

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

EDUCATIONAL OPPORTUNITIES AND CHALLENGES
OF STUDENTS WITH HEARING IMPAIRMENT IN
LIMAT BEHIBRET PRIMARY SCHOOL, ASSELA

BY
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**BY
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**A thesis submitted to the department of Special Needs Education
in partial fulfillment of the requirements for the Degree of Masters
of Arts in Special Needs Education**

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Abstract

The purpose of the study was to identify the Educational Opportunities and Challenges of Students with Hearing Impairment in LimatBehibret Primary School. In this qualitative, interviews with 32 participants involved. This includes 10 students with hearing impairment, 5 parents of students with hearing impairment, 8 hearing students, 5 teachers, 2 special needs professionals and 2 school principal. Focus group discussions were held with 8 students with hearing impairment and 8 hearing students. Observation and document analysis also employed. Results of the analysis indicates students with hearing impairments are advantageous for being integrated economical their basic needs are fulfilled by the Charity organization named Christian Horizon and USAID School-Community Partnership Serving Orphans and Vulnerable Children USAID/SCOPSO. With regarding to education previously there was no any school for students with hearing impairment to attend. But now there are integrated so as to get education support considering their needs socially they are benefiting a lot because they learn together with hearing students. 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 the school.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. It is also a basic necessity for all people which is recognized as a primary means for gaining independence, citizenship rights, appropriate employment, economic power and self-empowerment.

The educational scene in Ethiopia has undergone major changes over the years, resulting in better provision of education and better educational practices. Education is a universally recognized fundamental human right that should be accessible to all citizens. It plays a pivotal role in eradicating poverty and promoting socio economic development in any society.

According to Department for International Development, UK Aid (2011) education can reduce discrimination against children with disabilities and tackle poverty. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together. Education gives children with disabilities skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty.

In order to make the education system inclusive and to provide education for all, The Federal Democratic Republic of Ethiopia Ministry of Education has to give priority to

special needs education within the overall education sector development, and to use existing national expertise.

According to Thomas and Loxley (2001) & Allodi (2002) as cited by Joel Kivirauma, Kirsi Klemelä and Risto Rinne (2006) from the viewpoint of a democratic society and of a truly comprehensive school system, the shift towards protecting children's rights is perhaps the most essential issue within the inclusion debate. It is no longer a question of compulsory education or the children's special needs, but rather the right to participate in the common education.

The World Health Organization (WHO, 2005) cited in Rangita S. (2008) has estimated that 10% of the world's children have a physical, sensory, intellectual or mental health impairment. 80% of these children live in developing countries. These children could not able to get proper education. This is due to lack of awareness, lack of resource and other different issues.

According to The Federal Democratic Republic of Ethiopia Ministry of Education, (2012) education has been inaccessible for most children with disabilities. For instance, the National average gross enrollment rate at primary level was 96.4% in 2010/11, while that of children with disabilities was merely around 3.2%. This signifies that nearly 96.8% of children with disabilities are not being served by the education system and are still out of school. Moreover, the quality of education received by children with

disabilities has remained to be very low. This is mainly attributed to the inadequate training of teachers in Special needs education, unfavorable school facilities and other issues. Moreover, the 2007 Population and Housing Census of Ethiopia, suggested that there were 805,492 people with disabilities 27,288 deaf and 37,632 hard of hearing people in the country of whom most are children and young. In the Oromia Region the total number of deaf students are 10,907 and hard of hearings are 39,017. It is learned that the majority of deaf and hard of hearing population reside in rural areas where there are no schools for the deaf. But it clearly indicates that the presence of special schools in a parallel stream does effect the enrollment of children with disabilities in regular schools. Criticizing the segregation policies, Baquer and Sharma (1997) cited in Shiv Kumar (2006, 8) have pointed out that:

...separate special education systems lead to social segregation and isolation of the disabled, thus creating separate worlds for them in adult life. Inclusive education has the potential to lay the foundation of a more inclusive society where being “different” is accepted, respected and valued. The school is the first opportunity to start this desirable and yet difficult process. It is difficult because it is wrought with fears and apprehensions on the part of parents, teachers, and other children.

Inclusive education (IE) is a worldwide reform strategy intended to include students with different kind of disabilities in mainstream regular schools. School curriculum,

teaching methods, organization and resources need to be adapted to ensure that all learners, irrespective of their ability, can successfully participate in the regular classrooms (Mittler, 1995). Even though inclusive education means the inclusion of *all* children regardless of their physical, intellectual, social, emotional, linguistic or other conditions to the mainstream regular classrooms (UNESCO, 1994), in this study, inclusive education will refer only to the inclusion of students with hearing impairment in regular classrooms.

1.2. Statement of the problem

The Education and Training Policy of The Federal Democratic Republic of Ethiopia supports Special Education for students with Special Needs. These students are not limited only in one need. There are students with hearing impairment, students with visual impairment, students with physical impairments and others. Even these students have a right to learn a significant number of children and students are excluded from all education (TGE, 1994)

Among all these numbers of children those who are with hearing impairment can be taken into account. These children do have various problems like lack of Ethiopian sign language teachers, unfulfilled educational support, etc. Even if they started learning in unequipped places, they can be good competitors with their hearing peers.

Somehow this students are advantageous because the have got the opportunity to attend school. Moreover, students with hearing impairment in the area are also provided with some supports. However, the students are facing many challenges in their education. This is basically due to integration into regular classes without the appropriate support. Such and other points which take the attention of the researcher, lead to conduct this research in order to help to respond the following research question below.

1. What are the educational opportunities provided for students with hearing impairment in Limat Behibret primary school?
2. What are the educational challenges of students with hearing impairment in Limat Behibret primary school?
3. What are the possible solutions for the challenges?

1.3. Objectives of the Research

The research focuses on identifying the opportunities and challenges that students with hearing impairment face while they are integrated. It tries to address the challenges to successfully implement integration. The major aim of the research is to:

- Identify the opportunities that students with hearing impairment have got.
- Assess the challenges of students with hearing impairment in Limat Behibret Primary School.
- To show (recommend) ways that are useful to resolve the problem of students with hearing impairment.

1.4. Significance of the Research

The prime objective of this research is to assess opportunities and challenges of students with hearing impairment. Thus, the findings of this research can serve as valuable input to plan sound and effective intervention because it has provided timely information and identified the level of opportunities and challenges of the studied population. The research focusses on identifying the opportunities and challenges those students with hearing impairment in Limat Behibret primary school face. It also tries to suggest possible solution to address the needs of these students. Further, the study could serve as a springboard by providing baseline information to other interested researchers to take an issue and investigate further. The study also tries to:

- indicate opportunities to be expanded in inclusive schools, particularly students with hearing impairment,
- curb out the challenges of students with hearing impairment.
- be a pillar to conduct other researches.

1.5. Scope of the Research

The researcher applies a qualitative research design and involves 32 participants that include students with hearing impairment, hearing peers, parents, integrated classroom teachers, special needs professionals and school principals.

The researcher focused on educational opportunities and challenges of Limat Behibret primary school, second cycle (Grade 5 through grade 8) Students with Hearing Impairment in and Assela Town of Oromia Region.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Hearing Impairment

A person who is not able to hear as well as someone with normal hearing – hearing thresholds of 25dB (decibels) or better in both ears – is said to have hearing loss.

