general. This will have a cumulative negative effect on the whole social and emotional development of the students.

The fourth problem was limited awareness of the school community on inclusive classroom. Awareness on such issues help to develop the teachers, parents, classmates and FSWHI's attitude, effort for help and manage the problems anticipated.

The fifth problem was that they have difficulties accessing verbal information; poor perception of classmates; poor parental understanding, acceptance of regular teachers, and difficulty of FSWHI to stay with hearing students.

All these challenges were prevalent in the classroom during the teaching learning process and in the school. The impacts of the challenges as identified in the research were poor academic performance and relationship with the school community like loneliness. Akinpelu (1998) elaborated this problem like female students with hearing impairment are doubly disadvantaged and thus possibly have no place in the society. Furthermore, Wadesango, Gudyanga, Eliphanos, Hove and Gudyanga, (2014) added that with hearing impairment in inclusive school settings experienced emotional and behavior challenges because they were less accepted by regular teachers than hearing students in the regular classrooms and their behavior was interpreted as negative, and Sintayehu (2015) revealed that limited understanding, lack of commitment and willingness on the side of the school director reinforce the problem of SWHI. These all previous researches explain the research findings.

5.3. Educational Challenges for Female Students with Hearing Impairment as a Result of Their Gender

The challenges faced by Female Students with Hearing Impairment were not much due to their gender rather due to hearing impairment. However, some of the challenges related with gender

were more related to social pressure such as work load at home, peer pressure, teasing and isolation. Feeling of confusion, inferiority and incompetence at classroom participation and classroom activities and not sharing their problem with classmates. This was supported by Wubitu (2014) in that female students faced different challenges such lack of family support and much work at home.

5.4. Possible Remediation to be taken in resolving the Educational Challenges of Female Students with Hearing Impairment

All stake holders have forwarded their opinion to be considering in alleviating or reducing the above challenges. For instance they recommended for the school that it need to use special teachers to give the subjects taught; give training on sign language and awareness creation for the school community, and assign interpreters and enrich the resource room by resources and assign appropriate personnel and involve parents in the FSWHI affairs.

In relation to the teaching learning process teachers need to use interpreters and visual aids and need to prepare for particular students. All these suggestions are legitimate approaches to achieving the full participation of FSWHI in the education and social affairs

The convention on the rights of the child (UN, 1989 article 23), stipulates that children with disabilities should have effective access to receive education, training and rehabilitation services, in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

The first special needs/inclusive education strategy of Ethiopia which was designed in 2006 based on the country's constitution and education and training policy states that schools should promote inclusive education to meet the Millennium Development and Education for All goals.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter the summary, the conclusions from the findings and the suggestions to be undertaken to alleviate the problems and to improve the educational opportunities for FSWHI were made based on the finding of the study.

6.1. Summary

The major intention of the study was to investigate the educational opportunities and challenges of FSWHI in inclusive classroom at an elementary school. Samples from each type of stakeholders of the school such as SNE teachers and facilitators, regular teachers, parents, classmates and principals of the school were selected to give appropriate information.

6.2. Conclusion

Based on the findings obtained the research can conclude that, the educational opportunities created were; inclusion of the students in regular class. The other conclusion is that there is a trend of assigning special needs education teachers and facilitators at the school. It was also observed that there was a classmate support in sharing their short notes and activities. And also there was an access to resource rooms..

The main problems of the female students with hearing impairment in the school due to their disability were indicated as follows. They had poor communication and interaction with the

school communities because the regular teachers, parents and classmates had no training on sign language

Female Students with Hearing Impairment have forgotten the sign language they learned because of the absence of communication with the help of sign language and even they did not interact with each other.

Students were not much benefitting from the teaching learning process as expected since subject matter teachers did not use sign languages as a medium of communication/instruction.

There is no personnel with an appropriate training and experience in the resource room who can facilitate how to use computers and display materials.

The school had not provided enough training on sign language for subject teachers, parents, classmates and for SWHI in general which have cumulative negative effect on the whole social and emotional development of the students.

The school community such as teachers, students and FSWHI had limited awareness about inclusive education.

The challenges of FSWHI due to their gender were related with social pressure such as work load, teasing, feeling of inferiority and incompetence.

The suggestions made by the stakeholders regarding the challenges were indicated in the following manner.

The school need to use special needs education teachers to give the subjects being taught in the school or teachers should be equipped with the skill of sign language to teach subjects in inclusive classes.

