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Psychosocial and educational challenges of SWHI
in inclusive with reference to Awassa School for
the Deaf

BY

MESFIN ABEBE



A Thesis submitted to the school of graduate studies
of Addis Ababa university in partial fulfillment of the
requirements for the Degree of Master of Arts in special
needs education

June 2006
A.A.U

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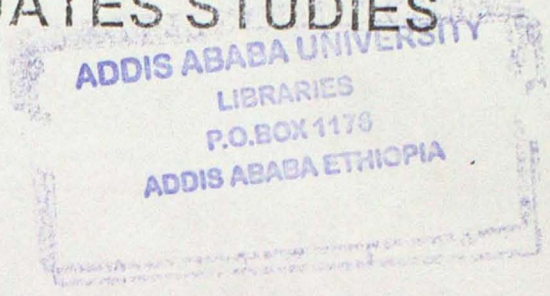
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Acronyms and Abbreviations

DB- decibel

ENAD- Ethiopian National Association of the Deaf

FDRE- Federal democratic Republic of Ethiopia

SWHI - Students with hearing impairment

HI- Hearing impaired / impairment

MOE- Ministry of education

Pre. L - Pre lingual

Post. L post lingual

GO - governmental organization

NGO- Non-governmental organization

Abstract

The main focus of this study was to identify the psychosocial and educational challenges that SWHI face, the factors that contribute to challenges and explore the necessary interventions that need to be taken to create conducive environment for hearing impaired students. Based on the findings of the study suggestions are presented to help deliver effective education for hearing impaired students attending inclusive education schooling at SWHI.

The study utilizes qualitative and quantitative approaches of research. Sources for data collection consist of primary and secondary sources including relevant literature, observation, and response to interviews and questionnaires. The study revealed that most SWHI face psychosocial challenges i.e. rejection by their teachers and hearing peers, they suffer stress, frustration and were un happy in their daily academic competitions with hearing students in inclusive educational setting. The factors that may be contributing to psychosocial challenges of SWHI are mainly related to the negative attitude of the teacher's, hearing students and school community, the existing communication barriers ,the absence of sign language skills among teachers and unequal treatment of SWHI compared with the hearing students in inclusive classes.

Study also revealed that the profound and pre lingual deaf students have faced serious educational challenges, whereas hard of hearing and post lingual deaf students have demonstrated equal academic achievement with average hearing students in an inclusive educational setting. The factors that affect the education of SWHI in inclusive education might be the degree of hearing status, the age of onset of the impairment, and communication problem. Furthermore, the absence of a resource room, lack of interpreters, lack of trained teachers in special needs education, lack of appropriate teaching approaches and textbooks for SWHI, lack of sign language skilled of teachers and lack of multidisciplinary coordination were be contributing to educational challenge of SWHI in an inclusive education.

Finally, based on the finding, it was recommended that the government issue policy with clearly stated guidelines for special needs education and open sufficient teacher training program for long term and short term purpose. Curriculum designers should give special consideration to allow flexibility modification, substitution, exemption as well as compensations in order to the diverse educational needs of children in an inclusive school program. Moreover, the study it recommended that school should provide awareness creation program about SWHI and sign language training for teachers, It is also recommends that teachers need to be innovative, flexible, creative, willing to learn from the learner and be capable of initiating active learning. Furthermore, teachers should work out the necessary modification and adaptation of educational materials, methodology, facilities, equipments and environmental conditions.

CHAPTER ONE

Introduction

1.1 Background of the Problem

In inclusion of students with disabilities seems to be a global trend; of course, without denying the existing controversy over it. As noted by many educators, one of the reasons for inclusion of students with disabilities in to the regular classroom was to facilitate positive relationships, among both with disabled and non-disabled students (Warren, 1997, as cited in Horne, 1985).

In its broadest sense, inclusion refers to the process of reforming and restructuring of a school as a whole, with the aim of ensuring that all pupils can have access to the whole range of educational and social opportunities offered by the school (Mittler, 20000). It is a process of including children with special needs in to regular schools and classrooms instead of placing them in special institution. Specifically, it is the instructional and social integration of children with disabilities in a regular classroom (Schulze et al, 1991).

It is commonly held that placing children with disabilities in special schools leads to their segregation from their non-disabled counterparts, which in turn can isolate them from day to day experiences with other children, while placing them in regular schools will help them to achieve their maximum potential in a more favorable educational and social environment. Inclusion is an ongoing process of learning to live together, and it involves increasing knowledge about self and others.

Inclusive education is a way to provide deaf students with what they cannot gain from their deaf environmental experiences. Educational and social development in life cannot be fully achieved without effective language and communication skills. Therefore, inclusion education is designed, firstly to build speech and language skills. Inclusive education helps hearing impaired students master new skills, it encourage them to strive for greater achievement, and helps them to develop a healthy and positive self – concept. Since regular schools provide a more motivating learning environment and a wider modified curriculum students with hearing impairment will learn to find new ways of coping in a normal situation very early, and as a result, their ability to cope in the hearing world will be greater (Tesfaye, 2002).

Inclusion thus involves the efforts of many people working as a team, such as teachers of regular schools and special schools, parents of hearing impaired children, other specialists etc. The identification, development and coordination of this team effort are both a challenge and critical requirement in meeting the needs of students with hearing impairment (Laporta, 1978).

The emphasis is on the task of persons providing educational service to make sure that the educational settings are adjusted to accommodate the special educational needs rather than trying to make the children with disabilities fit in to the given educational setting (Tirussew, 1999). The question, therefore, needs to be reformulated by asking what is wrong with the school rather than what is wrong with the child. This implies forming the question towards how schooling can be improved in order to help all children to learn successfully (Ainscow, 1994).

For successful inclusive education of the deaf, the teachers' and the hearing students as well as other staff members' attitude are seen as a decisive factor. Inclusion has been based on the assumption that teachers are willing to admit students with impairments in to regular classroom. However, they do not perceive themselves as having the appropriate training to meet the instructional needs of students with disabilities (Tirussew, 1999).

1.2 Statement of the Problem

It is partly through hearing that the human child acquires information and knowledge of the outer world and about the happenings within the immediate physical environment. Since hearing impairment tends to isolate the individuals, hearing impaired students are likely to face a number of psychosocial and educational challenges. The educational movements undertaken with the aim of including special needs students into the mainstream classroom is firmly established in various countries. This can be taken in itself as "a world wide movement in educational reorganization" (Mill ward and Dyson, 1995, P.109).

Inclusion in its broader sense, goes beyond formal school, it includes the home, the community, non-formal and formal systems. It is a wider strategy to change the society's attitude about education and that the difference between people will possibly be seen in a positive perspective. Inclusive education works on the premise that the school is better for all when they have the responsibility for all children. By assuming this responsibility, teachers

become more active, innovative creative, and learn to see the need of the individual. The approach enables educational structures, systems and methodologies to meet the needs of all children (Redda Barnen, 1999: IDDC, 1998) Cited by Tirussew (2000).

As seen from the general trend, although most educators consider inclusive education to be ethically and morally sound for students with hearing impairment, a number of stumbling blocks have interfered with its widespread implementation. For example, teachers have often found it difficult to adapt traditional methods of educational assessment to meet the needs and concerns of individual students with disabilities; methods of assessment have historically been based on hypothetically average students, but these methods generally do not match students with hearing impairment. These teachers often perceive only the difference or impairment of the student rather than students' ability to actively participate in classroom activities. Thus, these mostly affect the educational performance and psychosocial situation of students with hearing impairment.

Taking the above in to account there is a need to conduct studies in schools to identify the specific problems of students with hearing impairment. This study will attempt to explore the psychosocial and educational challenges of students with hearing impairment in inclusive education at Awassa School for the Deaf. The study will be guided by the following basic research questions.

1. What are the psychosocial problems observed in the inclusive education of students with hearing impairments?
2. What are the predominant educational challenges of students with hearing impairments in the inclusive educational setting?
3. What factors contribute to the psychosocial and Educational challenges of students with hearing impairments in inclusive education?
4. What are the necessary interventions to provide conducive environment and to promote the learning teaching process?

1.3 Objectives of the Study

The study aims to investigate the major psychosocial and educational challenges of student with hearing impairments in inclusive education. More specifically, the objectives of the study are:

1. To assess psychosocial and educational challenges of students with hearing impairment in Awassa school for the deaf.
2. To identify the factors that affects the psychosocial and educational development of SWHI in inclusive education.
3. To suggest possible solutions to the psychosocial and educational challenges that students with hearing impairment face in the regular schools.

1.4 Significance of the Study

Since the study is focused on psychosocial and educational challenges of students with hearing impairment in inclusive education, it leads the researcher inevitably into classrooms, to examining documents, and discussing teachers as well as observing places where social activities are going on. It is related to hearing-impaired students' daily lives and educational experiences in the regular classes. Therefore, the results of the study are expected to:

1. Contribute to the understanding of the psychosocial and educational challenges by the environmental factors and bring about relevant information for designing viable and school based intervention.
2. Provide the necessary assistance for regular teachers to understand the students with hearing impairment so that they can improve the learning teaching process.
3. Provide basic information for the concerned bodies like policy makers, planners and interested groups to realize and overcome barriers, which operate against the psychosocial and educational conditions of students with hearing impairment.
4. Serve as a stepping stone for further research in the field.

1.5 The Scope and Limitation of the Study

1.5.1 The Scope of the Study

This study is delimited to Awassa School for the Deaf, which was originally established in 1995 E.C as a deaf school. Shortly after wards, following the trend of inclusive education, the school also admitted hearing students. Presently there are 79 students on roll 32 of them are hearing-impaired.

The hearing impaired students included three hard of hearing, three post lingual deaf and 26 pre lingual deaf students and they were purposefully selected for the case of this study.

1.5.2 Limitation of the Study

As the scope of this study is limited to 32 SWHI and 32 hearing peers who were attending in the same classroom, the interviews were made with five teachers, who participated in teaching in inclusive classroom, and the school principal as well as Woreda educational expert. Perhaps a fuller picture would have been obtained if more schools and participants had been included in the study.

Special education, itself, is a relatively new phenomenon in Ethiopia. Hence, locally written literature particularly on psychosocial and educational conditions towards inclusive education of SWHI is scarcely available. The researcher therefore, feels that sufficient (additional) evidences were not presented to supplement the study in the Ethiopian context.

1.5 Definitions of Key Terms

Academic achievement: Knowledge obtained or skills developed in the school subject, usually designed by test scores, by mark assigned by teachers or by both (Schulze, Carpentr and Turnbull, 1991).

Attitude: an opinion, which represents a person's overall inclination towards an object, idea or institution (Good and Merkel, 1973).

Audiogram: graph on which results of audiometric evaluation are chartered to indicate the ability to hear each tone at each of the presented frequencies (Gearheart et al. 1992)

Congenital: present in an individual at birth

Deaf: unable to use auditory modality to process information. The spontaneous use of sign language is characteristics of the day

Decibel(dB): unit of measurement of loudness of sound

Disability: Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (Miron, 1994)

Hearing Impairment: Any hearing loss from mild to severe. A hearing problem that adversely affects a student's educational performance (Ysseldyke and Algozzine, 1995)

Inclusion: involves a process of reform and restructuring of the school as a whole, with the aim of ensuring that all pupils can have access to the whole range of educational and social opportunities offered by the school (Mittler, 2000).

Integration: The placement of children with handicaps in educational programs also serving children without handicaps. A similar term is mainstreaming (Gearheart et al., 1988).

Interpreter: A person who uses sign language and/or finger spelling to translate spoken communication so deaf individuals can understand it (Vergason and Alenn, 1990).

Mainstreaming: The return to the regular classroom, for all or part of the school day, of handicapped children previously educated exclusively in segregated settings (Heward & Orlansky, 1988).

Post lingual deafness: deafness occurring after the development of speech and language

Prelingual deafness: deafness occurring present at birth or develops in early life, before the development of speech and language

Regular Classroom: is a classroom designated for "regular", or academic, work as opposed to classroom for "special" work (Good and Merkel, 1973).

Regular teacher: is a teacher devoting full time to instruction, not serving a probationary or practice teaching period; one officially recognized as a full- time staff member (Good and Merkel, 1973).

Resource room: Classroom in which certain student spend part of the school day and receive individualized special education services (Heward & Orlansky, 1988).

Self-esteem: a general sense of who and what is, including feeling of self worth

Self-esteem: the degree to which values oneself

Sign language: the natural language of the deaf ("hearing through the eyes and speaking through the hand")

Special Classes: are classes located with in ordinary schools were SWHare attending their education.

CHAPTER TWO

Review of Related Literature

2.1 Inclusive Education of Students with Hearing Impairment

2.1.1 The Concept of Inclusive Education

During the last decade, there have been many changes in the education of children with hearing impairment. These changes include changes in awareness and attitude, methodology, the use of related concepts and like. These changes are not only relevant for the benefit and enrichment of children with impairment, but for the enrichment of all involved children, their families, their teachers and head teachers, their school communities and, possibly the community as a whole. The most important consequence of this change is the recognition and appreciation of diversity. This again is resulting in efforts to bring back in to the community all those who had been excluded by the vast majority because of being different (skjorten, 2000).

Inclusive education means welcoming all children, without discrimination, into regular or general schools. By the change of attitude against differential treatment of education, differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity. Indeed, it is a focus on creating environments responsive to the differing developmental capacities, needs and potential of all children. Inclusive education means a shift in services from simply trying to fit the child into "normal settings", It is a supplemental support for their disabilities or special needs and promotes the child's overall development in optimal setting (Tirussew, 2005).