Hearing loss may be mild, moderate, severe or profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds (WHO, 2014).

Hearing impairment can be classified into two- Hard of hearing and Deaf.

‘Hard of hearing’ refers to people with hearing loss ranging from mild to severe.

They usually communicate through spoken language and can benefit from hearing aids, captioning and assistive listening devices. People with more significant hearing losses may benefit from cochlear implants (WHO, 2014).

‘Deaf’ people mostly have profound hearing loss, which implies very little or no hearing. They often use sign language for communication (WHO, 2014).

In the Ethiopian context, ‘*hearing impairment*’ as indicated in (Tirusew,1998), States that there is no any document which could be of some help to understand the terms both “ *deaf*” and ‘*hard-of hearing*’, it is rather described in a single term consisting negative connotation such as idiots which means persons who cannot be educated or do not at all understand. Tirusew, further noted that such an erroneous understanding of the hearing –impaired is evident by the widely used Amharic term “ *donkoro*” as described in the Amharic Dictionary, an individual whose hearing

organ does not function at all, mentally handicapped, and a person who blocked the ability to understand any language (Khesate Berhan, 1951, cited in Tirussew, 1998).

Hearing impairment as a general term continuum of hearing loss from mild to profound, which includes the sub classification of the hard of hearing and deaf.

Hard of hearing describe person with enough residual hearing, to use hearing (usually with hearing aid) as a primary modality for acquisition of language and in communication of others (Alemayehu, 2005).

Whether it is permanently or fluctuating it ranges between 21 and 69Db (decibels)

This condition can adversely affect the child's educational performance

Deaf described persons whose sense of hearing is nonfunctional for ordinary use in communication with or without a hearing aid. The loss is usually above 70Db. It is so severe that the person is impaired in processing linguistic information which adversely affects the educational performance (Schulze, Carpenter and Ann, 1991, cited in Alemayehu, 2005)

Prevalence rate of hearing impairment in 2012, WHO released new estimates on the magnitude of disabling hearing loss. The estimates are based on 42 population-based studies. Estimates are as follows: according to the WHO there are 360 million persons in the world with disabling hearing loss (5.3% of the world's population). Among these, 328 million (91%) of these are adults (183 million males, 145 million females) and the rest 32 (9%) million of these are children.

The prevalence of disabling hearing loss in children is greatest in South Asia, Asia Pacific and Sub-Saharan Africa. The prevalence of disabling hearing loss in adults over 65 years is highest in South Asia, Asia Pacific and Sub-Saharan Africa. Approximately one-third of persons over 65 years are affected by disabling hearing loss.

2.2. Educational integration

Educational integration means that the disabled and non-disabled children and students are studying together, which enables them to get to know each other, to be together in one room during the classes and the leisure time activities in order to become familiar with each other. We can also speak about full, partly, limited or reduced school integration, or about individual integration to a class in regular school - and integration of an individual to special class connected to regular school (Jitka S, 2003).

Educational integration has advantages in support of social learning and social involvement in hearing society, it also elimination of minorities segregation, The children become more tolerant to each other, when they are learning together. This in turn helps to shape their future life in the society (Jitka S, 2003).

However educational integration has some disadvantages the setting requires Special service (integration into non-special schools and classes) is much more expensive because of special equipment. Teachers who have the knowledge of sign language should be hired for translation purpose. The other problem is lack of social preparation and information about the handicapped of the teachers and children. Children with

hearing impairment and their families have additional requirements to implement educational integration successfully (Jitka S, 2003).

2.3.The Education of Children with Disabilities in Ethiopia

According to Tirusew (2005), in the last four decades the education of children with obvious sensory disabilities such as blindness and the deafness were served by special schools initially initiated by overseas missionaries. However, until now, the intake capacity of these few special schools was limited and the number of children served in these schools remains small. The education of children with mental retardation started with the opening of special classes in Kokebe Tibeha Primary School at Addis Ababa in the late eighties. Since then, special classes for children with mental retardation have emerged in different regular schools settings.

A good number of children with motor disorders (polio cases and others with neurological problems), reading writing difficulties, visual and auditory impairments, mild developmental disabilities, behavioral problems as well as others with special educational needs have been going to regular schools with children without disabilities. There has never been a placement service in the school system which makes assessment at entry point to help identify children who need back-up support, nor were the schools prepared to provide the necessary support to address the children's needs. Consequently, most of these children seem to be left without any educational support. They often suffer from psychological and academic difficulties and are destined to leave school early in life without success.

In recent years, there is a general trend towards inclusive education with the goal of mainstreaming children with disabilities in the regular school settings. This movement has resulted in a drastic increase in the scale of special classes in regular school settings for children with visual and hearing problems and children with mental retardation. The current trend which promotes the philosophy of inclusive education as opposed to segregated education has stimulated public debate and discourse among the stakeholders, policy makers, professionals, special school teachers, community-based rehabilitation workers and non-governmental organizations.

By and large the educational scenario of children with disabilities in Ethiopia seems to have the following five faces:

Special day schools (schools where children with the same type of disabilities attend during the day time);

Special boarding schools (residential schools where children with the same type of disabilities attend during the day time and stay the night together);

Special classes (classes in regular school settings where children with disabilities are placed);

Inclusive Schools (regular schools where children with disabilities are placed fully or partially in regular classes with children without disabilities); and

Regular Schools (schools where children with undetected disabilities are attending regular classes with others).

In the first four types of educational deliveries, attempts have been made to meet the special needs of the children by providing the necessary educational back-up support and making available necessary instructional resources. However, most of the special schools suffer from over crowdedness, scarcity of special instructional materials and facilities as well as shortage of teachers trained in special education. The special schools and classes as well as inclusive schools whose financing is dependent on the government report a serious problem of financial constraints. Even worse is the situation of the children with undetected or hidden disabilities who are attending classes with the non-disabled peers in the regular schools without any special educational support.

As indicated earlier, the enrollment rate of children with disabilities in public special schools and classes in Ethiopia is extremely low. The following two tables depict the enrollment of children with disabilities by the school's type and mode of educational delivery (Tirussew T, 2005).

2.4. Opportunities for students with hearing impairment

2.4.1. Positive attitudes of teachers

Teachers' attitudes are additionally influenced by the level of disability they are asked to accommodate within their classroom. (Jennifer and Linda, 2003), have found that while the majority of teachers expressed a generalized agreement with the policy of

inclusion, when asked specifically about their own willingness to include students with particular disabilities within their classrooms. These attitudes to inclusion appear to have important correlates with actual classroom practice, although the direction of causality is not clear.

A positive relationship between teachers' attitudes towards inclusion and their belief that they could influence the educational outcomes of children with special needs.

Teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. In all areas assessed, general classroom teachers rated their self efficacy, ability, and understanding, in relation to inclusive practice, to be lower than did special education teachers, and expressed a greater need for related in service training and increased support and resources. Similarly, teachers with more negative attitudes towards inclusion reported much less frequent use of instructional strategies known to facilitate the effective inclusion of children with learning disabilities. No relationship was found between attitudes towards inclusion and teachers' perceptions of their own efficacy in the general classroom. There are teachers with high self efficacy who are not favorably disposed to inclusive practice. This emphasizes the need to intervene to change teachers' attitudes to inclusion and their willingness to use associated effective instructional strategies (Jennifer and Linda, 2003).