Giving training on sign language and awareness creation for the school community enrich the resource room and assign appropriate personnel. In addition, there should be a culture of involving parents in FSWHI affairs in school and parents should learn sign language as much as possible to make the communications easier at home and at school level.

The school should assign sign language interpreters, and teacher should use visual aids and need to be prepared differently for students with different needs in the school/in the classroom.

1.3. Recommendations

Based on the research findings, the researcher has made the following suggestion to improve the educational opportunities and to alleviate the challenges of FSWHI during the teaching learning process and in the school.

The school should enrich the resource rooms by computers and display materials such as Amharic and English letters and numbers

Before inclusion of students in the regular classroom, teachers should have to know sign language or there should be interpreter to help SWHI to interact with others and to have better understand lessons.

The school should give training on sign language to the school community such as regular teachers, friends, parents and their friends.

The school should create awareness about inclusive education and disability to the community. This help to reduce handicapping situation related to the perceptions and conception of the school community.

The school should give emphasis on female students with hearing impairment who have social pressure in the form of peer influence, teasing, and feeling of loneliness. Particularly the school SNE teachers and facilitators could make further follow up and give emotional and behavioral training to equip them with the desirable social skill.

Teachers should prepare for a lesson to address problem of FSWHI during the teaching process. They can use visual aids and considering individual student need in their teaching.

Colleges of teacher educations are expected to provide awareness raising training for all concerned stake holders like teachers, parents, principals and the like to enhance the practices of inclusive education. Besides, there should be a trend of equipping inclusive schools with necessary facilities like sign language dictionary, different types of reference books to make inclusive education in primary schools more effective and efficient.

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Appendix 1: Interview guide for special needs teachers and facilitators

ADDIS ABABA UNIVERSITY

INTERVIEW QUESTIONS FOR SPECIAL NEEDS TEACHERS AND FACILITATORS

The main purpose of this interview is to identifying the educational challenges and opportunities of female students with hearing impairment while they are learning in the inclusive classroom and to indicate possible solution for the problem.

To achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part one: back ground Information.

Position in the school.....

Level of service in current position.....

Educational qualification.....

Field of study-----

Part two: Interview question related to available educational opportunities

1. As a special needs education teacher/facilitator, do you provide support for female students with hearing impairment when you get in the class and in the school?

- a) How do you see the educational opportunities in relation to their academic, social, emotional, behavioral and material environment in the school?
- b) Do you think classmates or peers provide appropriate support to these students?
- c) Do you use sign language in the inclusive classroom while you are teaching ?

Part three: Interview question related to challenges faced by female students with hearing impairment due to their impairment

- 2) What challenges do female Students with Hearing Impairment faced due to their impairment?
- a) How do you see the educational challenges in relation to their academic, social, emotional, behavioral and material environment in the school?
 - b) Do you think regular teachers and classmates or peers provide appropriate support to these students?
 - c) Do you use sign language in the inclusive classroom? If no how do you teach the subject?
- 3) What challenges do female Students with Hearing Impairment faced related to their gender? How do you see the educational challenges in relation to their academic, social, emotional,
- a) behavioral and material environment in the school?
 - b) Do you think classmates or peers provide appropriate support to these students?

Part four: Interview question related to solutions and suggestion

- 4) What must be done to improve the educational opportunities of female Students with Hearing impairment?
- a) What do you suggest in relation to creating opportunities in relation to their academic, social, emotional, behavioral and material environment in the school?
 - b) What do you suggest about the support given by classmates in your subject?
 - c) What do you suggest in relation to using sign language in the inclusive classroom?
 - d) What should be done to enrich the resource rooms and special classes so that it can provide adequate service for the students?

Appendix II: Interview guide for regular teachers

ADDIS ABABA UNIVERSITY

INTERVIEW QUESTIONS FOR REGULAR TEACHERS

The main purpose of this interview is to identifying the educational challenges and opportunities of female students with hearing impairment while they are learning in the inclusive classroom and to indicate possible solution for the problem.

To achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part one: back ground Information.

Position in the school.....

Level of service in current position.....

Educational qualification.....

Field of study-----

Part two: Interview question related to available educational opportunities

1. As aa regular teacher, do you provide support for female students with hearing impairment when you get in the class and in the school?