Therefore, the task becomes one of developing the school in response to a pupils' diversity. This has to include a consideration of overall organization, curriculum and classroom practice, support for learning and staff development (Ainslow, 1997).

According to Tirussew (2005), inclusive education implies that education is about learning to live and learn together. Central to the present thinking is the approach towards learning, which is termed "inclusive learning, a move away from labeling the student and towards creating educational environments; concentrating on understanding better how

people learn so that they can be better helped to learn, and seeing people with disabilities and /or learning difficulties first and for most as learners.

Thus, the need to work out the necessary modification and adaptations of educational materials, teaching methodologies, facilities, equipment and environmental conditions so that the child's specific educational needs can best be served is essential in an inclusive setting. The special support children with disabilities require in the classroom may range from minor modifications such as altering seating arrangements to major adaptations and considerable assistance such as using sign language interpreter for deaf children (Smith et.al, 1983; Gearheart et.al 1988).

Many factors affect and regulate the development of inclusion. Some of the determinant factors are the attitudes of the community towards children with impairment and inclusion, a limited understanding of the concept of impairment and a hardened resistance to change are the major barriers impeding inclusive education. The teachers' attitudes are seen as decisive factors for successful inclusion. Inclusion has been based on the assumption that teachers are willing to admit students with impairment in regular class and be responsible for meeting their needs (Tirussew, 1999).

2.1.2 Advantages of Inclusive Education for SWHI

The general education classroom provides students with disabilities with access to students without disabilities, access to curricula and text books to which most other students are exposed, access to subject content taught by subject specialists; access to instruction from a general education teacher whose training and expertise are quite different from those of special education teacher. Moreover, classroom provides access to all of the stress and strains associated with the preparation for, taking of and passing and/or falling of the statewide assessments (Tirussew, 2005).

In inclusive settings students with disabilities are provided with the opportunity to be exposed to and reciprocate a broad range of social interaction behavior as well as have their social behavior reacted to. These beneficial interactions can be characterized as proximal interactions (sensory contact), helping interactions (non- disabled students voluntarily providing direct assistance promoting social and affective relationships), and reciprocal interactions (the disabled and the non- disabled are both occurring personal benefits from the relationships, like playing a game) (Stain Back and Stain Back, 1985). This dynamic

transaction contributes a great deal to the holistic development of the child like, for example learning to perform skills across persons, places, materials, and language cues and establishing social and affective relationship. Furthermore, students with disabilities can profit from learning basic educational tasks by observing non-disabled student peer models (Tirussew, 2005),

As Booth and Potts (1987) noted, growing up and attending school with children with disabilities will affect the attitudes of non-disabled children, which may have implications for the future. This is tantamount to educating future service providers, managers and future parents. It is presumed that prejudices reflected by regular schools as well as employers not accept persons with disabilities rests on their lack of exposure to, knowledge of and experience with the competence of persons with disabilities. If they have grown up with their peers who experience disabilities, it is doubtful that they would act in such negative and rejecting ways (Voeltz, 1982, Booth and Potts, 1987) Cited in (Tirussew, 2005).

Inclusion education at the formative stage of development can do much to sweep away the barriers of traditional beliefs and misunderstanding that keep the persons with disabilities and the non-disabled parents apart (Booth, and Potts, 1987).

In general, non-disabled students who have had opportunities to interact with students with severe disabilities have more positive and accepting attitudes than those who have not had such opportunities. Such interactions can also reduce non-disabled students fear of students with disabilities and promote understanding and acceptance (Tirussew, 2005).

2.1.3 Inclusive Education and Students with Hearing Impairment in Ethiopia

In Ethiopia, the participation rate of children with hearing impairments both in special schools and in special classes is negligible when compared with the number of children with hearing impairment in school age bracket.

According to statistical report of Ministry of Education (1997), there are seven residential special schools, eight-day special schools and forty-two special classes. The reason for stagnation in growth of special schools in Ethiopia for the last forty years, which in

most cases, were initiated by missionaries, can mainly be attributed to financial constraints as well as attitudinal factors (Tirussew, 1999).

As ministry of Education (1997) stated the numbers of children attending special schools and classes including students with hearing impairment, is about 2,276. As per the estimation of the national baseline survey of persons with disabilities in Ethiopia, this constitutes about 2.95% of the total population. There are about 691, 765 children with disabilities in the school age bracket in the country, among which only 0.33% have access to special schools and classes at primary and secondary levels. That mean, the education of disabilities in Ethiopia has failed to reach and serve over 99% of school age children in the country (Tirussew, 1999).

Therefore, the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome practical problems faced in educating children with disabilities in general and children with hearing impairment in particular. Nevertheless, inclusive education is nothing more than just good school management and good teaching; it is a move towards schools that are structured around pupils' diversity. A focus on learning rather than teaching should encourage a shift from viewing difference or disability in terms of individual limitations to focus on environmental or societal constraints (Kajubl, 1999).

Recently, successful trends of inclusive education have been seen in some school for children with hearing impairment in Ethiopia such as Mekanissa School for the Deaf, Menilike II comprehensive Secondary School, Yekatit 23 elementary school and Awassa school for the Deaf. However, shortage of adopted materials, inconvenient school environment and lack of back up support were considered as obstacles encountered in the course of their education (Teferi, 1996). These are all the beginnings of the movement towards inclusive education in Ethiopia.

2.1.4 Requirements of Successful inclusive Education of students with Hearing Impairment

Legislation and regulations alone cannot implement inclusion effectively. In order to have successful inclusive education of students with hearing impairment certain criteria have to be fulfilled.

According to Skjorten (2004), successful inclusive education has to include the following attributes:-

1. Change of heart and attitude;
2. Reorientation related to assessment, teaching methods and classroom management including to adjustment of the environment;
3. Redefinition of teacher's roles and reallocation of human resources;
4. Redefinition of the role of existing special schools; (could these schools for example gradually start serving as outreaching resources centers?)
5. Provision of professional assistance for teachers in the form of
 - A. Reorientation in teacher education so that new teacher can contribute to the process towards inclusion and related to the flexibility that is necessary.
 - B. In service reorientation and upgrading of teachers, and head teachers so that they too will be able to contribute to the process towards inclusion and relate to the flexibility that is necessary.
 - C. Itinerant services according to needs
6. Establishment and improvement for further development of partnership between teachers and parents need mutual reorientation and up grading.

Inclusion will also require a flexible educational system including flexible curriculum and examination system. Furthermore, it is important that one cannot develop national models for inclusion (Skjorten, 2004).

2.1.5 Components of effective placement of students with hearing Impairment

2.1.5.1 Placement Considerations

The following students' characteristics are not criteria for placement, but they are normally discussed in staffing procedures.

1. The ability to exchange ideas through spoken written, and read language (including expressive and receptive auditory- oral communication skill)
2. Social and emotional maturity is nearly equal to that of the other students in the classroom, as well as minimal disparity between listening age and academic skills.
3. The ability to profit from large group instruction when new information is presented.
4. Independence, self- confidence and determination to succeed.
5. A chronological age close to that of regular class students (McCartney, 1984)

In addition to the characteristics of a student, other factors such as availability of sound amplification, presence of support staff, counseling or remediation, rate of speech and the voice of teacher, visibility of the teacher's lip movement, acceptance and understanding level of the teacher, use of visual aids, quality of lighting, degree to which the other students will extend consideration and respect, and the wishes of the parents, must be considered prior to placement.

Such factors, relate to a students, parents and other students. An additional factor is the working relationship between regular class teachers and resource personnel, who must establish and maintain a working relationship that enhances the education of the student. Regular class teachers must feel free to ask without reservation for assistance whenever needed. Resource teachers must be allowed to observe in regular classroom at any time, not in a judgmental manner but as team members. If the working relationship between the regular class room teachers and resource teachers is one of mutual respect and understanding, recognizing that there are no authoritative experts and that neither is self sufficient, they will be well on the way to the critical factor open communication for the benefit of the students.

2.1.5.2 Regular class Placement

Regular classroom setting is the least restrictive environment of the placement alternatives. The students with hearing impairment in regular classroom placement option can follow the same schedule as other hearing students. The regular classroom teachers have the primary responsibility for designing and delivering the instructional program to the students. (Salend, 1994)

The instructional program is adapted to the needs of mainstream students, and students may use adaptive devices and alternative learning strategies. Where no specialized services are provided to the students, indirect services such as in service training to adapt the instructional program for mainstreamed students and to teach students about individual differences may be offered (Salend, 1994).

2.1.6 The important roles of Special Education Teachers and Professionals in inclusive setting

Special education teachers as a group must increasingly see themselves as members of the regular education teachers and worker toward more effective inclusion of special and regular education (Lilly, 1987; Gartner and Lipsky 1987, 1989; Hahn, 1989; Stainback and Stainback, 1989) cited in Miron (1994). The resources that are tied up in special schools and the skills that specialist teachers and other professionals possess are too valuable to disregard. However, the development of a more inclusive system means, over a period, they have to change the focus of their work so that they can support children in their regular schools. Studies show that the inclusion of students with hearing impairment in regular classes is successful when special education teachers find new ways to contribute to students' success. They may team-teach with regular teachers or they may become a support teacher (Steenlandt, 1995).

Similarly, Leyser and Tappendorf (2001:17) cited in Olsen (2004) found it was useful if special education and general education teachers train together in in-services or pre-services so they could share ideas and learn skills on how to effectively collaborate, team and teach together.

Therefore, when regular class teachers have this kind of support on day-to-day basis, they can be much more successful in meeting the needs of the children with hearing impairments in inclusive classrooms.

Teacher, Interpreters, speech language specialist, audiologist, school psychologist, counselors and other related service personnel such as residential personnel and social workers play important educational roles with hearing impaired students parents and family, these individuals work together in providing effective education that will enable the child to enjoy a full and independent life in the work place and community (Shirmire, 2000).

2.1.7 Attitudes of Teachers towards Inclusive Education

Although the issue of inclusive Education and its implications for education appears to be debatable during the past ten years, societies have become increasingly concerned with ensuring the educational right of all children irrespective of the severity of their disability. As a result, learning of students with hearing impairment in the regular educational setting as ordinary class students has become the concern of educators, governments and the society at large.

In fact, several studies conducted so far have failed to produce a clear-cut picture of the most appropriate educational placement of students with disabilities, particularly those with hearing impairment.

Millward and Dyson (1995) reported, "Maintaining students with hearing impairment in regular education depends crucially on the attitudes and the actions of the regular teacher and the school team" (p. 99). They further noted that, although organization, financing, regulations, teacher training and so on can all play their own part to facilitate inclusive education, the placement of students with special needs in regular settings will remain problematic unless teachers actively support the effort to achieve effective inclusive school practice.

Sharing the same view, Schulze et al., (1991, P. 214) also affirmed, "Teacher attitudes have been identified as being crucial to the success of any mainstreaming program". They further declared that teacher attitudes "not only set the tone for the relationship between teachers and handicapped students, but they also substantially influence the attitudes of non-handicapped classmates" (p. 414). Additionally, it is noted that the attitudes and knowledge

of teachers concerning children with handicaps "are highly influential in determining the social, intellectual and emotional adjustment of these children" (Tibebu, 1995, P. 46).

Some research findings have indicated that regular education teachers are becoming more positive towards inclusive education. In some cases, it has been reported that some regular educators have displayed: "an enthusiastic professional dedication to the development and implementation of inclusive school practices" (Padeliadu & Lampropoulou, 1997).

Regarding the perceived workload of teachers, Gearheart et al., (1992) reported that 81.6 percent of 610 regular classroom teachers agreed that mainstreaming integration would create "additional work". On the issue of professional competence, results in 10 surveys indicated that, overall, 29.2 percent of 290 respondents agreed that general education teachers have sufficient training for mainstreaming and 22.8 percent of 355 special education teachers responded that general education teachers had sufficient training.

As to the effects of placement of students into regular classrooms, 60 percent of teachers were in support of the opinion that mainstreaming of handicapped students into the regular classroom can be beneficial to regular students. On the other hand, 70.3 percent of 128 teachers agreed, "placement in the regular education classroom will hurt the educational progress of the handicapped students". In other aspect, 63.7 percent, out of 777 teachers, believed that the model would reduce the negative social stigma attached to disabilities (Scruggs & Mastropieri, 1996, P. 66).

In the Ethiopian context, research conducted concerning attitudes of teachers and students towards inclusive education of hearing impaired students appears to be very scarce. The study conducted by Tibebu (1995) cited by Tesfaye, 2004 revealed that the special and regular teachers have a means below the neutral value, thereby indicating their negative attitudes towards learning of children with disabilities in regular class on the contrary, from the discussion held with school personnel, special class teachers and hearing impaired students in Ethiopia, it has been reported that some school principals and some special education teachers were not in favor of integration principle (Tilahun, 1991 E.C).

As a whole, there seems to be a lack of consistency in studies on teacher's attitudes. The global trend towards the integration of students with hearing impairment and different disability types into regular classrooms appears to be favored positively. This is in part, because it helps to secure psychosocial and educational benefits to children with special needs.

2.1.8 Attitudes of Hearing Impaired and Hearing Students towards Inclusive Education

Full Integration among handicapped and non-handicapped students usually does not occur spontaneously in mainstreamed classes for it requires structuring experiences systematically to create favorable conditions under which students can work or enjoy leisure activities together (Schule, Turnbull and Carpenter, 1991).

It is suggested that Inclusive education experience will be more effective and enable handicapped children develop a positive feeling about their personal values if their peers in the school socially accepted them (Tirussew, 2000).