While teachers' attitudes towards inclusion are clearly influential in the effective implementation of inclusive policy within the classroom, a related body of research has investigated teachers' attitudes towards disability, since these may affect teachers' attitudes towards inclusion, and the effectiveness of their inclusive practices (Jennifer and Linda, 2003).

2.4.2. Community Involvement

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued (Gezahegne, 2012).

Realizing the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the co-operation of families, and the mobilization of the community and voluntary organizations as well as the support of the public-at-large. Experience from countries or areas that have witnessed progress in equalizing educational opportunities for children and youth with special educational needs suggests several useful lessons.

Community involvement should be sought in order to supplement in-school activities, provide help in doing homework and compensate for lack of family support. Mention should be made in this connection of the role of neighborhood associations in making premises available, the role of family associations, youth clubs and movements, and the potential role of elderly people and other volunteers, including persons with disabilities, in both in-school and out-of-school programmes (Salamanca, 1994).

Whenever action for community-based rehabilitation is initiated from outside, it is the community that must decide whether the programme will become part of the ongoing community development activities. Various partners in the community, including organizations of persons with disabilities and other non-governmental organizations, should be empowered to take responsibility for the programme. Where appropriate, government agencies at both the national and local level should also lend financial and other support (Salamanca, 1994).

2.4.3. School Facilities

Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place. At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbors (Gezahegne, 2012).

Most of the required changes do not relate exclusively to the inclusion of children with special educational needs. They are part of a wider reform of education needed to improve its quality and relevance and to promote higher levels of learning and achievement by all pupils. The World Declaration Education for All underscored the need for a child-centred approach aimed at ensuring the successful schooling of all children. The adoption of more flexible, adaptive systems capable of taking fuller

account of the different needs of children will contribute both to educational success and inclusion (Salamanca, 1994).

2.4.4. Curriculum flexibility

Curricula should be adapted to children's needs, not vice-versa. Schools should therefore provide curricular opportunities to suit children with different abilities and interests. Children with special needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum. The guiding principle should be to provide all children with the same education, providing additional assistance and support to children requiring it (Salamanca, 1994).

2.4.5. School management

Local administrators and school heads can play a major role in making schools more responsive to children with special educational needs if they are given necessary authority and adequate training to do so. They should be invited to develop more flexible management procedures, to redeploy instructional resources, to diversify learning options, to mobilize child-to-child help, to offer support to pupils experiencing difficulties and to develop close relations with parents and the community. Successful school management depends upon the active and creative involvement of teachers and staff, and the development of effective co-operation and team work to meet the needs of students (Salamanca, 1994).

School heads have a special responsibility in promoting positive attitudes throughout the school community and in arranging for effective co-operation between class

teachers and support staff. Appropriate arrangements for support and the exact role to be played by various partners in the educational process should be decided through consultation and negotiation (Salamanca, 1994).

2.5.Educational Policies

Special attention should be paid to the needs of children and youth with severe or multiple disabilities. They have the same rights as others in the community to the achievement of maximum independence as adults and should be educated to the best of their potential towards that end.

Concerning this rights of education about Students with hearing impairment various policies and proclamations are designed and expected to be implemented. The United Nations (UN) has declared standard rules on the equalization of opportunities for persons with disabilities. According to the Department for international Development (DFID, 2011), the standard rules have given special attention on the promotion of equal participation for persons with disabilities. These were aimed to be met through medical care, rehabilitation, accessibility, education, employment and other related service provision mechanisms (DFID, 2011).

The right to education is clearly and explicitly stated in the new Convention on the Rights of Persons with Disabilities. The UN Article 23 states that states shall take appropriate measures for facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community. Governments shall ensure that education

of deaf and deaf blind persons is delivered in the most appropriate languages and in environments which maximize academic and social development. The governments shall also take appropriate measures to employ teachers who are qualified in sign language.

Like all children, Deaf children must have access to equal and quality education. Deaf children have the right to expect that their needs and human, linguistic and educational rights are respected and supported by educational authorities, in full compliance with international policy statements, national legislation and national curricula. Deaf children are born with the same basic capacities for learning and language as all children; they can and should reach their full potential with appropriate, visual, quality educational programmers and support.(WFD, 2010)

Deaf children are part of human diversity and they are entitled to respect for their evolving capacities and respect for their right to preserve their identities. These principles shall include in all spheres of education of deaf students: school legislation, curricular, learning materials, teacher teaching, school subjects and school practices. (WFD, 2010)

According to world federation of the deaf, like all people, Deaf people have the right to full access to quality education. (WFD, 2010)

Deaf people are primarily visual beings, whose eyes are their portal to the world of information and knowledge. Thus, sign language and visual strategies must be made

available to Deaf people as a birthright. (Deaf blind people may predominantly depend on their tactile sense and have the right to learn sign language, Braille and mobility skills. (WFD, 2010)

2.5.1. Ethiopian Constitution about the Right of Education

Educational policies for students with disability The Ethiopian government gives more attention. According to Ministry of Education of Ethiopia, Ethiopian Constitution establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged groups. In particular, the constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities (art. 41 and 91). Ethiopia has also ratified various international Conventions and instruments of relevance to inclusive education. (MoE, 2012)

Today, in the Ethiopian context, in the Education and Training Policy (1994) special education appears to be favored. In this policy, emphasis is given to the provision of education both to the handicapped and to the gifted "in accordance with their potential and needs" (TGE, 1994, p.9) and further confirming that "special education and training will be provided for people with special needs" (TGE, 1994, p.17). In addition to what has been stated in the education policy, the constitution of the Federal Democratic Republic of Ethiopia (FDRE) under article 90, declared that "to the extent the country's

resources permit, policies shall aim to provide all Ethiopians access to public health and education (FDRE, 1995, p.13).

As a matter of fact, though efforts are made to formulate new educational policy that allows equal access to all citizens, the number of special needs students that benefit from special education is very scarce. According to the released information in the Education Master Plan of Ethiopia (Zero draft), it is only 0.08 percent that are enrolled in the special education program. Research activity in the area of special education also appears to be very limited.

The negative attitude of the society towards disability, at least in part appears to be one of the reasons for the least enrolment of special needs students in schools (Tilahun, 2002). In fact, to materialize integration as an effective educational practice in the Ethiopian context, teachers and students should develop positive attitudes towards the integration of students with hearing impairment into regular classrooms.

Therefore, it is highly pertinent to examine the attitudes of teachers and students towards the integration of students with hearing impairment to come up with information which may be helpful for designing better academic intervention.

Education and Training Policy (ETP, 1994) states that the “expansion of quality primary education to all citizens is not only a right but also a guarantee for development”. It also aims at providing education to all children without any discrimination and assures that disadvantaged groups will receive special support in education.

Education is in itself not a place or a goal, but a continuous, life-long process enabling one to acquire multiple skills needed to become an independent, educated, employed, self-actualizing, participating and contributing citizen of one's community and society.

2.6.The Earlier Situation on Education of Students with Impairment

As Mammo Mengesha (in Savolainen et al. 2000) pointed out, students with disabilities enrolled in schools in the year 1999 were 3,900 and this figure revealed that the participation of children with disabilities remains below one percent. And, out of this number of children with disabilities, those children with hearing impairment were 1675 (940 males, and 735females). According to Tibebu (1990) less than one percent of the school age children expected to be hearing impaired get special educational services at the primary level.