- a) How do you see the educational opportunities in relation to their academic, social, emotional, behavioral and material environment in the school?
- b) Do you think classmates or peers provide appropriate support to these students?
- c) Do you use sign language in the inclusive classroom while you are teaching? If yes, how?

Part three: Interview question related to challenges faced by female students with hearing impairment due to their impairment

- 2) What challenges do female Students with Hearing Impairment faced due to their impairment?
- a) How do you see the educational challenges in relation to their academic, social, emotional, behavioral and material environment in the school?
 - b) Do you think regular teachers and classmates or peers provide appropriate support to these students?
 - c) Do you use sign language in the inclusive classroom? If no how do you teach the subject?
- 3) What challenges do female Students with Hearing Impairment faced related to their gender?.
- a) How do you see the educational challenges in relation to their academic, social, emotional, behavioral and material environment in the school?
 - b) Do you think classmates or peers provide appropriate support to these students?

Part four: Interview question related to solutions and suggestion

- 4) What must be done to improve the educational opportunities of female Students with hearing impairment?
- a) What do you suggest in relation to creating opportunities in relation to their academic, social, emotional, behavioral and material environment in the school?
 - b) What do you suggest about the support given by classmates in your subject?
 - c) What do you suggest in relation to using sign language in the inclusive classroom?
 - d) What should be done to enrich the resource rooms and special classes so that it can provide adequate service for the students?

Appendix III: Interview guide for interview questions for principals

ADDIS ABABA UNIVERSITY

INTERVIEW QUESTIONS FOR PRINCIPALS

The main purpose of this interview is to identifying the educational challenges and opportunities of female students with hearing impairment while they are learning in the inclusive classroom and to indicate possible solution for the problem.

To achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part one: back ground Information.

Position in the school.....

Level of service in current position.....

Educational qualification.....

Field of study-----

Part two: Interview question related to available opportunities for regular teachers

1. As a school principal, do you provide support for female students with hearing impairment when you get in the class and in the school?

- a) How do you see the educational opportunities in relation to their academic, social, emotional, behavioral and material environment in the school?
- b) Do you think regular teachers and classmates or peers provide appropriate support to these students?

c) Did you give sign language training and awareness on inclusive classroom for teachers, students and parents? If yes, do you think it is adequate?

d) Is the resource rooms and special classes provide adequate service for?

Part three: Interview question related to challenges faced by female students with hearing impairment.

2) What challenges do female Students with Hearing Impairment faced due to their impairment?

a) How do you see the educational challenges in relation to their academic, social, emotional, behavioral and material environment in the school?

b) Do you think regular teachers and classmates or peers provide appropriate support to these students?

c) Do you use sign language in the inclusive classroom? Do you think it is adequate?

d) Is the resource rooms and special classes provide adequate service for? do you explain it?

3) What challenges do female Students with Hearing Impairment faced related to their gender? .

a) How do you see the educational challenges in relation to their academic, social, emotional, behavioral and material environment in the school?

b) Do you think regular teachers and classmates or peers provide appropriate support to these students?

Part four: Interview question related to solutions and suggestion

4) What must be done to improve the educational opportunities of female Students with hearing impairment?

a) What do you suggest in relation to creating opportunities in relation to their academic, social, emotional, behavioral and material environment in the school?

b) What do you suggest in relation to using sign language in the inclusive classroom?

c) What should be done to enrich the resource rooms and special classes so that it can provide adequate service for the students?

Appendix IV: Interview guide for FSWHI

አዲስ አበባ ዩኒቨርሲቲ የድህረምረቃትምህርት ቤት

የትምህርት ስነ-ባህሪ ኮሌጅ

የልዩፍላጎትትምህርትክፍል

መስማትየተሳናቸውሴትተማሪዎችየሚመልሱቃለ-መጠደቅ

ሚዛንቁጥርአንድየመጀመሪያደረጃት/ቤትመስማትበተሳናቸውሴትተማሪዎችየሚመልሱለቃለ መጠደቅየተዘጋጁጥያቁዎች፡፡

ውድተማሪዎች

የዚህ መጠደቅዋናዓላማ ከ5ኛ እስከ8ኛ

ክፍልላለ-መስማትለተሳናቸውሴትተማሪዎችበት/ቤትእናበክፍልውስጥየሚሠጠውንምቼአጋጣሚዎችእናእንቅፋቶችንለመመርመርእንዲሁምመፍትሄዎቻቸውንለመጠቀምየተዘጋጀመስፈሪያ ነው፡፡

ስለዚህለዚህጥናትናምርምርውጤታማነትየናንተቀጥተኛምላሽእጅግበጣምአስፈላጊነው፡፡

ሌላውእነዚህመጠደቆችመለ-በሙሉየሚውሉትለትምህርትሥራብቻመሆኑናየመልሶቻችሁምሚስጠርየሚጠበቅመሆኑንቃልእገባለሁ፡፡

ስለመልካምትብብራችሁምስጋናየከፍተኛነው!