As indicated by Tesfaye (2000), the majority of study evidences /data indicate that positive acceptance is not always the case. Confirming this fact, research done by Elser (1959) cited in Horne (1985) indicated that hearing-impaired students were not accepted by their hearing classmates. It is noted that "the degree to which an individual is accepted by his/her peers and teachers during his/her early years at school is of special importance" for it will have a significant consequence on his/her "subsequent adjustment" (p. 95).

Recent evidence suggests that, particularly attitudes of hearing impaired children towards regular class students seem to be very limited. Concerning this issue, Schulze et al., (1991) found that most of the research and general literature related to "subject of social integration among handicapped peers" (p. 418).

A research conducted by Jones (1985) as cited by Bench (1992, P. 200) indicated that the attempts of hearing impaired children "at social interaction are rejected relatively often by the potential hearing peers". Another observer has also noted that a consistent theme in the literature is that handicapped students are frequently rejected and alienated in regular class setting partly by their "normal" peers (Schulze, et al., 1991). In some instances, possibly, there can be negative reactions on the part of hearing students in the social interaction, which may predispose hearing impaired students develop negative attitude towards inclusive Education.

Furthermore, the social status of the hearing-impaired children in regular classrooms has been studied on several occasions. Elser (1959) cited in Horne (1985) found that the hearing children apply mainly negative attitudes to the hard of hearing and deaf children. In a British study, the deaf youngsters complained of being teased by their hearing peers (Cole and Edelmann, 1991). Kennedy and Bruinks (2974), however, did not find any difference between the social acceptances of the hearing children compared to that of their hearing-impaired peers when integrated in regular classrooms. Møores (1989) suggested that the best method to change any adverse attitudes towards the deaf is to create the possibilities of structured contacts between the hearing and the deaf.

In the Ethiopian context, a study indicated that 65 percent (out of 40 of regular students) claimed that they are willing to accept if hearing-impaired students were placed in their classroom (Tesfaye, 2004). This may indicate the positive side of placement in regular setting of the hearing-impaired child.

2.1.9 Teaching strategies for students with hearing Impairment in inclusive setting

Among the critical factors in ensuring "Quality" in education are primarily the teachers' competence and flexibility. Teachers need to know about the teaching strategies do not serve children with disabilities well. There are even children who drop out of school due to child-unfriendly environments. A combination of direct instruction, mediated experience, and independent studies is often recommended as a teaching style that reaches learners with diverse learning strategies (Wormnaes, 2006).

Teachers expectations regarding what the teacher think pupils will learn also affect what they learn. Negative expectations underline the danger of self-fulfilling prophecies, and can have negative consequences for some pupils. High expectation contributes to better performance. Teachers' ideas and knowledge about the impact of disability on a learner's academic potential and on possibilities for participation are there fore critical (Savolainen, Matero. M and Kokkala H.) Cited by Wormnaes (2006).

2.1.9.1 General Guidelines

The general guidelines that follow are adopted from recommendations provided by Wallace and Kauffman (1996)

1. Teaching strategies have to be based on assessment information. These objective means more than the use of test results obtained by a psychologist or educational diagnostician. It includes the results of careful observation, tests given by the teacher, information from school records and parents, and all other available sources. The goal is to establish an overall picture of the student, which will provide a starting point for planning instructional strategies.
2. State instructional goals and specific performances and allocate sufficient time to carry them out. Appropriate goals providing general parameters for instructional planning should come first. Specific instructional objectives, stated in terms of student performance, should follow.
In some cases, sub-objectives must be added. The purpose is to know where we are heading and to have means to determine the extent to which we have achieved what we are trying to accomplish. This strategy is important in the education for all student but is particularly important with students with impairment (Gerheat, 1992),
3. Analyze the students' performance of specific tasks to pinpoint learning problems more precisely.
4. Present a new set of tasks, designed to help the student overcome performance deficits.
5. Provide feedback on task performance.
6. Structure the learning environment for success.
7. Monitor students' performance and keep records of progress.

2.1.9.2 Planning for Instruction

Planning for instruction includes task analysis of listening skills, self-management skill, concept analysis skills, study skills, preparation for examinations, and critical thinking skills. Informal assessment, anecdotal records, and interviews. Organization includes scheduling, classroom arrangement, planning and preparation of learning centers, grouping, and consideration of peer systems (Gerheart, Weishahn and Gearheart, 1992).

2.1.9.3 Classroom Control

McDaniel (1986) compiled few principles for teachers who want to modify their own behaviors in ways that will yield effective group management and control. Briefly consider McDaniel's list which was meant for all teachers, not only those of exceptional students. This specific list deserves consideration because it is an excellent compilation of principles that McDaniel aptly describes as "traditional and modern, practical and theoretical, pedagogical and psychological" (p. 63).

2.1.9.4 Monitoring and Recording Students' Performance

At times recording students' performance may be considered informal assessment. Whatever is considered, monitoring and recording are essential to modifications in educational procedures and approaches. Unfortunately, too often, the monitoring and recording of achievement or other progress culminates in little more than a better grade or a number recorded in grade book. Teachers may be so involved with instruction that the progress of students is only casually or subjectively assessed maintaining a system can provide important information about general performance and skill development and can provide direction for program modification (Gearheart, Weishahn and Gearheart, 1992).

2.10 Suggestions for Teachers of Students Hearing Impairment in Regular Class room

Students with hearing impairment may find success in regular classrooms if some modifications and adaptations are made. These relate to room arrangement, awareness on the part of teachers, and alternate teaching strategies that do not require substantial teacher time. (Gearheart, Weishahn and Gearheart, 1992).

2.10.1 Classroom Acoustics

Regular classroom teachers certainly do not have responsibility for the construction of classrooms, however; several factors will improve the acoustics of a room. Hard surfaces such as glass, chalkboards, and tile floors reflect sound and produce extraneous sound. Desks are arranged in staggered fashion allow for the bodies of the students to further reduce reflected sound. Noise and distance are natural enemies of sound amplification. Extraneous

noise interfere with the sounds being attended to (primarily voice in a classroom), and distances increase the possibility of interference by extraneous sounds. (Gearhart, Weishan, and Gearheart, 1992).

2.10.2 Awareness of Student Fatigue

Students with hearing impairment may experience fatigue more easily than other hearing students, and teachers should be aware of this potential problem. Such fatigue may be particularly noticeable in young children near the end of the day, but this is the factor for all students who are hearing impaired. Such fatigue should not be interpreted, as boredom, disinterest, or lack of motivation. The fatigue results in part from the continuous strain of speech reading, the use of residual hearing and the constant watching required to keep up with various speakers while participating in classroom activities (Gearheart, 1992)

It may be helpful to vary the daily schedule so that the student is not required to attend to academic subjects for an extended period of time. The teacher should also be aware that the students with hearing impairment may hear better on some days than on others (Gearheart, 1992).

2.10.3 Curricular Considerations

Students with hearing impairment may have difficulty in reading textbooks in curricular area. (such as science, social science and literature). The teacher may deemphasize the use of text books and focus on hands- on experiences, particularly in content area like science. When that is not feasible, books that address the topics with simpler reading levels are alternatives. Easier reading materials combined with captioned films, vocabulary lists presented before verbal presentation, study guides that focus on critical concepts, and visual representations help students who have hearing impairment learn along with their hearing peers (Salend, 1992).

2.2 Education of Students with Hearing Impairment

Most literature in the area of special needs education explains that the history of education of hearing impairment is relatively short mainly due to the absence of records. The available documents indicate that voluntary efforts were responsible for the founding of the

early school and paved the way for provision by the state of education for all students with hearing impairment.

According to the encyclopedia of special education (VI. 1987:461) the first public school for the deaf in the world was established in 1755 (France) by De l'EPPE who strongly believed gesture could express human thought as much as spoken language and suggested sign language to be the natural language of the deaf. Another school for the deaf was established in Leipzig in Germany around 1778 by Samuels Heinicke who taught deaf children for several years in different parts of Germany and who strongly opposed the teaching of written before spoken language.

On the other hand, around the beginning of 1968, there came a reaction against increasingly segregated educational provisions for hearing impaired children. In fact, "for more than three hundred years, the primary emphasis among educators of the hearing impaired has been communication" by giving secondary attention to academic achievement. Today, the majority of hearing impaired children are educated in schools where hearing students are attending as well. Currently, legislation, technological advances, improved educational services, and the growing public awareness have brought a remarkable progress in the area of deaf education (Moore, 1996 cited in Tesfaye, 2000),

Regarding the best educational methods for students who are hearing - impaired are still matters for debate by those who are deaf and by professional educators. Smith and Luckasson (1995, p.483) stated, "it is believed that hearing impaired children deserve to be in an environment where they are truly included in every aspect of the school." Furthermore, Smith and Luckasson (1995) noted that, "for students who use sign language as their primary means of communication, the regular school environment where administrators, teachers, and classmates are not fluent in sign language can result in considerable isolation."

In the field of special needs education many scholars have suggested some points which help the students with hearing impairment to acquire educational benefits and social skills in regular classrooms. Smith and Luckasson (1995) said that, aside from the existing constraints, depending upon the severity and type of disability, regular education classrooms, resource rooms, special classes, special day schools and residential schools were used as placement options to education children with special needs.

Inclusive education can play a crucial role in advancing better academic performance for children with a disability will do better when they sense that they are accepted and valued

by their "normal" Peers. Bakken (1992) suggested that there can be a situation where the hearing impaired students can benefit from being mainstreamed into regular classes, provided that the situations are well structured to facilitate social interaction.

In Ethiopia, special school for the hearing impaired were first opened by non-governmental organization, in 1963 E.C in Addis Ababa - Mekanissa and then in 1967 E.C in Addis Ababa around Bole by the church of Christ Mission and by the American Mission respectively (Berta 2000 cited in Tesfaye, 2000). Recent evidence shows that residential schools, special day schools, special classes and regular classes are forms of educational provision available for hearing impaired students in Ethiopia. Currently the provision of inclusive education for hearing impaired students is at a growing rate, bringing students in to closer physical proximity for possibly better social interaction.

Therefore, the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome practical problems faced in educating children with disabilities in the country. (Inclusive education is nothing more than just good school management and good teaching it is move towards schools that are structured around students diversity and can accommodate many different ways of organizing students for learning to attain excellence in diversity). A focus on learning rather than teaching should encourage a shift from viewing difference in terms of individual limitations to focus on environmental or societal constraints (Tirrussew, 2000).

Care must be exercised to ensure that any organized grouping of people does not violate their interests, needs and basic rights. Hence, to ensure better educational provision, it will be highly pertinent to examine the attitudes of teachers and students in order to make fair mainstreamed (inclusive) educational placement (Stain Back and Stain Back, 1990).

2.2.1 Academic Achievement of Students with Hearing Impairment

Relatively little research has been conducted to determine the factors that influence academic achievement of students with a hearing impairment. The influence of students' placement on academic achievement has received some attention, particularly the effects of inclusive educational settings. Much of the research on placements has shown that students with a hearing impairment in general education classrooms demonstrate higher academic achievement (Schirmer, 2001)

When we take account of the academic achievement of students with a hearing impairment, certain factors come to mind, that influence positively or negatively their achievement in inclusive settings. According to Schirmer (2001), quality of instruction appears to be the primary determinant of achievement. Thus, the following features to be considerably more characteristics of classrooms in inclusive setting.

- Teacher is trained in the academic area being taught. High expectations for students' performance are maintained.
- Large amounts of content are presented
- Time is devoted to direct instruction of content.
- Students receive individual attention.
- Students are given effective and positive feedback.
- Relevant homework is assigned and monitored.

Academic achievement of students with a hearing impairment is supposed to ensure through the individual educational plan process. For school age deaf children, once an evaluation team has determined that the student's hearing loss is adversely affecting his or her educational performance, an individualized education plan must be developed (Schirmer, 2001)

Furthermore, Tirussew (2000) said that we could not make firm generalizations about the ways in which students that are deaf and hard of hearing function academically. They do not perform as well as hearing students on standardized tests of reading and writing. In other words, research suggested that children who are deaf have much more difficulty acquiring reading skills. Nevertheless, differences in language ability that result from deafness affect a student's ability to perform in traditional academic areas.

2.2 Factors Affecting Education of Students with Hearing Impairment

There are many factors that affecting the educational success of experienced by students with hearing impairment

2.2.2.1 Severity of the Hearing Loss

The profoundly hearing impaired are deprived of language. Although they have the same intellectual potential as the rest of the population, their deprivation of language can cause problems in every aspect of their functioning.

The greater the hearing loss, the more difficulty the students have linguistically and academically. Children and adults who have mild hearing losses generally perform better academically than those with severe losses. Thus, an individual with residual hearing better communicates about what is happening in the environment and develops skills differently in a better way than deaf people (Algozzine and Ysseldyke, 2003).

2.2.2.2 Age of onset of the problem

Learning in most cases is acquired through communication i.e. the one who communicates well at an early age acquired more skills than one who does not communicate well. Those with a hearing impairment from birth (before learning and speech patterns are developed) face difficulties in acquiring of linguistic communication, which is a means to cognitive and academic development.

Hearing impairments are most tragic when they strike the very young. Further research findings again describe the issue that students who are deaf from birth tend to have more difficulty acquiring academic skills than those who hear, then later lose their hearing (Algozzine and Ysseldyke, 2003).

2.2.2.3 Hearing Status of Parents

With some exceptions, it is assumed that parents with better socio economic status can play an important role in the academic achievement of students with a hearing impairment through provision of learning materials (Schirmer, 2001).