Tibebu stated that the result of the study about the communication between the hearing impaired child and parent was found unsatisfactory as it is mainly through home sign and oral language. Tibebu also noted that because of the medium of communication used at school in which the hearing impaired children use to express their ideas being different from the home sign; the parents are unable to understand it.

A significant number of persons with hearing impairment, even those with good intelligence and abilities are in great disadvantage in developing social and personal adjustment.

2.7.The Current Situation of Students with Hearing Impairment

Studies by the World Federation for the Deaf (2010) reveal that the enrolment rate and literacy achievement of Deaf children is far below the average for the population at large. Illiteracy and semi-literacy are serious problems among Deaf people. Without appropriate education, advancement in society as an independent, employed, contributing citizen becomes problematic. Without a strong educational and language base, it is difficult to succeed in today's communities and marketplaces, and in the world of technology and information (WFD, 2010).

Moreover, even in industrialized countries, the majority of current Deaf education programmes do not respect the linguistic human rights of Deaf children. Indeed, most Deaf education programmes fall into the language deprivation category described in theoretical models of education of linguistic minorities. "Language deprivation" for Deaf people means ignoring the use of sign language as a basic communication means, as a language of instruction and as a school subject. Following this, the linguistic human rights of Deaf children are grossly violated in educational programmes all over the world (WFD, 2010).

2.8.Inclusive Education

Emphasis was on universalizing access and promoting equity for disadvantaged groups with special attention on removing educational disparities. Green and Engelbrecht (2007) say that in inclusive education, the emphasis is on provision, within the

mainstream school environment, of the conditions and support that will enable diverse individuals to achieve certain specified educational outcomes which may, or may not be understood to be the same for all learners. Chakuchichi et al. (2003) view inclusion as fostering an even learning environment for all children in their beliefs, values and norms. Thus, inclusion may be viewed as a tool for cultivating cultural and social values in hearing children and their deaf peers.

Powers (1996) points out that, deaf students have the right to learn in an inclusive setting, alongside their hearing peers. Teaching deaf and hearing children together in ordinary schools was now thought to give deaf learners equal access to opportunities for learning and normal models in society. However, the UNESCO (1994), convention which gave a voice to the need to include Children with disabilities in ordinary schools, highlights that deaf learners may need to use Sign Language as medium of communication.

But this appears to be hampered in ordinary schools as shown by Kiyaga and Moores's (2009:149) report that teachers of deaf children in sub-Saharan Africa in general cannot sign and do not view Sign Language as a complete language. This may not come as a surprise in light of Zimbabwe's indigenous-traditionalist culture which largely views disability negatively and in which many people experience shame and blame if there is a person with a disability in their family Chidyausiku, (2000) & Mpofu et al, (2007).

Ladd, (2003) says negative attitudes towards people with disabilities originate in the medical model belief that they are not full human beings because of the absence of or damage to physical faculty which in effect is a form of blaming the victim. Viewing

people with disabilities as learners simply having different needs which simply have to be accommodated in a regular school becomes questionable given this cultural background.

According to UNESCO (2007), 'Inclusive Education is a process of strengthening the capacity of the education system to reach out to all learners ... As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.'

Thus, Inclusive Education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. In other words, Inclusive Education extends well beyond Special Needs Education arising from disabilities, and includes consideration of other sources of disadvantage and marginalization.

Inclusion emphasises that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management. It also gives emphasize on groups of learners at risk of marginalization, exclusion or underachievement.

The educational environment must be adjusted to meet the needs of all learners. That means inclusive educaion is based on an assumption that all children can learn if they are given the right learning environment and support. It is about practical changes of the

school and its system including, attitude of the school community, teaching style or instructional adaptation, educational provisions, curriculum modification, physical adaptation for all children and cherishing the diverse backgrounds and abilities of all learners.

2.8.1. Access to an Inclusive Curriculum

Lack of access to an inclusive curriculum is one of the major factors affecting the learning of students with hearing impairment. Unless students with hearing impairment have access to inclusive curriculum, it is very unlikely to practically apply inclusive education. Booth (2000) has pointed out that access to education is only the first stage in overcoming the exclusion of persons with disabilities from the mainstream. More challenging is the task of bringing about a shift in public perspective and values, so that diversity is cherished.

However, it is difficult to say whether the first barrier has as yet been overcome in our country.

It is believed that the fundamental right to education will bring more pupils with Special education needs into Ordinary schools, and that this will provide the impetus for change. As stated this will require a number of innovations.

2.9. Challenges of Hearing impaired Students

According to Hear-it, (2012) there are so many challenges encountered by hearing impaired students. Even children with "minimal" hearing loss are at risk academically compared to their 'normal' hearing peers'. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term, according to the American Better Hearing Institute.

A German study cited in Heart-it (2012) has found that the children with hearing difficulties had a lower grade point average than their school mates. The pupils with hearing problems were found to have lower average grades – between 0.2 and 0.3 points lower than the average grades of children with normal hearing on a scale of 6 in math, German and physical education.

Hearing impaired children experience problems when attending mainstream schools unless they receive proper help and support. They may not become properly integrated, and they tend to keep in the background as they try to avoid standing out from their classmates.

Many children fail to communicate that they cannot hear what the teacher or the other pupils are saying. They may never ask the other pupils to repeat themselves, and some even tell the teacher that no special microphone is required even though sound amplification would make it easier for them to hear properly.

2.10. Attitudes of teachers

The purpose of education is to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute to their respective communities and work places. The central purpose becomes more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. As people strive to meet these challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools.

Today it is widely accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and is the preferred educational approach for the 21st century. Unfortunately, the philosophy has not always been widely held. Our thinking and acceptance has evolved rapidly over the last century, and continues to evolve, in response to federal and state law, along with changing social and political beliefs.

Many factors continue affecting and regulating the development of inclusive education in Ethiopia. A limited understanding of the concept disability, negative attitudes towards persons with disabilities and a hardened resistance to change are the major barrier impeding inclusive education. This piece explores the significance of attitudes, factors that might be affect teachers attitudes, teachers' role and training in an inclusive setting and challenges of inclusive education.

Teachers' attitudes were found to be influenced by the nature and severity of the disabling condition, training of the teacher, experience, gender and availability of

support. Implications from this review suggest the need to the availability of training, adapted curriculum, positive attitudes and utmost responsibility of the teachers.

Inclusive education is a process of enabling all children to learn and participate effectively within mainstream school systems. It does not segregate children who have different abilities or needs. This, in other words, is to indicate the shift of thinking from an unnatural segregated setting toward inclusive education must be given the due attention it deserves if inclusive education is to be favoured and practiced as educational modality.

In Ethiopia, the movement towards inclusive education continues on the assumption that teachers are willing to admit students within the regular classes and be responsible for meeting their needs. However, negative attitudes and misconceptions have begun to be reflected in some cases. For example, it is found that most teachers reject the admission of students with disabilities into their schools.

Teachers also refuse the placement of students with disability in their classes with the notion that this could be unrewarding and burdensome. The rejection is stronger with those children with severe disabilities than those with less severe disabilities are. On the other hand, a growing body of research refutes claiming that perceptions and attitudes of teachers are gradually improving in a positive direction in inclusive educational setting. Generally, teachers training programmes, adapted curriculum, teachers' attitudes, materials and equipment provision and financial sources are among the frontiers of challenge in the implementation of inclusive education.