ክፍልአንድ

1. የመስማትችግርአይነት(መስማትሀ) የተሳነው/ናትለ) በከፊልየሚሰማ/ትሰማ
2. የመስማትችግርየተከሰተበትጊዜሀ) ከወሊድበፊትለ) ከወሊድበኋላ
2. የት/ትደረጃ.....

ክፍልሁለት፡

1. መስማት-የተሳናቸው-ሴት-ተማሪዎች-በተመለከተ-ያለውን /ያሉት-ንምቹ-አጋጣሚዎች-
የሚመለከት-ቃለ-መጠይቅ-የተዘጋጁ-ጥያቄዎች፡፡

ሀ. ትምህርት-ቤቱ-መስማት-ለተሳናቸው-ተማሪዎች-ድጋፍ-ያደርጋል?
ድጋፍ-የሚያደርግ-ከሆነ-እንዴት-ድጋፍ-የማያደርግ?

ለ. ከልዩ-ፍላጎት-መምህር፣-ከመደበኛ-መምህር-እና-ከክፍል-ጓደኛ-ሽምንም-ንዕገዛታ-ገኛለሽ?

ሐ. ለትምህርት-ውጤታማነት-ወላጆች-ሽከት/ቤቱ-ጋር-የቅርብ-ግንኙነት-አላቸው?
ንቁተሳት-ፎያደርጋለ?

መ. በት/ቤት-ውስጥ-የምልክት-ቋንቋ-አስተርጓሚ-አለ? ካለ-በቂነው-በለሽ-ታስቢያለሽ?
ከሌለ-የመማር-ማሰተማሩ-ሂደት-እንዴት-ይካሄዳል?

ክፍልሦስት

2. መስማት-የተሳናቸው-ሴት-ተማሪዎች-በተመለከተ-የሚያጋሙ-እንቅፋቶች-በሚመለከት-ቃለ-መጠ-
ይቅ-የተዘጋጁ-ጥያቄዎች

ሀ. ከመምህራን-ከሚሰሙ-ተማሪዎች-ምንም-ንተግዳሮቶች-አጋጠመሽ?
በት/ቤት-ቅጥር-ግቢ-ውስጥ? በመማሪያ-ክፍል-ውስጥ?

ለ. ከመስማት-ችግር-የተነሳ-ምንም-ንችግሮች-አጋጠመሽ? በት/ቤት-ላይ?

ሐ. ከሴትነት-ሽየተነሳ-በትምህርት-ሽላይ-ያጋጠመሽ-ችግር-ምንድንነው?

3. የመስማት-ችግር እና ሴትነት-በአንድነት-በትምህርት-ሽላይ ያጋጠመውን ተጽዕኖ

እንዴት ትገልጫልህ?

ክፍል አራት

4. ቃለመጠይቅ መፍትሔ እና ከአስተያየት አንጻር

ሀ.

ከላይ የተዘረዘሩ ችግሮችን ለመቅረፍ ምንምንም ሻሻያዎች መስማት ለተሳናቸው ተማሪዎች ትምህርት መደረግ አለባቸው?

ሀርት መደረግ አለባቸው?

ለ. ከላይ የተዘረዘሩ ችግሮችን ለመቅረፍ ምንምንም ሻሻያዎች መስማት ለተሳናቸው

ሴት ተማሪዎች ትምህርት መደረግ አለባቸው?