In most research studies, it is identified that students with a hearing impairment coming from deaf parents are in an advantageous position in acquiring some skills. Moores (1996) suggested that, students with hearing impairment with deaf parents may have a higher achievement level as a direct result of close exposure to other deaf people. This is because their parents are fluent in sign language: they usually experience language acquisition and

family interaction earlier and at greater rate than other deaf children with different explanation.

As Schirmer (2001) stated, students with hearing impairment from families of high socio-economic status and those who have hearing parents tend to experience fewer academic difficulties than students with a hearing impairment from families of low socio-economic status.

Academic achievement of students with hearing impairment is also related to educational status of their parents. Students whose parents are well educated and affluent do better than those whose parents are less educated (Powell et al., 1987).

2.3 Psychosocial Development of students with Hearing Impairment

The psychosocial development of a human being unfolds as humans go through the life span. There are different stages of crisis that must be faced in the psychosocial development of human being. The crisis that occurs in each stage of psychosocial development is not a catastrophe but a turning point of increased vulnerability and enhanced potential. The more an individual resolves the crisis successfully, the healthier psychosocial development will be (Erikson, 1982).

Regarding the psychosocial development of students with hearing impairments, the literature has indicated that the psychosocial development problems are more prevalent among hearing impaired students than other population. Aplin (1987) found prevalence figures between 4.8 percent and 19.7 percent for hearing impaired students in regular classroom setting. The psychosocial development of students with a hearing impairment face a crisis because of lack of hearing.

It is unlikely that one or a set of factors within the early or later life experience of hearing individual actually causes psychosocial development problems. However, it does appear the particular factors make it more likely that a hearing impaired person will experience psychosocial problems (Schirmer, 2001).

2.3.1 Psychosocial Adjustment of SWHI

Psychosocial development in the normal population depends heavily on communication. Social interaction by definition is the communication of ideas between two or more people. In the hearing population language is by far the most common way messages move between people. Because of the heavy dependence on language it is no wonder that many investigators have found the hearing impaired to have psychosocial characteristics different from those of people who have normal hearing ability (Hallahan and Kufman, 1982).

Whether or not a hearing-impaired child will develop psychosocial problems depends on how well others in his or her environment accept the disability. Moores (1987) indicated that as with other impairments it is not the hearing impairment itself but how individuals in the Child's environment, particularly parents, respond that determine whether the child will show psychosocial problems. As Hoeman and Briga point out the family climate is critical.

When there is only one deaf child among the family of hearing persons, it often happens that the deaf child is excluded from the affairs of the family. It is tedious for a hearing member of the family to explain things to the deaf child and it is too easy to leave the deaf child out of family discussion and decision making. The child does not benefit from the informal education about the affairs of living and such an experiential deficit can have long lasting effects on the child's psychosocial adjustment and development of social competence (1981, P.232).

Because they are frequently cut off from communicating with the population, at large hearing impaired parents and peers with whom they can interact non-verbally. It is probably the need for social interaction and acceptance that is the most influential in leading many hearing impaired individuals to associate only with other hearing-impaired persons. Stinson, Whitmire and Kulumin (1992) cited in Tirrusew (2002) hearing impaired students may have more positive perceptions about peers than about those with hearing. Because many people who are deaf see the communities as the most important factors in their lives. The obvious barrier to hearing impaired relationship is communication.

The hearing impaired child's ability to interact with family members, friends teachers and people in the community has a strong relationship with the attitudes of others and the child's ability to communicate harmoniously in both ways. When parental attitudes are taken

into account there is some evidence to indicate that the more negative the parents attitudes are toward the child's deafness the more insecure the attachment relationship is with their deaf child. (Hadadian, 1995). On the other hand Moores (1996) said most of hearing impaired people are fully capable of developing positive relationships with their hearing peers when a satisfactory method of communication is used.

The age of onset of the hearing impairment has an impact on the psychosocial development of hearing impaired children. If the impairment is a congenital loss, its impact on verbal language acquisition is likely to be more severe. If impairment is acquired some time after birth is adventitious loss the later it occurs the less it affects acquisition of language. Tirussew (2002) indicated that the psychosocial consequences of the recently deaf person in comparison with the congenitally or pre lingual deaf the hearing loss pres es as mush but the secondary consequences that is loss of interpersonal relationship friendship or contact which complicate the adjustment problem of the hearing impaired students.

2.3.2 Self-Esteem of SWHI

Self-esteem is a principle component of mental health. It is important to understand both the factors that contribute to the self-esteem of hearing impaired individuals and ways to improve self-esteem. Bat-Chava (1993) mentioned three factors to be the major contributors to the self-esteem of deaf persons - hearing status, family environment, and school environment.

2.3.2.1 Hearing status and self-esteem

Bat-Chava (1993) reviewed twenty-two studies comparing the self-esteem of deaf people with hearing people; he found overall findings of lower self-esteem among deaf people. However, the ways that test instructions were communicated appeared to affect the results in some of the studies. For example, in a study by Cates (1991), the self-esteem of hearing and deaf students was comparable when an individual fluent in sign language administered the instrument measuring self-esteem to the deaf students.

Brooks and Ellis (1982) suggested that the reason for lower self-esteem can be found in society's negative labeling of deaf individuals. Beck (1988) obtained a similar finding when he compared the self-esteem of deaf, hard of hearing and hearing adolescents. The

highest self-esteem was found among the hearing adolescents, followed by the hard of hearing adolescents. The lowest self-esteem was found among the deaf adolescents. He observed that language was the principal contributory factor to self-esteem.

2.3.2.2 Family and self-esteem of students with hearing impairment

Self-image has its origins in the connection between the deaf child and his or her parents. Love, caring and support can be expressed in multiple ways. Although the hearing parent can be just as effective as the deaf parent, it appears as if deaf children with deaf parents are more likely to have higher self-esteem than deaf children of hearing parents, and deaf children whose hearing parents use sign language are more likely to have higher self-esteem than deaf children whose parents use oral only communication (Bat-Chava, 1993).

Yachnik (1986) found that among deaf college students, those with deaf parents had higher self-esteem than those with hearing parents. He suggested one reason might be that the deaf individual with deaf parents has greater access to social relationships within the deaf community outside of the school setting, and this ease of social activity may positively affect self-perception.

2.3.2.3 School and Self-esteem of students with Hearing impairment

When researchers have examined the influence of schooling on self-esteem, they have typically taken into account two factors – type of school and communication. No significant effects have typically been found for either factor. Although changes in school environment, such as residential to public or vice versa, can adversely affect self-esteem for a period, one setting has not been found to be superior to another in enhancing self-esteem (Bat-Chava, 1993).

The type of school may not affect self-esteem in a direct way but self-esteem surely affects school achievement. Koclle and Convey (1982), found that self-esteem was a significant predictor of academic achievement among deaf adolescent who are attending school.

2.3.2.4 Effects of Attitude on self-esteem of SWHI

Self-Concept is created largely through our interaction with others. The feedback we receive, from those with whom we interact give us a picture of cheerful, shy friendly, etc. some of this feedback comes from the non-verbal messages we receive such as facial expression, and body language. Many individuals with disabilities learn early in life that they have a negative role in this society. They have negative feedback about their worth both verbally and non-verbally. Their response is often passivity, rigid thinking and failure to take part in life because the expectations placed on the individuals with a disability are negative (Seligman, 1975) cited in Damench (2005).

Negative attitude can be more debilitating and damaging to a person than disability itself. School aged youth, who are involved in the development of self-identity; learning social skills as well as academic growth are most susceptible to devaluation by their peers and adults around them. When a child's interaction is limited to his or her family that experience may be supportive and non-treating. Because that environment has been supportive, they may not perceive themselves as disabled; as the child's world grows larger, the generally negative attitude that the society holds towards disability has it effects on the individual. Rejection by peers has a profound negative effect on self-confidence and self-esteem. Avoidance by peers and teachers, coupled with lowered expectations by adults about them all hamper motivation to achieve and participate (Ibid).

Generally, the feelings of students with a hearing impairment about them are that of inadequacy, unworthiness, and confusion. Many children with hearing impairment are able to put their light into words. They can express their awareness of hearing impairment from other children and can reveal their self-esteem and some of the factors, which have contributed to their life problems.

CHAPTER THREE

Method of the study

3.1 Research Design

The intention of this study was to collect empirical data on the psychosocial and educational challenges of students with hearing impairment in an inclusive education setting. In order to meet this purpose, quantitative and qualitative study was employed to investigate a contemporary phenomenon within the real life context of the students with hearing impairment. The research was conducted through in-depth analysis of the condition of SWHI at Awassa School for the Deaf.

3.2 Population and sampling

The sampling technique used in this study was purposive sampling. The whole school population of SWHI, hearing students, teachers, school principal and Woreda educational expert were selected. In the study, 32 hearing impaired students at Awassa School for the Deaf were considered. From 32 hearing impaired students three of them are hard of hearing, two are post-lingual deaf and the remaining (27) of the SWHI are pre-lingual deaf.

The participants of the study were selected from grade five, six, and seven (21 SWHI and 17 hearing students from grade 5, 7 SWHI and 9 hearing students from grade 6 and 4 SWHI and 6 hearing students from grade 7). Moreover, 5 teachers (English language, Amharic language, social study, mathematics and Aesthetics) and the school principal were also selected to serve as source of data. Furthermore, Woreda educational expert was involved in the study.

Table One: Demographic characteristics of the participants

	Hearing impaired student	Hearing students	Teachers	School Principal	Education expert	Total
Male	28	24	5	1	1	59
Female	4	8	0	0	0	12
Total	32	32	5	1	1	71

As table one summarizes the participants of the study, the total number of respondents is seventy-one (12 females and 59 males). Among the respondents, there were equal number of hearing and hearing impaired students. Five of the respondents were teachers and the remaining were the school principal and woreda educational expert.

3.3 Data Collection Instruments

The study used quantitative and qualitative data collecting methods It is concerned with the major psychosocial and educational challenges of hearing impaired students in inclusive educational setting. Thus, to obtain adequate information of the study multiple method (triangulation) approach was chosen. These multiple methods include questionnaire, interview, observation and review of academic results.

3.1 Questionnaire

Two questionnaires were prepared and filled in by the SWHI and hearing students. Both questionnaires had items on personal information of the respondents, scaled items, indicating 4 levels of difficulty and requiring the respondents to rate various psychosocial and educational challenges of the SWHI. In addition, there were open-ended questions requiring the respondents to mention some significant psychosocial and educational challenges that students face, and suggest some possible ways through which the challenges could be overcome. The items of the questionnaire were written in Amharic for a better understanding.

3.2 Interview

To collect further data on the psychosocial and educational challenges of the hearing-impaired students, interview guides were prepared and conducted with all the participants of the study. The interviews were conducted in Amharic and they were tape recorded.

3.3 Observation

Observations were conducted to gather further information for the study. Key themes for observation had been developed prior to fieldwork, during the pilot study and during the course of the study. To confirm information obtained from questionnaire and interviewing the teachers, the school principal and educational expert, SWHI interaction with teachers and hearing peers at school was observed. Observations were also conducted during language, Maths and science classes and out side the classroom during breaks. The observations were focused on the general classroom situation and communication behavior with different students in different settings. Furthermore, the instructional condition, classroom situation, school compound situation, teaching and learning situation were observed. Finally, the researcher recorded the specific activities that were related to the goals of the study in the natural setting.

3.3.4 Review of academic achievement Results of the semester.

Qualitative data and limited quantitative data of comparison of average SWHI first semester results, and average of grade 5,6 and 7 results collected from all sources were categorized and compared. Their relevance to the different components of the study was described and interpreted.. Personal files and first semester master sheet were checked and compared their academic achievement was that of their hearing peers.

3.4 Procedure of the study

3.4.1 Pilot study

The questionnaire was distributed among SWHI and 12 hearing students as well as interview for 2 teachers were tried out for a pilot study at Mekanissa School for the Deaf in Addis Ababa. The main purpose of the pilot study was to improve some important aspects of the questionnaire and interview; therefore, some necessary amendments on spelling errors, ambiguous statements, redundant words, difficult concept and flow of interview questions and ideas were improved.

Finally, after the researcher thoroughly read the questionnaire and interview questions and after insuring that important and relevant ideas have been incorporated in the instruments, the main study was conducted.

3.4.2 The Main study

At the sample school of the main research, from the very beginning contact was made with the school's principal. The mission of the researcher and the purpose of the research work were explained to the principal. Then, the researcher was introduced with the teachers of the sections selected for the study. The researcher made a contact with the Woreda educational expert twice and scheduled the interview before the main study was conducted.

After this, questionnaires were distributed among grade 5, 6 and 7 for all SWHI and hearing students. The researcher used sign language to give further explanation for SWHI while they completed the questionnaire. Then, interviews were held with the school's principal and Woreda educational expert separately for approximately an hour. The second group of five teachers of SWHI at Awassa school for the deaf (Amharic, English, Math, Social study and Aesthetic) were also interviewed in turn.

The observation was conducted for more than two weeks both in the selected classes and outside the classroom. The researcher; while making observation inside the classroom, was acting as a regular teacher. He also observed how the SWHI and hearing students were interacting with each other outside the classroom. Moreover, the researcher informally observed many other issues related to psychosocial and educational challenges of SWHI in inclusive educational setting.

Finally, the data collected from SWHI and hearing students in Amharic was transcribed and translated to English language. The data from the other of participants were also transcribed and translated in to English.