Particularly attitudes of teachers' remain the ultimate challenge since it is influenced by the presence of all other factors mentioned above. For example, when resources and proper training are not available, negative results concerning attitudes toward inclusive education are likely to happen. Therefore, for the successful implementation of inclusive education, major challenges (like teachers attitude) have to be overcome beforehand (Gezahegne, 2012).

CHAPTER THREE

METHODOLOGY

This section will try to address how the participants are identified; procedures of data collection and instrument for collecting data. The discussion is organized based on the responses collected through interview, observation and document analysis of the school record.

3.1. Research Design

The researcher employed a Qualitative research design. It is believed that a qualitative research design is useful to identify the problem related to the topic thoroughly.

3.2. Study Site

The study was conducted in Oromia region, Assella town, Limat Behibret Primary School, which is 175 KM far from the capital Addis Ababa. According to the According to the Population and Housing Census report of 2007, the population projection, its total population is about 67,269. However, there is no well registered statistics showing the number of Persons with Disabilities in the town. According to the 2007 Population and Housing Census of Ethiopia, the total number of Persons with Hearing Impairment in Oromiya Region is estimated to be 49,924. Among the total Persons with Hearing Impairment, the total number of deaf students is 10,907 and hard of hearings are 39,017.

3.3. Population & Sample

The total numbers of participants for the study were thirty-two (32). Out of thirty two participants, ten (10) students with hearing impairment from the second cycle students, eight (8) hearing peers (learning together with students with hearing impairment), five (5) regular class teachers, two (2) Principals, five (5) parents, and two (2) Special Needs professionals participated in the study.

As explained earlier, students with hearing impairment were main informants of the study. The selection process was performed purposefully from each grade. Among the ten students with hearing impairment two (2) students from Grade 5, three (3) students from Grade 6, (3) students from Grade 7 and (2) students from Grade 8 participated in the interview and two (2) students from each class have involved in the focus group discussion. These students age are between 15 to 25 years of age. Moreover, seven (7) male and three (3) female students have participated in the interview process. The subject consists of deaf and hard of hearing in both groupings.

As a result, the selection procedure was made possible by consulting the Special Needs Professional at the school. These students with hearing impairment revealed that seven of them were deaf and the remaining three were hard of hearing.

The other informants were their classmates eight (8) hearing students, aged between 12 to 15, two (2) students from each class have participated.

According to the information gained from the school principal, parents of students with hearing impairment have no participation and frequent contacts with teachers at the school. The reason is due to the far distance living (out of town in the rural area) to the majority of parents of Students with hearing impairment. Even though it was impossible to contact parents of students with hearing impairment, the researcher interviewed only five (5) among six (6) parents by the help of some special needs teachers who were intimate to the parents of students with hearing impairment. Four (4) of the five (5) parents have undergone a basic primary education and the remaining parent hold a diploma and is actually a teacher in this school.

The vice principal of the school had facilitated the availability of the regular class teachers to make the interviews successful. One (1) female and four (4) males were selected and had participated in the interview. Among them one four teacher hold diploma and the rest hold a degree. Three of them have more than 27 years of teaching experience and the remaining two teachers (one male and one female) have less than five years of teaching experience. These teachers were therefore supposed to know a lot about the opportunities as well as the challenges of their deaf students.

Two (2) special needs professionals, one (1) male and one (1) female, participated during the interview process. The man holds a Degree in special needs and 21 years of teaching experience whereas the woman holds a Degree in special needs and 17 years of teaching experience. In order to gather more reliable information I have interviewed two (2) special needs professionals instead of one (1).

In addition to this, the researcher held interviews with two school principals (one male and one female). Viewing their profile, the head principal holds a Degree and 12 years of working experience and the vice principal holds a Diploma and 15 years of working experience.

3.4.Sampling Techniques

The researcher used Purposive Sampling Techniques for students with hearing impairment, hearing students, for the school principals and for special needs professionals. but it was difficult to meet parents of students with hearing impairment due to the far distance of their residence. Regarding teachers, most of them were not volunteers to participate in the study. Therefore, the researcher used availability sampling technique to select the participants for both conditions in the study.

3.5.Instruments

The researcher used the following tools to collect the data.

3.5.1. Interview

The interview is conducted to collect information from all the participants. The participants in this research are ten (10) students with hearing impairment, eight (8) hearing students, five (5) teachers, five parents or guardians of students with hearing impairment, two (2) school administrators and two (2) Special Needs Professional. The interview with students with hearing impairments was conducted by one translator

whose purpose is translating the Ethiopian sign language to Amharic language. The researcher asked the interview questions to the translator, who uses Ethiopian Sign Language, and then the translator asks students with hearing impairment using sign language, and the translator retells orally what they were saying. The speech which is told by the translator was recorded using tape recorder. And some notes were taken by the researcher.

3.5.2. Focus Group Discussion

Students with Hearing Impairment and Hearing students participated in focus group discussion. A total of 18 students took part in the discussion. These include 10 students with hearing impairment and 8 hearing students from grade 5, 6, 7 and 8 (two from each grade) students were participating in the focus group discussion. While the focus group discussion was conducted all the discussion was recorded using tape recorder, and a note was taken by the researcher. The recording was made while the translator was translating what students with hearing impairment were saying.

3.5.3. Observation

To identify the opportunities and existing problems of students with hearing impairment in the school, in addition to triangulate the information got from the participants the researcher prepared an observation checklist for the activities performed in the classroom. The teaching learning process of the whole school regarding students with

hearing impairment is also assessed by the checklist. On the themes the researcher tried to observe the conditions at school.

3.6. Pilot Study

In order to assess the questions and improve the qualities of the instrument prepared for the research, a pilot study was conducted in Victory School for the deaf which is located at Yeka Sub city near British Embassy. The number of students who were participating in the pilot study were three (3) students with hearing impairment from second cycle, two (2) teachers, one (1) parent and one (1) school vice principal. Regarding the interview questions there were vague questions. These questions of the interview were improved based on the feedback the researcher got from the pilot study.

3.7.Data collection Procedures

Contacts have been made with the school principals and Special Needs Professionals in order to establish a smooth relationship to achieve the purpose of the study. Preliminary information was also secured from the selected school to determine the number of participants to be included in the study from the school.

To gather pertinent information, the researcher held interviews with ten (10) students with hearing students, eight (8) hearing students, five (5) teachers, five (5) parents or guardians of students with hearing impairment, two (2) special needs professionals and two (2) school administrators. Moreover, two focus group discussions with eight (10) students with hearing impairment and eight (8) hearing students were conducted.

Observation inside and outside the classroom were used to collect the data which are

essential to make the research reliable. The special needs unit in the school facilitated the sign language interpreter.

3.8. Data analysis and interpretation

The data which is obtained from interview, focus group discussions, observation, and document analysis is described, interpreted and analyzed.

All the data were recorded and then transcribed to describe to see all related conditions in school compound.

3.9. Ethical Concerns

In the processes of the study, a number of measures have been taken to observe basic ethical standards. As the population was persons with disabilities, while developing the data collection instrument, as well as interviewing survey respondents, necessary precautions were taken to avoid the use of derogatory words like “denkoro”, “dida” and other words. As previously stated, each respondent was told the purpose of the study, explained about confidentiality of all information and his/her right to terminate if there was a feeling of discomfort. No names were asked on the interview and on the analysis parts to ensure confidentiality of the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

As indicated in the earlier chapters, the purpose of this research was to identify opportunities and challenges of students with hearing impairment in Limat Behibret Primary School. The study identified the opportunity of students with hearing impairment and the challenges of these students in their academic performance. In this section, the findings are analyzed in relation to the major research questions of the study and theoretical frameworks. The analysis is presented in thematic form. The prior theme that the analysis started with was on opportunity and challenges of students with hearing impairment.