Appendix V: Interview guide for classmates

አዲስአበባዩንቨርሲቲዩድህረምረቃትምህርትቤት

የትምህርትስነ-ባህሪኮሌጅ

የልዩፍላጎትትምህርትክፍል

የሚሰሙ ተማሪዎች የሚመልሱት ቃለመጠይቅ

ውድተማሪዎች

የ **ዚህመጠይቅ** ዋና ዓላማ **ከ5ኛ** እስከ **8ኛ**

ክፍል ላለ መስማት ለተሳናቸው ሴት ተማሪዎች በት/ቤት እና በክፍል ውስጥ የሚሠጠውን ምቹ አጋጣሚዎች እና እንቅፋቶችን ለመመርመር እንዲሁም መፍትሄዎቻቸውን ለመጠቀም የተዘጋጀ መስፈሪያ ነው፡፡

ስለዚህ ለዚህ ጥናት ምርምር ውጤታማነት የናንተ ቀጥተኛ ምላሽ እጅግ በጣም አስፈላጊ ነው፡፡

ሌላው እነዚህ መጠይቆች መላብሙ ለየሚውሉት ለትምህርት ሥራ ብቻ መሆኑና የመልሶቻችሁም ሚና

ስጠር የሚጠበቅ መሆኑን ቃል እገባለሁ፡፡

ስለመልካም ትብብራችሁም ስጋና የከፍተኛ ነው!

ክፍል አንድ

3. ትምህርት ደረጃ:- _____

4. ዕድሜ:- _____

5. ስም:- _____

ክፍልሁለት

1. መስማት-የተሳናቸው-ሴት-ተማሪዎች-በተመለከተ-ያሉ-ትንምርጥ-አጋጣሚዎች-የሚመለከት-ቃለመጠይቅ-የተዘጋጁ-ጥያቄዎች
- ሀ. መስማት-የተሳናቸው-ንሴት-ተማሪዎች-አስፈላጊ-በሆኑ-ነገሮች-ምንድን-ጋፍታ-ደርጋላችሁ
- ለ. መስማት-የተሳናቸው-ንሴት-ተማሪዎች-ምንዓይነት-ድጋፍ-ከት/ቤቱ-ያገኛሉ?

ክፍልሦስት

2.

የቃለመጠይቅ-ጥያቄዎች-መስማት-የተሳናቸው-ሴት-ተማሪዎች-የሚያጋጥሟቸው-ተግዳሮቶች-ዙሪያ

ሀ.. መስማት-የተሳናቸው-ሴት-ተማሪዎች-ካለ-መስማታቸው-የተነሳበት-ምህርታቸው-ላይ-የሚያጋጥሟቸው-ችግሮች-ምንምንድን-ሆኑ?

3). እነዚህ-መስማት-የተሳናቸው-ሴት-ተማሪዎች-ሴት-በመሆናቸው-ስለ-የሚያጋጥሙ-ችግሮች-ምንምንድን-ሆኑ ?

ክፍልአራት

ቃለመጠይቅ-በመፍትሄ-እና-በማስተካከያ-ሀሳቦች-ዙሪያ

ሀ. ከላይ-ተዘረዘሩ-ችግሮች-ለሴት-ተማሪዎች-ትምህርት-መሻሻል-የመፍትሔ-ሀሳቦች-ንግለፅ/ጭ::

Appendix VI: Interview guide for parents

አዲስአበባዩንቨርሲቲዩድህረምረቃትምህርትቤት

የትምህርትስነ-ባህሪኮሌጅ

የልዩፍላጎትትምህርትክፍል

ቃለመጠይቅመመሪያ

መስማትለተሳናቸውሴትተማሪዎችወላጅ

ውድወላጆች

የ **ዚህመጠይቅዋናዓላማ** **ከ5ኛ** **እስከ8ኛ**

ክፍልላለ.መስማትለተሳናቸውሴትተማሪዎችበት/ቤትእናበክፍልውስጥየሚሠጠውንምቼአጋጣሚዎችእናእንቅፋቶችንለመመርመርእንዲሁምመፍትሄዎቻቸውንለመጠቆምየተዘጋጀመስፈሪያ ነው፡፡

ስለዚህለዚህጥናትናምርምርውጤታማነትየናንተቀጥተኛምላሽእጅግበጣምአስፈላጊነው፡፡ ሌላውእነዚህመጠይቆችመለብሙሉየሚውሉትለትምህርትሥራብቻመሆኑናየመልሶቻችሁምሚስጢርየሚጠበቅመሆኑንቃልእገባለሁ፡፡

ስለመልካምትብብራችሁምስጋናየክፍተኛነው!