3.5 Data Analysis

The collected data have been analyzed and interpreted both quantitatively and qualitatively. The data secured through interview, and observation have completely been presented and analyzed qualitatively through in- depth explanations, and the data obtained through the sets of questionnaire and document have been tabulated and converted in to mean and percentage. Ideas proposed on the specific psychosocial and educational challenges faced by the SWHI and potential solutions of the challenges and other related matters have been summarized and discussed.

CHAPTER FOUR

Analysis and Discussions of Findings

4.1 Analyses of the Findings from Questionnaire

As it is mentioned in part three of the paper, two sets of questionnaire, interviews, observation and review of academic results are employed to gather data from various subjects of the study. The data collected through all these instruments are presented and analyzed in this section.

4.1.1 Analysis of Findings obtained through students' with hearing impairment questionnaire

Table - 2: Background data of students with hearing impairment.

Distribution in Grade			Age		Sex		SWHI Hearing status		Age of onset		Language						
N	%		No	%	No	%	No	%	No	%	No	%					
5	21	65.63			M	18	85.71	Profound	28	90.63	Pre. L	27	84.37	Sign lang.	27	89.37	
			16-20	7		33.33	F										3
			21 & above	14	66.67												
6	7	21.87			M	6	85.71	Moderate			pos. L	5	15.63	verbal	0		
			16-20	0			F										1
			21 & above	7	100												
7	4	12.5			M	4	100	Mild (hard of hearing)	4	9.37				Lip-reading	0	00	
			16-20	0		0	F							0	00	Total communication	5
			21 & above	4	100												
Total	32	100		32	100		32	100		32	100		32	100			

Note: - Pre. L Pre lingual
 -Pos. L Post lingual

According to table one, 78.13% and 21.18% of the students with hearing impairment are found in the age above 21 years and 16-20 years respectively. Eighty seven percent of them are males and 12.5% of them are females. 21(65.63%), 7 (21.7%) and 4 (12.5% %) of them are respectively from grade 5, 6 and 7.

Almost all (90%) of student with hearing impairments are profound 27 (84.37%) of them are pre lingual and 5(15.63%) of SWHI are post language. The majority of the students 27(84.37 %) are using sign language for communication where as 5 (15.63 %) of them use total communication.

Table - 3 Hearing impaired students' parents back ground

<i>Parents hearing status</i>			<i>Parents educational level</i>			<i>Parents occupation</i>			<i>Parents' monthly income</i>		
	No	%		No	%		No	%		No	%
Deaf	0	00	Non- educated	23	71.87	Laborer	0	0	<150	28	87.5
hearing	32	100	Read and write	8	25	Farmer	28	87.5	151- 300		
			12 +2	1	3.12	Trade	1	3.13	301<	4	12.5
			12+4 and above			Government employed	3	9.37			
Total	32	100		32	100		32	100		32	100

As one can observe from the table All of SWHI and 71.87% of the students with hearing impairments are from hearing and un educated families respectively. Only 4 (12.5 %) of students' parents monthly income is more than 301 and 87.5 % of them belong to the parents with less than 150 birr monthly income, 23 (71.87%) parents of the students are non-educated only 8 (25 %) of the parents are able to read and write.

Table 4: - Outlook of hearing impaired students' about inclusive education

No	Statements	Strongly agree		Agree		Slightly agree		Disagree		Strongly disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	It is possible to teach students with hearing impairment effectively in inclusive education	-	-	-	-	-	-	2	6.25	30	93.75	32	100
2	Inclusive education increases social interaction skill of students with hearing impairment.			28	87.5			4	12.5	-	-	32	100
3	Inclusive education can reduce the negative attitude of hearing people toward students with hearing impairment.			5	15	20	62.5	7	21.88	-	-	22	100
4	Inclusive education exposes students with hearing impairment to new language	3	9.38	29	90.6	-	-	-	-	-	-	32	100
5	Inclusive education help hearing and non hearing students respect each other			21	65.62	5	15.63	6	18.75	-	-	32	100
6	Inclusive education can be affected by the negative attitude of the community towards students with HI.	30	93.75	2	6.25	-	-	-	-	-	-	32	100
7	The teachers' attitude is a decisive factors for successful inclusive education	30	93.75	-	-	2	6.25	-	-	-	-	32	100
8	Inclusive education provides students with hearing impairment with access to curricula and text books to which hearing students are exposed.	-	-	29	90	3	9.4	-	-	-	-	32	100
9	Inclusive education provides students with hearing impairment with access to subject matter content taught by subject matter specialist.	-	-	30	93.75	2	6.25	-	-	-	-	32	100
10	In inclusive education students with hearing impairment can benefit from learning basic educational tasks by observing non- hearing peer models.	-	-	31	96.8	1	3.2	-	-	-	-	32	100
11	Inclusive education provides hearing students with access to sign language used by students with hearing impairment.	2	6.25	30	93.75	-	-	-	-	-	-	32	100

As can be observed in Table 4 significant proportions (95 %) of the SWHI have strongly disagreed with the statement that, says it is possible to teach SWHI effectively in inclusive education. Only 13% of the respondents have disagreed with the statement inclusive education increases social interaction skill of HI students, and also only 15% (5%) of the respondents agreed on the negative attitude of people toward SWHI could be reduced in inclusive education. Ninety percent of the SWHI have agreed with they are exposed to new

language in inclusive educational setting. In the same manner 80% of respondents have agreed with inclusive education promotes respects among hearing and non- hearing students. Strong agreement has been reported on inclusive education can be affected by negative attitude of the community towards SWHI and the teachers' attitude is a decisive factors for successful inclusive education by 95% of the participant HI students. But 90% and 95% of the SWHI have agreed on which inclusive education provides SWHI with access to curricula and textbook to which hearing students are exposed and to subject matter content-taught by subject matter specialist respectively. Almost all (97%) of the respondents have agreed on which SWHI could benefit from learning basic educational tasks by observing non-hearing students. On the other hand 95% SWHI have strongly agreed with hearing students have access to learn sign language from HI students.

In response to the question which required SWHI to mention what kind of advantages they have gained from inclusive education, SWHI have forwarded the following points.

- It has a great contribution to reduce the negative social stigma attached with hearing impairment.
- Hearing impaired students can have access to learn new language from hearing students.
- It also helps SWHI to make friendship with hearing students and respect each other
- Hearing impaired students will be exposed to the best language model.
- It helps to develop the social interaction skill of hearing impaired students.

On the other hand, SWHI have responded to the question requiring them to mention the disadvantages of inclusive education. They have come up with the following significant points,

- Teachers, hearing students and other members of the school community may not be aware of HI students. There fore, they have negative attitude toward HI students.
- There are communication barriers between teachers and SWHI as well as between hearing and non -hearing students.

- Mostly, teachers teach using spoken language; SWHI do not understand what they learn and they would not be able to do different activities in the classroom as well as participate in the teaching learning process actively.
- SWHI have stress in their daily academic competitions with hearing students.
- Mostly, the SWHI are rejected by their teachers and hearing students. These make SWHI develop negative self-esteem and be not happy with their education in inclusive educational setting.

Inclusive education with out appropriate preparation cannot be successful. Thus, SWHI have put forward the following suggestions so as to alleviate the problems in inclusive education setting..

- Teachers, hearing students as well as other school communities should be aware of SWHI and they should be able to develop positive attitude toward HI students.
- In order to avoid communication barriers and to create conducive inclusive educational setting for HI students, both teachers and hearing students should have sign language ability.
- Both teachers and hearing students should be cooperative when and wherever requested for help by HI students.
- The school administration should provide trained interpreters, enough text books, hearing aids and resource- room with specialist for SWHI.
- The school administration should be able to create conducive working environment in which different professionals of deaf education work together.

Table 5: - Psychosocial challenges as perceived by students with hearing impairment

N.B. The levels of the challenges are rated as:-

4. Serious

2. Little

3. Moderate

1. None

No	Statements	4		3		2		1		Total	
		No	%	No	%	No	%	No	%	No	%
1	Social interaction	6	18	26	82	-	-	-	-	32	100
2	Communication	32	100	-	-	-	-	-	-	32	100
3	Establishing friendship with hearing peers	5	15	24	75	3	10	-	-	32	100
4	Establishing friendship with other deaf	-	-	-	-	-	-	32	100	32	100
5	Obtaining support from hearing students and teachers	-	-	26	81.2	5	15.6	1	3.1	32	100
6	Rejection by hearing peers and teachers	31	96	1	3	-	-	-	-	32	100
7	Having low self esteem in inclusive education setting	11	34	19	60	2	6	-	-	32	100
8	Frustration	1	5	21	65	10	30	-	-	32	100
9	Stress	4	12	25	78	-	-	3	10	32	100
10	Unhappiness	5	15	23	72	-	-	4	12	32	100

As is indicated in Table 5, the SWHI confront challenges that range from moderate to serious levels in the specific areas considered. For instance, 82% of the respondents have indicated that they have faced moderate and even serious difficulties in social interaction. All (100%) of the SWHI have responded that they have serious communication challenges, and that they have very little challenges in establishing friendship with other HI students. But 100% of SWHI have reported that they have challenges that range from moderate to serious levels in establishing friendship with hearing students. In addition to this, 96% of the SWHI have responded that they have little or moderate challenges in obtaining support from

teachers and hearing students. Moreover, 96% of the participating SWHI have shown that they are exposed to serious challenges of rejection by their teacher and hearing students and also 94% of HI have reported that they have felt low self esteem in inclusive educational setting. Furthermore, more than 70% of the participating SWHI reported that they face serious challenges of frustration, stress and unhappiness.

The respondents have listed some particular psychosocial challenges in inclusive education. Among the challenges some of them are the following.

- The hearing students and teachers have negative attitude towards HI students.
- Teachers do not treat us equally with hearing students in the classroom. Most of the time teachers interact with hearing students; this makes us frustrated and un happy.
- Teachers do not have sign language ability. Thus, they use verbal language while they teach in classroom; deaf students can't understand what is going on.
- The deaf are mostly rejected by hearing students and teachers in different activities which need participation like extra curriculum activities.

To alleviate these challenges, SWHI have suggested the following points.

- Teachers and hearing students should develop positive attitude toward SWHI
- Sign language is a language of SWHI therefore; to avoid communication barriers, teachers, hearing students as well as other school community w need to learn and use sign language.
- The school should be provided with resource room.

Table 6:- Educational challenges of inclusive education as perceived by III students

No	Statements	Almost Always		Some times		Almost never		Total	
		No	%	No	%	No	%	No	%
1	Teachers show interest to teach hearing impaired students in inclusive education setting	-	-	1	2	31	98	32	100
2	Teachers try to implement inclusive education effectively	-	-	3	9	29	91	32	100
3	Teachers choose teaching methods which are convenient to SWHI	1	2	-	-	31	97	32	100
4	Teachers make use of pair and group work activities while they teach	-	-	15	48	17	52	32	100
5	Teachers encourage SWHI to participate in discussion	-	-	1	2	31	98	32	100
6	Teachers give feed back on pair work and group work	-	-	14	45	18	55	32	100
7	Teachers encourage students with hearing impairment to participate in the non- academic activities	-	-	-	-	32	100	32	100
8	Teachers are willing to help SWHI when ever requested	-	-	1	2	31	96	32	100
9	Teachers treat hearing students and non- hearing students equally	-	-	27	85	5	15	32	100
10	Hearing students show interest to learn with SWHI		-	3	10	29	90	32	100
11	Hearing students are willing to do class and group work in pair and in group with SWHI	4	12	-	-	28	88	32	100
12	Hearing students are using sign language most dominantly to interact with SWHI	-	-	8	25	24	75	32	100
13	Hearing students are making interaction in and out of the classroom with HI students.		-	11	35	21	65	32	100
14	Hearing students are helping SWHI by interpreting the spoken language of the teachers.	1	4	2	6	29	90	32	100

As we understand from table 5 SWHI have faced different challenges in inclusive education. For example, almost all (98%), 92% and 97% of the SWHI have confirmed that the teachers have never shown interest to teach HI students, try to implement inclusive education effectively and the teaching methods which are chosen by teachers have never been convenient for SWHI respectively. Forty eight percent of the respondents have reported that teachers sometimes make use of pair and group work activities while they teach. But 52 % of the respondents have said teachers have never made use of pair and group work activities while they teach about 2% of the respondents have said that sometimes teachers have encouraged SWHI to participate in discussion ,whereas, 98% of the participants have confirmed that teachers have never encouraged SWHI to participate in discussion. In the same manner 45% of the SWHI have indicated that their teacher sometimes give feed back for pair and group work. On the contrary, 55% of the SWHI have indicated that their teachers have never given feedback on the pair and group work. All (100%) and 96% encouraged SWHI to participate in the non- academic activities and being willing to help HI whenever requested by HI students, from the sample SWHI 85% of them have reported that their teachers have some times treated HI and hearing students equally.

More over 100% of SWHI have indicated that their teachers have never use sign language while they teach. From the SWHI 98% of them have replied that the teachers have sometimes attempted to use teaching aids, but all (100%) HI confirmed that the teacher have never modified the textbooks to make it suitable for HI students. On the other hand, all of the participants (100%) have indicated that the teachers have never been integrated to work with other professionals to implement inclusive education effectively. Furthermore, few (15%) of the SWHI have reported that hearing students sometimes have shown interest to learn with SWHI where as the majority of SWHI 85% said that hearing students have never shown interest to learn with SWHI 88% and 75% of the SWHI have indicated that hearing students have sometimes been willing to do class and group work in pair and group with SWHI and hearing students have sometimes use sign language to interact with SWHI 65% of the SWHI have reported that the hearing students sometimes interact in and out side the classroom with HI students, and still few SWHI 35% have said that hearing students have never interacted with SWHI inside and out side the classroom. But 90% of the participants have replied that

the hearing students have sometimes helped SWHI by interpreting the spoken language of the teachers.