4.1. Opportunities

It is hardly possible to achieve ones educational goals without the proper support in the school. Activities in general and education in particular need particular support to be successful. This is especially true for students with hearing impairment. The supports are as follows:

4.1.1. Educational Opportunities

The targeted students and the other school community did not deny the educational opportunity that Students with Hearing Impairment got in the area. There was no school that these students were attending their class in this town at the primary level. Before the school was established the students with hearing impairment were forced to stay in their home but after the school is built the students have got the chance of getting

Primary education. The basic education given in the school helps them to communicate with their peers and opens the door to interact with the external society.

According to the majority of students with hearing impairment during interview, there are many opportunities that they have got in different times. One of the opportunities that the school providing is students with hearing impairment got the chance to attend class. According to the students with hearing impairment and some integrated classroom teachers, going to school by itself is a great chance for them. One of school principals said that to make the teaching learning process suitable, one textbook for one student with hearing impairments is given by the school. Besides, they got school supplies like textbooks, pens, pencils, sharpeners, erasers, rulers and other materials and school uniform per year form USAID School-Community Partnership Serving Orphans and Vulnerable Children USAID/SCOPSO and Uniform and 120 birr stipend from Christian Horizon.

The distribution of resources to schools should take realistic account of the differences in expenditure required to provide appropriate education for all children, bearing in mind their needs and circumstances. It may be realistic to begin by supporting those schools that wish to promote inclusive education. (Salamanca, 1994)

Previously the lack of educational access, inadequate educational provisions and resources, confounded with other socio-cultural factors, deprive children with disabilities the possibilities of developing their potential, pushing them towards a vicious cycle of poverty. As empirical evidences suggest, there are multiple problems

surrounding the different scenarios of the education of children with disabilities in Ethiopia (Tirussew, 2005)

A peer to peer support is coordinated by the school. Furthermore, trainings are organized by the special needs department gave awareness to the school community about the students with hearing impairment at large. Consequently, students' understanding about disability and other related concepts is improved. It was also revealed during the interviews, focus group discussions and observation that students with hearing impairment have got social benefits as well. This is so because they are learning with hearing students in the integrated classes. This is an opportunity to have good inter-personal interaction, to support each other and play together. This in turn contributes to have better social life in their future carrier.

The Salamanca declaration supported that, policy - makers at all levels, including the school level, should regularly reaffirm their commitment to inclusion and promote Positive attitudes among children, among teachers and among the public - at - large towards those with special educational needs.

The same resource added that, Mass media can play a powerful role in promoting positive attitudes towards the integration of disabled persons in society, overcoming prejudice and misinformation, and infusing greater optimism and imagination about the capabilities of persons with disabilities. The media should be used to inform the public on new approaches in education, particularly as regards provision for special

needs education in regular schools, by popularizing examples of good practice and successful experiences. (Salamanca, 1994)

4.2. Challenges

Students with hearing impairments who are attending classes in Limat Behibret primary school have faced some challenges.

4.2.1. Lack of communication of Ethiopian Sign Language

The major problem encountered by the students with hearing impairment is Ethiopian Sign Language. When they were learning from grade 1 up to 4 their teachers were able to communicate them with the Ethiopian sign language, but starting from grade 5 till now the students with hearing impairment are forced to learn in a regular classes with the teachers lacking the Ethiopian sign language. This made them disappointed to their educational success.

One of the participants from grade 8, who is a student with hearing impairment, he said that, the most challenge that they are facing is on the learning process we used to learning Ethiopian Sing Language from grade 1 to 4. Now being integrated with hearing students, the study is becoming difficult because the teachers lack knowledge of Ethiopian sign Language. Sometimes some teachers speak orally and are unable to meet our needs. They cannot provide us any kind of support except for hearing students. He added that they are not properly informed when homework and corrections are given.

Students with hearing impairment are forced to depend on hearing students. They usually do not attend make up classes because they are not aware of it.

During the focus group discussion Aberash (pseudonym) said that, “During the civics and ethical education class, I was reading a book because I was not aware that the teacher was asking questions orally. Then immediately he came to me and snatched my book, threw it away through the window and slapped me as if I was doing that intentionally. He did not even know that I am a student with hearing impairment.”

One of students with hearing impairment from grade 6, said that, the teachers teach the whole lesson verbally and they don't provide us any kind of support. We were obliged to sit idle and seen as a strangers while the teachers teach the Hearing students.

Due to the absence of communication with other hearing peers in the school, they sometimes get quarreled with hearing peers. This is due to the misunderstanding that hearing students have. Even if students with hearing impairment want to play with them they do not understand their interest. As the result, students with hearing impairment often get quarreled with their hearing peers. To avoid such bad relationship, most of students with hearing impairment prefer to be alone.

According to some interviewees, they are sometimes excluded from group work activities by their teachers. This is because some teachers do not think that students with hearing impairment are competent enough. This is basically due to lack of communication. A student from grade six also commented that he could not get any support from his hearing peers because they do not know how to communicate with

Ethiopian Sign language. Even school teachers are not willing to learn the Ethiopian Sign language so as to communicate with us. This and other communication-related factors prohibited as from getting appropriate support to advance our educational goals.

“Students with hearing impairment have no communication with their classmates, because of the language they use most of the hearing students are not even willing to learn the Ethiopian sign language and to understand us.” Said one of the hearing student participated in focus group discussion. The hearing students do group work without including them. “They are sensitive and cry or become angry as they wrongly thinking we have insulted them.” Added the student. They do not do homework’s because the teachers do not give care to their needs.

The challenges of the partially hearing students are also described below. According to the students, there are some teachers who neither use sign language nor make their sound loud, here the victims would become students who are deaf and hard of hearing. The only means they learn is only the written thing on the chalk board.

One of the parents stated that, “My child ranked first from grade one through grade four. However, his academic status becoming deteriorated begging from grade five after he has been integrated. This is basically due to the lack of support in the integrated classes. Due to this, he frustrated and wanted to drop out. The government is not paying attention to the needs of students with hearing impairment. We had reported the situation reputedly but in vain.”

Another mother of children with hearing impairment added that, a child was learning from grade one to grade four without difficulty. Nevertheless, she was forced to repeat in grade seven twice.

This is due to the lack of communication between the teachers and her in integrated classroom.

As the majority of the teachers believe that, because of the lack of Ethiopian sign language, they did not properly transfer their knowledge. The vice principal of the school said that, these student with hearing impairment have a problem of understanding and doing their assignment accordingly. They do not attend make up and tutorial classes because they are not informed by teachers as well as their peers. That's why communication becomes their major problem. The school has been reporting the problem to authorities but not yet solved.

During the researcher observation in the classroom, the teachers did not show attention for students with hearing impairment. There was no eye contact with students with hearing impairment.