ክፍልአንድ

1. መስማትየተሳናቸውሴትተማሪዎችበተመለከተያሉትንምቼአጋጣሚዎችየሚመለከትቃለመጠይቅ

ሀ. ምንምንጻገዛዎችንና ቁሳቁሶችን ለልጅዎ ከት/ቤት ጋር በመተባበር ያደርጋሉ።

ለ. ከልጅዎ ጋር በምልክት ቋንቋ ይግባባሉ።

ክፍል ሁለት

ቃለ መጠይቅ ጥያቄዎች መስማት የተሳናቸው ሴት ተማሪዎች በሚያጋጥማቸው ተግዳሮቶች ዙሪያ

ሀ. ለልጅዎ በት/ቤት ውስጥ የሚያጋጥማቸው ችግሮች

ለ. ከመስማት ችግር?

3. ሴት በመሆኗ የተነሳ የሚጋጥማትን ችግር ይግለጹ?

ክፍል ሦስት

4. ከላይ የተዘረዘሩትን ችግሮች ለመቅረፍ እና ለልጅዎ ት/ት

መሻሻል ምንጻር ምጃዎችና ማስተካከያዎች መደረግ አለበት ይላሉ?

Appendix VII: Guide for focuss group discussion with FSWHI

አዲስአበባዩንቨርሲቲዩድህረምረቃትምህርትቤት

የትምህርትስነ-ባህሪኮሌጅ

የልዩፍላጎትትምህርትክፍል

መስማትለተሳናቸውሴትተማሪዎችየተዘጋጀየቡድንውይይት

ውድተማሪዎች

የ **ዚህመጠይቅዋናዓላማ** ከ5ኛ **እስከ8ኛ**

ክፍልላለ-መስማትለተሳናቸውሴትተማሪዎችበት/ቤትእናበክፍልውስጥየሚሠጠውንምቼአጋጣሚዎችእናእንቅፋቶችንለመመርመርእንዲሁምመፍትሄዎቻቸውንለመጠቀምየተዘጋጀመስፈሪያ ነው፡፡

ስለዚህለዚህጥናትናምርምርውጤታማነትየናንተቀጥተኛምላሽእጅግበጣምአስፈላጊነው፡፡

ሌላውእነዚህመጠይቆችመሉበሙሉየሚውሉትለትምህርትሥራብቻመሆኑናየመልሶቻችሁምሚ

ስጢርየሚጠበቅመሆኑንቃልእገባለሁ፡፡

ስለመልካምትብብራችሁምስጋናየከፍተኛነው!

ክፍልአንድ

1. የቡድንውይይቱየሚካሄድብትቦታ:- _____

2. የቡድን ውይይቱየሚካሄድበትቀን:- _____

3. የቡድን ውይይቱየተጀመረበትሰዓት:- _____

4. የቡድን ውይይቱበአጠቃላይየወሰደውሰዓት:- _____

5.ለቡድን ውይይቱ የተሳተፉ ሴት-ተማሪዎች ብዛት፡- _____

ተ/ቁ	የተሳታፊዎች ሥም	ዕድሜ	የት/ት ደረጃ/ክፍል	የመስማት-ችግር የተከሰተበት ጊዜ
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

የቡድን ውይይት ጥያቄዎች

1. ምን ምን ዕገዛዎችና ምቹ ሁኔታዎች ተፈጥሮላችኋል? በት/ቤት ውስጥ?
2. ከመ/ራንና ከክፍል ጓደኞቻችሁ ምን እገዛዎች ተደረገላችሁ?
3. ከመስማት ችግር የተነሳበት ምህርታችሁ ላይ ያጋጠሟችሁ ተግዳሮቶች ምን ድንናቸው?
4. ለነዚህ ችግሮች መቀረፍ አስፈላጊ የሆኑ ማሻሻያና መፍትሔዎችን ግለጹ።

Appendix VIII: Observation Check List for FSWHI

ADDIS ABABA UNIVERSITY

OBSERVATION CHECK LIST FOR FSWHI

NO	Description	Yes	No.	Description of observation
1	Do FSWHI have good social relationship with the hearing students?			
2	Do FSWHI have good social relationship with their teachers?			
3	Do FSWHI understand what the teacher wants to say during the instruction?			
4	Does the teacher understand what FSWHI want to say?			
5	Do they participate in the class activity?			
6	Is there Proper Light?			
7	Is there Eye contact?			
8	Is there proper Seating Arrangement?			
9	Is there good Classroom interaction with hearing students.?			
10	Is there good Peer interaction outside the classroom ?			

11	Teaching Method: Participatory			
12	Is the Class Size Optimum?			
13	Do they participate in play ground?			