In response to the question which required SWHI to mention the predominant challenges that they face in inclusive educational setting, almost all SWHI have said that in inclusive education the pre dominant challenges that we face are psychosocial and educational.

The major factors that contribute to SWHI challenges in inclusive education are

- ❖ Almost all teachers and hearing students have negative attitude toward SWHI in inclusive education
- ❖ Teachers and hearing students are not able to communicate with the deaf. This is because they do not know sign language.
- ❖ Teachers are not interested to teach SWHI in inclusive educational setting.
- ❖ Teachers do not take the needs of deaf students into consideration while they choose teaching method.
- ❖ Teachers do not try to modify the textbook to make it suitable for us.
- ❖ Hearing students are not interested to learn with us and help us when we need help.

In order to overcome the challenges, the SWHI have suggested the following possible solutions.

- The attitude of teachers and hearing students towards SWHI should be changed through continuous awareness creation programs.
- Sign language training should be given for both teachers and hearing students.
- Teachers should give consideration about SWHI when ever they choose teaching methods
- Teacher should be able to modify the textbook to make it suitable for HI students.
- The school should have trained interpreters.
- The school has to ensure the availability of hearing aids, textbooks and library service.
- The school has to provide resource room with specialist.
- The school administration should facilitate situation for teachers to work together with other professionals.

Table 7: - The challenges of material provision and human resources as perceived by SWHI

Note: The level of challenges are rated as:-

- | | |
|-------------|-----------|
| 4. Serious | 2. Little |
| 3. Moderate | 1. None |

No	Statements	Responses									
		4		3		2		1		Total	
		No	%	No	%	No	%	No	%	No	%
1	Obtaining text books	6	19	24	76	2	5	-	-	32	100
2	Obtaining hearing aid	-	-	31	98	1	2	-	-	32	100
3	Obtaining teaching aid	2	7	27	85	3	8	-	-	32	100
4	Trained Interpreters	32	100	-	-	-	-	-	-	32	100
5	Teachers who are trained in special needs education	32	100	-	-	-	-	-	-	32	100
6	Class rooms which are conducive for learning.	6	19	11	33	15	48	-	-	32	100
7	Enough play ground	2	6	15	48	12	38	3	8	32	100
8	Obtaining enough Library service	6	18	20	63	8	19	-	-	32	100
9	Obtaining Resource room service	32	100	-	-	-	-	-	-	32	100

As we understand from Table 7, almost all (95%) of the SWHI have indicated that they face from moderate to serious challenges in obtaining text books. 100% of the respondents reported that they encounter from moderate to serious challenges in obtaining hearing aid. In the same manner 98% of the SWHI have indicated that there is moderate level of difficulty to get education with supporting teaching aid. Moreover, 100% of the participating SWHI have reported that they face serious challenges in obtaining trained interpreters and teachers who are trained in special needs education. Regarding the classroom which is conducive for teaching and learning, the respondents have reported that it's challenging level to SWHI is from little to serious. 53% and 81% of the SWHI have replied that they face from moderate to serious challenges in obtaining playground and library service respectively. All (100%) of

the participating SWHI have reported that they have encountered serious challenges in obtaining resource room service.

The respondents have listed some particular challenges on provision and adaptation of inclusive education. Among the challenges some of them are the following:

- The school has not offered audiometric service. SWHI have not access to check their hearing status in different time.
- Sign language book and sign language dictionary are not available in the school library.
- The textbooks are not distributed for each HI student.
- The text books have not adapted to address the needs of SWHI.
- The school library can not accommodate the SWHI interest in general

In order to solve the challenges, the SWHI have suggested that, the school has to ensure the availability of the materials and trained human resource. The school should supply the instructional materials which help to facilitate the SWHI educational activities in inclusive educational setting.

4.1.2 Analysis of the Findings Obtained Through Hearing Students' Questionnaire

It is mentioned earlier that questionnaire filled out by hearing students who are learning with hearing impaired students at Awassa school for the deaf were also used as sources of data. The questionnaire has more or less similar content with the questionnaire which was prepared for students with hearing impairment.

Table 8: Personal information of Hearing students

Distribution in grade			Age			Sex			Date of starting sign language		
Grade	No	%		No	%		No	%		No	%
5	17	53.13	10-15	6	35.3	M	10	57.8	After entering this school	31	96.88
			16-20	11	64.7						
			20 above	-	-	F	7	41.2			
6	9	28.13	10-15	-	-	M	9	100	Before entering this school	1	3.13
			16-20	8	88.9						
			20 & above	1	11.1	F	0	0			
7	6	18.75	10-15	-	-	M	5	83.3			
			16-20	1	16.7						
			20 & above	5	83.3	F	1	16.7			
Total	32	100	Total	32	100	Total	32	100	Total	32	100

The data in table 8 demonstrates that 40, 6 %, 34.4% and 25% of the participants are from grade 5, 6 and 7 respectively. Eighty seven percent of the participants are male and 12.5% of them are female students. More than half (65.6%) of them are in the age range of 13 -17 years.

As to the date of starting sign language almost all (96.8%) have known sign language after entering the school in which both hearing and hearing impaired students learn together.

Table 9 - Out look of Hearing Students towards Inclusive Education

No	Statements	Responses										Total	
		Strongly Agree		Agree		Slightly Agree		Disagree		Strongly Disagree			
		No	%	No	%	No	%	No	%	No	%	No	%
1	It is possible to teach students with hearing impairment effectively in inclusive education	-	-	-	-	3	9.38	4	12.5	25	78.13	32	100
2	Inclusive education increases social interaction	3	9.38	28	87.5	1	3.13	-	-	-	-	32	100
3	Inclusive education can reduce the negative attitude of hearing students toward hearing impaired students	24	75	7	21.88	-	-	-	-	1	3.13	32	100
4	Inclusive education makes hearing and non- hearing students respect each other	-	-	-	-	15	46.88	10	31.25	7	21.88	32	100
5	In inclusive SWHI can be affected by the attitude of hearing students and teachers	-	-	29	90.6	1	3.13	2	6.25	-	-	32	100
6	Inclusive education provides hearing students with access to sign language	31	96.87	1	3.13	-	-	-	-	-	-	32	100
7	In inclusive education SWHI can benefit from learning basic educational tasks by observing non- hearing students peer models	2	6.25	26	81.25	3	9.38	1	1.13	-	-	32	100

Table 9 gives information that is similar to the responses given by HI students, also 78.13% of the hearing students have strongly disagreed with the statement which said that it is possible to teach students with hearing impaired students effectively in inclusive education 98% of the hearing students have agreed with the statement which said that inclusive education increase social interaction and it reduces the negative attitude of teacher and hearing students to ward HI students. More than half of hearing students 53% have said that inclusive education makes hearing and non- hearing students respect each other. Among the participant of hearing students 90.6 % of them have also reported that in inclusive education of SWHI can be affected by the attitude of hearing students and teachers. On the other hand all 100% of hearing students strongly agreed on the statement which says inclusive education provides hearing students with access to sign language. Furthermore, eighty-seven percent of the participant pants have agreed with the statement SWHI can benefit from learning basic educational tasks by observing non- hearing students peer models

The hearing students have further discussed about the advantages that they gain from inclusive education. Some of the advantages are stated as follows:

- we are learning sign language from HI students
- We could know about the SWHI very well
- When teachers sometimes repeat difficult lessons for the HI students, we can understand more from that specific lesson
- Teachers have translated difficult and new English words in to Amharic for SWHI from it we can benefit a lot.
- Teachers have written a lesson note on the black board to help HI students, this helps us to get clear and correct lesson note.
- Teachers have prepared relatively a simple examination to help more HI students, so we can also get better results from seen our exercise.

On the other hand, regarding learning with SWHI in inclusive education hearing students have said that there are some disadvantages for hearing students, which are stated below.

- We are lagging behind by some chapters from other school. This is because teachers teach us very slowly because of the presence of HI students.
- Some times we can't agree with SWHI while we play out side class room HI student do not like to be with us.
- The SWHI need frequent assistance from hearing students; this creates some extra load on us.
- We are using sign language and body language out side the school, so some people laugh at us.

In alleviating the disadvantages of learning with SWHI in inclusive education, the hearing students have suggested few useful measures.

They suggested that interpretation service, sign language training for both teachers and hearing students, providing resource room and equal consideration to HI as hearing students.

Table 10: Psychosocial and educational challenges in inclusive education as perceived by hearing students

No	Statements	Almost Always		Some times		Almost never		Total	
		No	%	No	%	No	%	No	%
1	Teacher show interest to teach hearing impaired students in inclusive education setting	-	-	5	15.63	27	84.37	32	100
2	Teachers try to implement inclusive education effectively	-	-	2	6.25	30	93.75	32	100
3	Teachers choose teaching methods which are convenient for HI students.	-	-	1	3.13	31	96.87	32	100
4	Teachers make use of pair and group work activities while they teach	-	-	7	21.88	25	78.13	32	100
5	Teachers encourage SWHI to participate in discussion	-	-	1	3.13	31	96.87	32	100
6	Teachers give feed back on pair work and group work	-	-	15	46.88	17	53.13	32	100
7	Teachers encourage students with hearing impairment to participate in the non- academic activities	-	-	-	-	32	100	32	100
8	Teachers are willing to help SWHI when ever requested	-	-	2	6.25	30	93.75	32	100
9	Teachers treat hearing students and non- hearing students equally	-	-	-	-	32	100	32	100
10	Teachers use teaching aids while they teach	-	-	29	90.6	3	9.38	32	100
11	Teachers use sign language in the classroom	-	-	1	3.13	31	96.87	32	100
12	Teachers are working integrated with other professionals to implement inclusive education effectively	-	-	-	-	32	100	32	100
13	Teachers modified the text book to be suitable for SWHI with hearing impairment	-	-	-	-	27	84.37	32	100
14	Hearing students show interest to learn with SWHI in inclusive classrooms	28	87.5	1	3.13	2	6.25	32	100
15	Hearing students are willing to do class and group work in pair and in group with SWHI	5	15.63	22	68.75	5	15.63	32	100
16	Hearing students are using sign language most dominantly to interact with SWHI	-	-	22	68.75	10	31.26	32	100
17	Hearing students are making interaction in and out of the class room with HI students	6	18.75	22	68.75	4	12.5	32	100
18	Hearing students are helping SWHI by interpreting the spoken language of the teachers	2	6.25	18	56.25	12	37.5	32	100

Table 10 reveals that hearing students seem to perceive that the SWHI confront substantial challenges in inclusive educational settings. More than (85%) of the hearing students argue that teachers have never shown interest to teach SWHI and try to implement inclusive education effectively. More than, 96.87%, 78.13% and 96.87% of the hearing students have respectively indicated that teaching method chosen by teachers has never been convenient for the SWHI sometimes teachers make use of pair and group work activities, and also teachers never encourage both HI and hearing students. However, 93.75% of hearing students have reported that teachers are almost never willing enough to offer help for SWHI whenever requested them. But all (100%) of hearing students have reported that teachers have never encouraged SWHI to participate in the non- academic activities.

Ninety percent of the SWHI have indicated that teachers sometime use teaching aids on the other hand (84.37% and 100%) of the respondents said teachers have almost never attempted to modify the text book on the way suitable for SWHI and also they are almost never working with other professional to implement inclusive education effectively respectively.

Moreover, (87.5%) of hearing students have reported that they have almost never shown interest to learn with SWHI in inclusive educational setting, but (56.25%) of the respondents of hearing students are sometimes helping SWHI by interpreting the spoken language of the teachers. In the same manner, 68.75% of the hearing students have said that we are willing to do pair and group work activities with SWHI and using sign language to interact with SWHI inside and outside the classroom.

In response to the question which required hearing students to specify the predominant challenges that the SWHI encounter in inclusive educational setting, the hearing students have forwarded the following points.

- Teachers have negative attitude towards SWHI in inclusive educational setting
- Almost all teachers do not have sign language ability
- Teachers do not treat SWHI equally with hearing students
- The teaching method which is chosen by teachers is not convenient for HI students. Almost always teachers teach using verbal language
- The text book itself is not suitable for HI students
- Teachers do not work with other professionals in school

In over coming the challenges of SWHI in inclusive educational setting, the hearing students have put forward several possible steps. The following are worth mentioning.

- Sign language training has to be given for both teachers and hearing students
- Teachers need to develop positive attitude towards SWHI
- Teachers should be able to modify the textbook to make it suitable for HI students
- The school has to provide the resource room with specialist to accommodate the SWHI need
- The school should provide trained interpreter
- The school should provide hearing aids
- The school library should give service for SWHI according to their need

4.1.3 Analysis of the Findings Obtained through the Interview

It is already stated in the methodology part of the paper that, interview with teachers and expert were administered to gather data on various educational aspects of students with hearing impairment.