Students with hearing impairments face big difficulties in regular lectures. They are an alike-minority, while many are really adept at reading lips others are not, some communicate orally and others through sign languages, gestures, writing, or a combination of these methods. Usually, hearing impaired students are taught through interpretation, meaning a third person needs to be present in the classroom to

communicate the content to the student, or that a visual language might be used by the instructor to communicate with the students with hearing impairment. (Tilahun, 2002)

According to Department of Disability Services of US (2013) Students who are deaf or hard of hearing often require classroom accommodations so they can understand and learn the material presented. Some individuals who are deaf or hard of hearing prefer communicating through sign language as opposed to writing, lip reading, or if the individual possesses residual hearing, possibly using a device to amplify sounds.

This situation faces many deaf persons in the public sphere -in buses, police stations, courts, schools, hospitals and many more. Sign language has not been considered as an important language across sectors. This has denied people with hearing impairment their rights to information and education. Deaf people have missed many opportunities due to the fact that they were being left out because of the gap that language barriers created. Vocational training for the deaf has been created as a means of teaching those skills that will enable them to become self-sufficient (Masozi N. (2012).

The main goal is to try and reduce the communication barrier that exists between deaf people and people with full hearing abilities. It is absolutely essential to teach sign language as there is a great shortage of sign language translators.

Families need to learn signs for the sake of their deaf children – yet they are often denied the chance. Children who are born to deaf parents learn how to sign from their parents. However, 90% of deaf children are born to hearing parents and at the moment

it is incredibly difficult for them to access courses so they can learn to sign (Masozi N. (2012).

Sign language is becoming a popular teaching style for young children. Since the muscles in babies' hands grow and develop quicker than their mouths, sign language is a beneficial option for better communication. Younger children can learn and pick up sign language quicker than they learn to speak. This decreases the confusion between parents when trying to figure out what their child wants.

Gary Morgan, professor of psychology at City University, London, quoted in Guardian (UK) Newspaper of 15th January 2012, commented that a delay in access to language and communication can have severe and long lasting effects for a child's cognitive, social-emotional and academic skills. Many deaf children arrive at school with the task of learning a first language rather than learning about the world through already developed language (Masozi N. (2012).

4.2.2. Lack of Resource Centers

A resource center is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to Special Needs Education learners, teachers and neighboring schools. (MoE, Guide for SNE, 2012)

When the researcher observe the school setting and all the participants during interview and focus group discussion confirm that the school does not have a resource room for students with hearing impairment.

4.2.3. Lack of Motivation of teachers

The majority of the teachers who participated in the interview confirmed that they are well aware of students with hearing impairment and other disabilities during their stay at college and through different Medias. But some teachers are not aware of disability related issues. One of the teachers said that, “I have neither the training nor a related education to take care of Students with hearing impairment. But I understand their situation as I am a biology teacher.” The other added that, “I have no profound understanding of Ethiopian Sign Language except greetings and explaining what I write on the blackboard.”

Even though the majority of the teachers who participated in the interview process have the awareness of hearing impairment, according to the participants, they did not show interest to update their teaching method to use flexible curriculum in order to ease the learning of students with hearing impairment.

Special needs professionals of the school said that, they set every year CPD (Continuous Professional Development) plan for regular Teachers and repeatedly forwarded trainings to Hearing Students of Grade 5 to 8 with Hearing Impairment in their assigned classes. However, among the sixty students we have registered, only 7 or 8 students attended the training. This is also the case of the teachers. Among 49 teachers, only one or two are willing to attend the trainings organized by the special needs professional s. Due to this reason, the training cannot be successful. Teachers are not willing to attend the training for they think that it is a burden in addition to their

daily task. They are not motivated because they are not paid. We cannot put any pressure on them except reporting to the administration. The other special needs professional added that the greater challenges are the teachers and classmates do not know Ethiopian Sign language. Consequently enough attention is not given by teachers.

The teachers do not give short notes to the students. We had to prepare two concepts to solve this problem. In one side we had facilitated Ethiopian Sign Language trainings for the teachers, but a resistance showed up by the teachers complaining of overload and lack of motivation following by inconsistent attendance. In other side we had formed a Special Needs Club and created a fair awareness on Ethiopian Sign Language. But the small number of Hearing Students limited our success. Besides we encourage them to come at our department office in order to get tutorial aid. As the vice principal strengthen, the teachers have taken a course on special needs education while studying in colleges, but they do not show interest. They did not even apply very little from the course they have taken. Most of them are diploma graduates. But they are not interested to apply what they know. The attention given for the students with hearing impairment is not like that of hearing students.

Another challenge that students with hearing impairment in the school face is related to teachers attitude. Many factors affecting continue affecting and regulating the development of inclusive education in Ethiopia. A limited understanding of the concept disability, negative attitudes towards persons with disabilities and hardened the

resistance to change are the major barriers impeding inclusive education. (Gezahegne & Yinebeb, 2010)

Teachers attitude were found to be influenced by the nature and severity of the disabling condition, training of the teacher, experience, gender and availability of support.

((Gezahegne B, 2013)

This review suggested the need to the availability of training, adapted curriculum, positive attitudes and utmost responsibility of the teachers.

4.3. Possible Solutions given by the Participants.

4.3.1. Students with Hearing impairment

The majority of hearing impaired students argues that, they prefer to learn at the beginning of grade 5 by teachers who have the knowledge of Ethiopian sign language.

The other student from grade 5 said that, besides it, we should practice English by teachers knowing Ethiopian sign language and we study together in Special Needs classes.

4.3.2. Teachers

The teachers also argued that It would be better if we are taught by well trained teachers or by their respective teachers or it is better a short term training should be given to us.

Besides, we need the trainings in relation with different mechanisms that help us

identify their problems. The other two teachers believe that it would be preferable if teachers who know Ethiopian sign language are assigned.

4.3.3. Principals

Teachers especially who teach in integrated classrooms should be trained in special needs education. Supporting school materials should also be available. The portion should be covered before the students are promoted to the next grade. The government has paid special attention in this regard. This is because it is believed that the potential of students with hearing impairment benefit the country at large.

4.3.4. Parents

It would be better if they study by Ethiopian sign language. Following our request the government had promised to assign an Ethiopian sign language interpreter, but it is still not implemented. Books should be prepared according to their needs to facilitate their learning process.

4.3.5. Hearing Students

During focus group discussion hearing students suggested that, if the teachers and hearing students are given the Ethiopian Sign Language, they could be able to support students with hearing impairment and they can get a good result, Moreover, Students with hearing impairment will be more successful, if they are given textbooks and other important materials.

4.3.6. Special Needs Professionals

According to the special needs professional who are working in the school, it would be successful if the Hearing Impaired Students learn separately up to 8th grade and mixed with others thereafter. This is due the beginning of plasma lecture at 9th grade. Besides the use of Ethiopian Sign Language interpreter is recommended and the concerned authority should promote the Ethiopian Sign Language study for teachers.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

Students with hearing impairment in Limat Behibret Primary School have got educational opportunities and other benefits. Integrated schools that cater for a wide range of pupils in both urban and rural areas requires: the articulation of a clear and forceful policy on integration together with adequate financial provision – an effective public information effort to combat prejudice and create informed and positive attitudes an extensive programme of orientation and staff training – and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extra - curricular activities.

The opportunities of the students with hearing impairment are educational. Some Non-Governmental organizations provide supports for school supplies and for meal.

Education wise, these students who were marginalized have been learning in integrated setting. They are also socialized with hearing students.