Table 11: Background of teachers who were interviewed

No	Sex	Age	Service	Area of Study	Education level	Subject Teaching	Teaching grade level
1	Male	42	16	Amharic	12+2	Amharic	5, 6 and 7
2	Male	26	3	English	12+3	English	5, 6 and 7
3	Male	34	6	Maths	12+2	Maths	5, 6 and 7
4	Male	43	17	Social study	12+1	Social study	5, 6 and 7
5	Male	23	2	Aesthetics	12+2	Aesthetics	5, 6 and 7

4.1.3.1 Interview Report from Teachers

The researcher asked the selected teachers whether or not it is possible to teach students with hearing impairment in inclusive educational setting. All of the subject teachers replied that, it is possible to teach students with hearing impairment in inclusive education if the pre conditions are fulfilled. Both Amharic and English language teachers said that we have communication problem to teach students with hearing impairment, we do not know sign language and we have not taken training on deaf education. Therefore, if such important preconditions are fulfilled, it will not be difficult to implement inclusive education effectively.

When asked about the teachers' attitude toward inclusive education, all of the respondents indicated that students with hearing impairment are very disadvantaged in inclusive education setting. The aesthetic teacher said, "I don't accept teaching students with hearing impairment in inclusive educational setting; this is because they do not understand what I teach in the classroom. I could not follow up them" Social study teacher also said, students with hearing impairment are suffering from inclusive education because the teachers are treating hearing students better than students with hearing impairment. The teaching method most teachers use is lecture method students with hearing impairment can not follow as well as the hearing students do. The teacher has also suggested that all teachers have to be

trained in sign language. The school administration has to assign interpreters in the classroom. Mathematics teacher also added. "In inclusive educational setting helping students with hearing impairment is very difficult. They are un able to listen correctly the teachers' mathematical terms they need special, Class with sign language teacher" More over the English teacher also said that teaching language for students with hearing impairment and hearing students in the same classroom is very difficult. All respondents explained that inclusive educational setting is important for social relation, to live together, to work, to share their experiences and to know the way of life.

All respondents said that, inclusive education is a current teaching approach and if the necessary requirements of inclusive education are fulfilled, Hearing impaired students will be exposed to psycho social as well as educational challenges. All the respondents have agreed that students with hearing impairment have full right to learn, to work, to use school service equally with hearing students. On the other hand most of the teachers who have been interviewed like to teach students with hearing impairment in inclusive education. Amharic language teacher said "I like to teach students with hearing impairment in inclusive education, but they need much time for additional explanation. Therefore, for a teacher who has not sign language ability it will be very challenging task. It also creates disadvantage to hearing students. English language teacher added that in inclusive education, it is very difficult to help students individually while the session is going on. It is also difficult to students with hearing impairment help in comprehension reading, pair work as well as group work. The reason for these all difficulties is lack of sign language abilities. Mathematics teacher also has an interest to teach inclusive programs, but he mentions that he is disappointed by communication barriers that are obstacle for his interest in teaching hearing impaired students.

The researcher asked teachers how they see the academic achievement of students with hearing impairment. All teachers have stated that the academic achievement of students with hearing impairment is very low. The main reason for this is the impact of the instructional media. Most of the time teachers are teaching using verbal means of communication, so students with hearing impairment could not understand what they learn.

All these five interviewed teachers have proposed the following measures to alleviate the challenges of SWHI in inclusive education.

- ❖ Resource room should be adjusted with sign language teachers
- ❖ Teachers have to be trained in sign language
- ❖ Teachers have to be well aware of the problems of students with hearing impairment
- ❖ The school placement of students with hearing impairments has to be according to their hearing status
- ❖ The time adjustment for each period has to be prolonged because HI student need some additional explanation.

A question was raised to the teachers whether or not the positive attitude of teachers plays a role for effective inclusive education. Almost all of the teachers replied by saying "yes it plays a significant role in the process of implementing inclusive education effectively. Still very few teachers do not like to teach students with hearing impairment in inclusive education

The teachers' response to the questions that enquire if they are using teaching aids while they are teaching in inclusive educational setting. They answered by saying we are not using teaching aid for the benefit of students with HI, rather we are using it for the benefit of hearing students. They also stated that not any one of students with hearing impairment use hearing aid while they learn in the classroom.

When asked whether the teachers give class work, homework and assignment to do in pair or in-group. From five respondents three of them answered, "We some times gave class work and assignment in pair or in group to do together with hearing students. But these types of activities have some sort of problems, for example few hearing students do not like to work together with hearing impaired students". English language teacher also said, "I think this is because of communication problem" on the other hand Amharic teacher said "I know, if I do this, SWHI will not get a chance to participate actively so that I do not give them class work; home work and assignment to do in group with hearing students" Mathematics teacher also said that the subject matter does not allow to give such activities. Therefore I do not want to west my time by doing that Teacher who said that sometimes gives class work, home work and assignment in pair and in group also said that rarely give feed back to their activities.

These teachers have stated that they face many problems while they teach students with hearing impairment in inclusive educational setting. English language teacher replied that grasping the concept is very difficult task for students with hearing impairment. Amharic language teacher also added, "If class activity is reading, it does not function to hearing impairment students only hearing students are participating actively. Hearing impaired students do not ask and answer questions." In addition to this, the Aesthetic teacher explained that the hardest problem is inability to listen what the teacher say to them.

Mathematics teacher further said that inability to understand what is thought in the classroom is one of the common problems." social studies teacher also said most of the time many of the teachers use verbal method of communication while teaching so they forget hearing impaired students".

When teachers are asked what kind of strategies that they are using to solve problems, they replied in different ways. Three of the respondents said that they have not tried any strategy to solve the problems that hearing impaired students have. But English and Amharic language teachers reported that simply following their text book and writing the important points.

A question was raised to the teacher whether the instructional materials, text books are appropriate. The teachers have explained that instructional materials especially text books are not appropriate to students with hearing impairment. Even the teacher guide and the text book do not say anything about how to treat students with hearing impairment. English language teacher said that in English text book there are some listening and speaking skill activities these all have not taken in to consideration about HI students. He has also said that in the area of instructional materials and thus, need some modification Amharic and Social study teachers said that the textbooks are not suitable to teach students with hearing impairment. Especially when we teach abstract ideas Hearing impaired students do not understand what the textbook says. Though (Amharic and social study teachers said modification on the curricula is necessary, they did not try to modify the textbooks at school level. Aesthetic teacher reported that there is no any aesthetic textbook as well as teacher's guidebook so there is very serious problems regarding instructional and text books.

All of the respondent teachers have stated the following factors, which are contributions for educational challenges of SWHI in inclusive education.

- Teachers are highly dependent on verbal instructional media
- Interpreter had not employed
- Communication problem
- unavailability of teaching aids

The teachers have also suggested some points to solve educational challenge of students with hearing impairment in inclusive educational setting. These are

- Orientation or awareness creation program about SWHI has to be prepared for teachers.
- Trained Interpreter has to be employed
- Providing Resource room with specialist
- sign language training for teachers has to be given

When asked whether creating circumstances for HI and hearing students to have positive interaction is the teachers responsibility or not all of the teachers agreed that it is the responsibility of the teachers. Amharic and English language teachers have said that we are facilitating hearing students to sit closely who are able to sign to hearing impaired students. Social study teacher also said that he encouraged the SWHI to train sign language for hearing students as much as possible, so as they will be benefited out of this.

All of the respondent teachers have agreed that hearing impaired students have psychosocial challenges while they are learning in inclusive educational setting. In response to the question which requires mentioning the major psychosocial challenges of students with hearing impairment in inclusive educational setting, the teachers have forwarded the following points.

- The hearing impaired students sometimes felt rejected by their teachers and hearing peers.
- The hearing impaired students have low self esteem.
- The hearing impaired students have showed lack of self confidence
- The hearing impaired students are stigmatized by few hearing people.
- The hearing impaired students are un happy with teaching by hearing teachers and learning with hearing students in the same class.
- Most of hearing students have poor social interaction

All of the teachers have explained that the psychosocial challenges of SWHI in inclusive educational setting could be caused by negative attitude of hearing students and teachers toward hearing impaired students, Social study teacher has said that there are few hearing students and teacher who have negative attitude towards hearing impaired students on the other hand Amharic teacher has great doubts about the attitudes of the hearing impairment toward hearing students and the teachers. English language teacher also said that the hearing impaired students have unfavorable feelings towards most of their teacher and the hearing students as a whole. Similarly mathematics teacher said that some times hard of hearing students complaining against most of their teachers. This might be potential evidence for the students have rejection reactions towards the majority of their teachers.

Regarding the interaction between hearing impaired students and hearing students, the teachers have expressed that the interaction varies greatly, Most of the teachers have stated that there are some sociable hearing impaired students who interact with their hearing students actively. On the other extreme, there are some silent hearing impaired who usually remain aloof or hardly interact with hearing students. They also said that the same fact might be true with hearing students, there are some active and cooperative hearing students who often strive to treat warmly and help the HI students. But Aesthetic and Mathematics teacher have said that SWHI most of the time do not like to interact with their hearing classmate. Moreover, Aesthetic teacher said that SWHI have not made any interaction out side the classroom especially when they play football and other games.

4.1.3.2 Interview Report from Woreda Educational expert and school principal.

It is already stated in the methodology part of the paper that interviews with educational expert and school principal were administered to gather data on various education and psychosocial aspects of students with hearing impairment.

Table 12 - Back Ground of Educational Expert and School Principal

<i>No</i>	<i>Sex</i>	<i>Age</i>	<i>Service</i>	<i>Area of study</i>	<i>Educational Level</i>	<i>Job title</i>
1	M	51	27	History	12+4	Woreda Desk
2	M	33	8	Chemistry	12+4	School principal

According to Woreda Educational expert who is 51 years old adult man holding Bachelor Degree in History, inclusive Education is a very good educational approach for students with hearing impairment. He has a positive attitude towards inclusive education of students with hearing impairment. However, he said that hearing-impaired students are, dependent on sign language so teachers may have a communication problem while they teach in the classroom. The hearing impaired students do not properly understand what they learn orally they may not be treated equally with hearing peers by their teachers. As the result of this they may be frustrated and affect their educational achievement.

Woreda educational expert has also suggested that if there is no interpreter and trained teacher in special needs, resource room unit class is preferable these students with hearing impairment. Both the Woreda educational expert and the school principal agreed that it is the right of hearing impaired students to learn in inclusive educational setting. They said that students with hearing impairment are citizens, so they have equal right to learn like other hearing students. The Woreda educational expert has also said that as far as the hearing impaired Students parents are tax payers, their children must be beneficiary from educational provision of the country.

Regarding the possible solutions for challenges of inclusive education of students with hearing impairment the Woreda educational expert and school principal suggested that the following measures have to be taken. i.e.

- Teachers, hearing students and school communities have to be aware of hearing impaired students
- Sign language training had to be given for teachers
- Teachers have to follow student centered teaching approach.
- Interpreters have to be available
- Resource room with specialist has to be provided at school level

When asked whether they observed about the challenges that students with hearing impairment face in inclusive educational setting, the school principal has stated that teachers have not sign language ability so they teach using verbal way of communication more dominantly, mostly teachers do not treat hearing impaired students equally with hearing peers, there are few teachers who have negative attitude toward hearing impaired students. The school principal also added that few hearing students have negative attitude toward

hearing impaired students and they have communication problem. Thus, hearing impaired students may have educational as well as psychosocial challenges in inclusive education.

The Woreda educational expert said that the text book has to be modified in order to address the HI students' needs. He also suggested that teachers have to take in to account the hearing impaired student and modified the teaching approach. In addition the school principal said that teachers have to use appropriate teaching aid, motivate the SWHI to participate actively in learning. But above all these, both the expert and the principal agreed that for successful inclusive education of hearing impairment the teacher and the hearing students having positive attitude is very ultimate.

The two respondents have explained that creating conducive environment for students with hearing impairment is only the teachers' duty. The Woreda educational, expert said that there are some other bodies that are responsible for creating conducive inclusive educational setting such as parents, community, school administration, psychologist, audiologist governmental and non- governmental organizations. The school principal also said that teachers are playing significant role to create conducive inclusive educational environment for HI students.

In order to overcome the challenges of educational and psychosocial conditions of SWHI in inclusive education, the Woreda educational expert and the school principal have made the following proposals.

- The communication barriers should be solved
- encouraging teachers and hearing students to learn sign language
- Providing interpreter in classroom
- Teachers, hearing students and school community have to be aware of HI students' psychosocial as well as educational characteristics
- Providing resource room with specialties
- Providing appropriate teaching aids
- Teachers have to modify their teaching approach by considering students with hearing impairment
- Teachers and hearing students should have positive attitude toward students with hearing impairment
- Different concerned bodies i.e, parents, special educators, psychologist Go's and NGo's organizations should work hand in hand to solve psychosocial and educational challenges of students with hearing impairment in inclusive educational setting.

4.1.3.3 Summary of interview of Woreda educational expert and the school principal

The Woreda Educational and the school principal have explained that having positive attitude toward inclusive educational setting creates good relationships between SWHI with hearing students as well as teachers. A communication problem is the main factor for psychosocial and educational challenges of students with hearing impairment. More over, they indicated that the major barriers of successful inclusive education are absence of interpreter and lack of sign language skill. Hence, hearing impaired students may face psychosocial and educational challenges in inclusive educational setting.

Both respondents have observed that the problems of students with hearing impairment in inclusive education such as low academic achievement, communication barriers, rejection, low- self esteem, loneness and unhappiness. The school principal strongly agreed that communication is the major factor of all challenges the SWHI encountered in inclusive education. Regarding the responsibility for creating conducive inclusive education for hearing impaired students, it is not only teachers' responsibility but also for school administration, educators, psychologist, audiologist, parents, governmental organization and non- governmental organization.