As it was also proved by the research, though there are some opportunities towards the integration of students with hearing impairment, some challenges are also noticed.

The major challenges that students with hearing impairment encountered are: lack of teachers' knowledge of Ethiopian sign language, Poor attitudes of teachers towards in integrated setting,

Generally this study shows that, students with hearing impairment faces a lot of challenges because of the lack of Ethiopian Sing Language knowledge from grade 5 to 8 forced to attend the class without Ethiopian Sign Language interpreter by using only the blackboard. Even though the school special need professionals prepared the trainings of Ethiopian Sign Language and awareness about the students with hearing impairment, but the lack of motivation stop the pace of the inclusive education implementation.

5.2. RECOMMENDATION

Based on the findings and the conclusion drawn, the following measures are suggested as a means of solution for those engaged in teaching students with hearing impairment in regular teachers. The following points recommended by the researcher for further improvement in the field of special education provision are:

5.2.1. Recommendation on the Opportunities

1. Even though the NGOs provide the students with hearing impairment the necessary support through the school, it is still not sufficient. Therefore, the researcher recommends that the support should be adequate.

2. The school has given priority and provided academic text books for each subject for students with hearing impairment, but the goal is not met due to the shortage of text books. Hence, this problem should be solved by working together with the concerned educational authorities.

5.2.2. Recommendations on the challenges

1. Even if the government had promised to assign sign language interpreters action should be taken for the implementation.

2. The teaching learning process is problematic because teachers, hearing students and other school communities lack knowledge of Ethiopian sign language. Therefore budget incentive should be set to facilitate trainings on Ethiopian sign language and other related trainings to the previously mentioned stakeholders.

3. School heads should have a special responsibility in promoting positive attitudes throughout the school community and in arranging for effective co-operation between class teachers and support staff.

4. Even if the plasma education process is costly for the development and sustainability of inclusive education setting it is better to start from 5th Grade.

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Appendix A
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this interview is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Students with hearing impairment

1. What is the cause of your deafness?
2. What did you feel when you first realized that you are hearing impaired?
3. What problem(s) have you encountered so far due to your hearing lose?
(Specially with regard to communication with others and education?)

With regard to communication with your parents, peers and school community in general?

4. What challenges did you face from hearing students in the school, parents, and the society in your day to day activities?
5. Do you communicate with Ethiopian sing language? If No, How do you communicate in the classroom?
6. Do your teachers communicate with Ethiopian sign language? If No, How do you communicate with your teachers and how does the teaching learning process going on?
7. Do you explain the interaction with Hearing students inside the classroom?
8. What support do you get from the school community?
9. Is there resource room and special classes?
10. How do you describe the teaching method?
11. What do you suggest to enhance the learning of children with hearing impairment?

Appendix B
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this interview is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Parents

1. What is the cause of your child's Hearing Impairment?
2. What did you feel when you first know that your child is hearing impaired?
3. What action did you take immediately?
4. What challenges did you face with regard to your child's hearing impairment?
5. What initiated you to bring your child to the School?
6. What challenges does your child face in the school community?
7. What kind of support does your child get from school?
8. Do you think that these supports are adequate?
9. Is there anyone who communicates with Ethiopian sign language at home?
 - a. If no, how do you communicate with your child?
10. Does your child get any educational support from the family members? If yes, What kind of support?
11. What must be done to improve the learning of your child?

Appendix C
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this interview is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Teachers

1. What do you know about Hearing Impairment?
2. Are there Ethiopian Sign Language Interpreter?
3. Do you communicate with Ethiopian sign language? If No, How does the learning and teaching process taking place?
4. What does the interaction of Hearing Students and Students with Hearing Impairment look like in the classroom and in the school compound?
5. What teaching method do you apply in the class?
6. What Educational support do Students with Hearing Impairment get? Do you think the support is adequate?
7. What challenges do Students with Hearing Impairment face?
8. What measures did you take to solve the problems you mentioned above?
9. What must be done to resolve the challenges and improve the education of Students with Hearing Impairment?

Appendix D
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this interview is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Principals

1. What do you know about hearing impairment?
2. Can you tell me about the situation of students with hearing impairments in your school?
3. What support does your school provide for students with hearing impairment? If yes, do you think these supports are enough?
4. What challenges do students with hearing impairments face?
5. Do all teachers communicate with Ethiopian sign language? If not, how do they teach students with hearing impairment?
6. What kind of support does the school provide to solve the problems mentioned above?
7. Are there resource rooms in the school?
8. What should be done to improve the Education of students with hearing impairment?

Appendix E
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this interview is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Hearing Students

1. Are there students with Hearing Impairment in your class? If Yes, How is your interaction with them inside and outside the classroom?
2. Do you communicate with the Ethiopian sign language? If No, How do you communicate with Students with Hearing Impairment?
3. Do you support with students with hearing impairment in your lesson?
4. What kind of support do you offer for Students with Hearing Impairment?
5. How do you do your group works if you are given together with Students with Hearing Impairment?
6. Are teachers helpful for Students with Hearing Impairment?
7. What kind of support do Students with Hearing Impairment get?
8. What challenges do Students with Hearing Impairment face in the school?
9. What should be done to improve the learning Process of Students with Hearing Impairment?

Appendix F
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this interview is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Focus Group Discussion for Students with Hearing Impairment

1. What do you feel about your hearing impairment?
2. What support do you get from the school and outside the school community?
3. Do you think that these supports are sufficient? If not, explain why?
4. How do you describe the interaction with hearing students inside and outside the classroom?
5. When you are given group assignments, how do you do together with hearing students?
6. Do you communicate with Ethiopian Sign Language? If not, how is the learning process taking place?
7. What challenges have you encountered due to your hearing Impairment?
8. How can be these challenges are resolved or minimized?

Appendix G
Addis Ababa University
School of Graduate studies
Department of Special needs

The objective of this focus group discussion is to collect necessary information to identify the opportunities and Challenges of Student with Hearing Impairment and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Focus Group Discussion guides for Hearing Students.

1. Are there students with Hearing Impairment in your class? If Yes, How is your interaction with them inside and outside the classroom?
2. Do you communicate with the Ethiopian sign language? If No, How do you communicate with Students with Hearing Impairment?
3. Do you support students with hearing impairment in your lesson?
4. What kind of support do you offer for Students with Hearing Impairment?
5. How do you do your group works if you are given together with Students with Hearing Impairment?
6. Are teachers helpful for Students with Hearing Impairment?
7. What kind of support do Students with Hearing Impairment get?
8. What challenges do Students with Hearing Impairment face in the school?
9. What should be done to improve the learning Process of Students with Hearing Impairment?

Appendix H

Observation check list

| <u>No</u> | Description | Yes | No | Remark |
|-----------|---|-----|----|--------|
| | | | | |
| 1 | Is there Noise? | | | |
| 2 | Is there Proper Light? | | | |
| 3 | Position of the interpreter | | | |
| 4 | Is there Eye contact? | | | |
| 5 | Hearing Aid Availability | | | |
| 6 | Is there proper Seating Arrangement? | | | |
| 7 | 7.1. Classroom interaction with hearing students. | | | |
| | 7.2. Peer interaction outside the classroom | | | |
| 8 | Teaching Method | | | |
| | 8.1. Participatory | | | |
| | 8.2. Lecture | | | |
| 9 | Is the Class Size Optimum? | | | |