4.1.4 Analysis of the Findings Obtained through Observation

Observation evidence is often useful in providing information about a topic being studied. There are some relevant behaviors or environmental conditions which would be available for observation that can be serving as source of evidence in a study (yin, 2003). Thus in this study the observation had been conducted with the intention of getting information on the teaching - learning process in Awassa school for the Deaf . The observation has been done for two weeks for each grade (grade 5, 6 and 7) by taking note on the SWHI- teachers and SWHI- hearing peers interaction in classroom, How do teachers communicate with SWHI, Whether the teachers use sign language and how do teachers manage the inclusive classroom. Moreover, the researcher had been conducted unstructured observation on activities which seem relevant and important activities of teachers, hearing students and SWHI in an inclusive education.

Being in a regular classroom does not necessarily provide deaf children with the same education as hearing children. In the classroom, observation shows these students are passive participants; their interaction with the hearing classmates and teachers is poor. The communication is mainly by writing. It takes a lot of time to understand each other.

In the classroom, the most frequent work for hearing impaired students is copying what is written on the board. Sometimes, teachers finish the whole instruction orally. Regular classmates are good at supporting these students when there are instructions, home works and other issues conducted orally. Either generally, the deaf students are unable to gain from the content or the context of a regular school classroom, such a setting is neither "normal" nor helpful.

4.2 Discussions of the Findings

In this section, the data gathered from diverse subjects of the study are discussed by relating these various sets of data. The secondary data obtained from literature review are also included to enrich the discussion. The data collected through the questionnaire, interview observation and document serve as base line data against which the discussions are made. The data secured through other instruments and through the review of related literature are administered to back up ideas reflected from HI hearing students, teachers, school principal and Woreda educational expert. Thus, the data presented in each important part of the questionnaire, interviews are followed by wide discussions, and some related inferences reflecting the researcher's insight of the ideas. The discussions attempt to address the basic research questions stated in the introductory part of this research paper.

4.2.1 Out look of Teachers on inclusive education

As we can see from this finding, the outlook of teachers on inclusive education of SWHI is positive. They explained that inclusive education is important for social relation and to reduce the negative attitude of people toward SWHI. Nevertheless, in practice, for different reasons SWHI are disadvantaged in inclusive education. The most common problems which mentioned by many teachers the media of instruction, un conducive learning environment and communication problems of HI students. Thus, most of the teachers have suggested that resource room with resource teacher is the proper educational place to educate HI students. Moreover, in order to solve the communication barriers between the SWHI and teachers, a sign language training should be given to all teachers who are teaching SWHI at inclusive educational setting.

The majority of the interviewed teachers have said that since SWHI have communication problem, it would be difficult for them to understand what they learn as the hearing peers do. Bilek (1973) cited some reactions of teachers of regular schools, "How can I help a HI child with out special training," "We are not specially trained - we need to know more", if hearing is their problem, how can I help?" such reactions reveal that it is important to work with the teachers of SWHI in inclusive educational setting in order to broaden their experiences with HI students, so that they are able to facilitate the students' adjustment in their school.

Furthermore, this finding indicated that the positive attitude of teachers towards inclusive education of SWHI could play a significant role to create conducive environment to SWHI and hearing students in inclusive educational setting. By the same taken Mittler (2000) says that integration implies that all teachers are responsible for the education of all students. on the other hand, Berres (1996) in the findings also said that teachers have the responsibility to develop the kinds of environment that provide growth- enhancing not- growth inhibiting - experiences.

4.2.2 Out look of SWHI on inclusive education

As we can be observed in table three ,Many SWHI have agreed with the advantages of inclusive education. For example more than 90 % of the SWHI said that inclusive education has advantages like to increase social interaction skill, to exposes SWHI access to curricula and text books to which hearing students are exposed and it provides SWHI with access to subject matter content thought by subject matter specialist. Moreover, SWHI can be profited from le learning Educational tasks by observing non-hearing students. In the same way, Winzer (1990) indicated that in the inclusive classroom, they are espoused to excellent language models and most learn to use speech to interact with teachers and peers. Tirussew, (2005) also indicated that in inclusive setting students with disabilities are provided with the opportunity to be exposed to and reciprocate a broad range of social interaction behavior to. For the more, students with disabilities can profit from learning basic educational tasks by observing non- disabled students. On the other hand, as seen from the response there are some SWHI who are strongly disagree with the effectiveness of inclusive education 93.8 % of the SWHI have reported that.

The negative attitude of the school community (teachers hearing students, other staff etc) towards SWHI can be affected the inclusive education. This is because, the teachers and hearing students attitude towards SWHI is adhesive factors for a successful inclusive education. Moreover, they oppose inclusive education mainly because of the communication problem in the school, which has affected acquisition of knowledge.

Mill ward and Dyson (1995) reported that maintaining students with hearing impaired in regular education depends crucially on the altitudes and the actions of the regular teacher and the school team.

In addition, SWHI strongly complained that in inclusive classroom, they got stressed out of daily competition in academics with hearing peers. They are also rejected by their teachers and hearing therefore, this could be a cause for them to have low self esteem and being unhappy while they learn in inclusive classroom.

Klluin and Moores (1985) confirmed that children with HI maybe unable to bear the stress of daily competition with the hearing peer.

4.2.3 Outlook of the Hearing students on inclusive education

Hearing students have expressed that they have positive attitude towards inclusive education. According to Table 8, almost 93 % of SWHI have said that inclusive education would enable to increase the social interaction, it can reduce the negative attitude of hearing students toward SWHI and HI can be profited from learning basic educational tasks by observing hearing students peer models, Besides, hearing students be living to provided hearing education would able that inclusive education would able to provide hearing students with access to sign language.

Abebe (2000) who indicated that 65 % (out of 40 regular students) claimed that they are willing to accept, if SWHI were placed in their class room..

This finding is consistent with the findings of Scruggs and Mastropiri (1996), who indicated that 63.75% of teachers believed that the integration model would reduce disabilities. The finding also suggested that it would be essential to remain cognizant of the fact that regular education system is structured or equipped to successfully change the minds all students in regular's school

On the other hand 78% of hearing students have said that it is difficult to teach HI with hearing students in inclusive education. Effectively. Thus, there are some hearing students who said that SWHI have disadvantaged in the inclusive classroom because of medium of instruction. Verbal communication is the dominant way of instruction.

The responses from the hearing students showed that the main problem that would hinder inclusive was communication barriers and absence of interpreter. This finding agreed with the finding of Katz (1997) that that out exceptional language facility a deaf student will probably not learn as rapidly as a hearing student. Tibebe, (1996) in his study also indicated that since the immediate and most important effect of hearing impairment is the impact it has on communication.

4.2.4 Outlook of School principal and educational experts on inclusive education of HI students

Both school principal and educational expert have suggested that well structured support system to meet the HI psychosocial and Educational needs should be developed in an inclusive educational setting. It is the quality of support system, which will determine progress in implementation of inclusive education in the ordinary school. They added that the teachers' attitude towards and understanding of inclusive education is very crucial. Teachers must also have training. This gives them the tools to teach all learners in the same class. Continuous training of teachers in special needs education is therefore vital. If more is expected of teachers in ordinary schools to meet students' special education needs, then they are likely to require more training. Mittler (1992) has commented on the need to include a relevant component in the initial training of teachers, and that those responsible for the training must have the necessary competence themselves. Initial teacher training also has the important task of shaping teacher's attitudes to pupils.

4.2.5 Factors that Affect Inclusive Education of SWHI

There are many factors that affect and regulate the effectiveness of inclusion. The attitudinal factor is the major challenge in the process of implementation of inclusive Education. Among others, a limited understanding of the concept of impairment, negative attitude towards children with impairment and hardened resistance to change are the major barriers impeding inclusive education. The teachers' attitudes are seen as a decisive factor for successful inclusion.

Inclusion has been based on the assumption that teachers are willing to admit students with impairment in inclusive classes and take responsibility for meeting their needs (Tirussew, 1999).

According to the findings of this study, teachers, hearing students and the school environment are some of the factors that affect the implementation of inclusive education of SWHI. As teachers are more responsible for SWHI psychosocial and educational progress, they should have knowledge of sign language and the ability to communicate with SWHI. As Tirussew (2006) says, Inclusive education, requires a flexible educational system including flexible curriculum, facilities, or other aspects of the setting. Moreover, for a successful

inclusive education of SWHI, it should ensure that the special needs of students with hearing impairment are well understood by the school administrator, teacher and hearing students. This finding was confirmed by Skjorten (2004) suggesting that for successful inclusive education, reorientation related to assessment, teaching methods and classroom management (including adjustment of the environment) must be carefully weighted before implementation.

The data which obtained from the questionnaire and interviews about the factors that affect SWHI in inclusive educational setting showed that almost all of the respondents support inclusive education of SWHI. However, students with hearing impairment informed that there are many factors that would hinder effective inclusive education such as, the communication barriers, the awareness level of the people, the negative attitudes toward SWHI, absence of interpreters, lack of multidisciplinary approach, unread ness of teachers and poor school administration are some of the major factors that affect inclusive education of SWHI.

On the other hand, hearing students, teachers, the school principal and Woreda educational expert further explained that lack of awareness of hearing impairment, improper school placement of SWHI, communication barriers, absence of interpreter and shortage of skilled human power, lack of resource room and scarcity of textbooks and hearing aids are the most common factors that affect inclusive education.

This finding is consistent with the finding of Moores (1987) who reported that teachers' lack of potency to help, poor encouragement and low motivation of students with hearing impairment to learn, large class size, poor administration follow up and unattractive school environment to SWHI hinder inclusive education.

The researcher's actual observation result showed that SWHI are not progressing well in an inclusive educational setting. There is repeated confusion over directions, instruction and assignment, poor interaction with teachers and hearing peers and growing disinterest by the hearing students, teachers as well as the school. Moreover, the researcher observed that SWHI consistently showed inability to understand the basic vocabulary of a particular grade level.

4.2.6 Psychosocial challenges of SWHI in inclusive Education

According to Meadow (1984), the psychosocial development in the general population depends heavily on communication. Social interaction is the communication of ideas between two or more persons. In the hearing population, language is by far the most common way messages are transmitted between people. Because of society's heavy dependence on language, it is no wonder that many investigators have found hearing impaired individuals to have different psychosocial characteristics from those of people who have "normal" hearing ability.

Impaired hearing can influence a child's psychosocial development. The psychosocial characteristic appears that the extent to which a hearing-impaired child successfully interacts with family members, friends and people in the community depends largely on the attitudes of others and the child's ability to communicate in some mutually acceptable way (Tirusswe, 1999).

In inclusive educational settings social interaction and acceptance is probably most important for students with hearing impairments. In this study, 82% of SWHI have indicated that they have faced from moderate up-to serious difficulties with social interaction. However, hearing students agreed that inclusive education could increase social interaction they have interaction difficulties with SWHI, Teachers also said that they have problems interacting in the inclusive classroom. This is because of inability to use sign language. Moreover, the researcher has seen in his observation session that both teachers and hearing students have faced interaction problem with SWHI. (100%) of the SWHI have reported that they do not have any challenges to establish friendship with each other, on the other hand, 90% of SWHI have said that they have challenges raging from moderate to serious levels in establishing friendships with hearing students in inclusive education.

Moreover, the finding of this study, 69% of SWHI have reported that they are exposed to serious challenges of rejection by their teachers and hearing peers. Ninety four percent of SWHI also reported that they have felt low self- esteem and 72% of them experience stress in their daily academic competition.

Therefore, this implies that communication barriers affect the psychosocial characteristics of SWHI (in inclusive education).

There are different factors that are directly or indirectly related to communication problems, which seem to be major psychosocial challenges of SWHI in inclusive educational setting. The finding of this study are consistent with the findings of Ayodele (2000) who reported that deaf people have isolated themselves from the social and emotional demands as a result of their communication difficulties and in effective interaction strategies. Moores (1996) also said that if the students do not communicate well they fall behind academically, lose confidence, or do not relate freely with his peers. Even, in inclusive educational setting the deaf students misses a great deal of the interchange between the teachers and hearing students, which in a special school or classroom they would be able to pick up.

In this study, SWHI complained that teachers and hearing peers have negative attitudes towards SWHI and teachers do not treat SWHI equally to hearing students. They have also said that the deaf students are mostly rejected by hearing students and teachers in extra curricula activities.

Generally, in this study SWHI, hearing students and teachers have suggested that to alleviate the language communication barrier in inclusive education, teachers and hearing students should have knowledge of sign language. Kyle and WOLL (1989) suggested that teachers and pupils must share a means of communication, which is equally accessible to both parties, and is fundamental to education. When communication exists between teacher and pupil, then learning can begin and sign language can be such a shared problem solving language.

4.2.7 Educational Challenges of SWHI in inclusive education

The severity of the hearing loss and the age of its onset are related to the educational success of SWHI in inclusive education. The profound hearing-impaired students are deprived of spoken language. Although they have the same intellectual potential as the rest of the population, their lack of spoken language can cause problems in every aspect of their functioning. The greater the hearing loss, the more difficulty the students have linguistically and academically. Children and adults who have mild hearing losses generally perform better academically than those with sever losses (Algozzine and Ysseldyke, 2003) .

Learning in most cases is acquired through communication i.e. the one who communicate well at early age acquired more skills and experiences than poor and late communication one.

Table 13 1998 E.C Grade 5 SWHI First semester Average score

No	SWHI	Age	Sex	Age of onset	Degree of Hearing status	Average of SWHI	Average of Hearing student	Rank of SWHI
1	M.G	23	M	Pre. L	PD(109dB)	49	$\bar{X} = 65.17$	33
2	N.K	18	F	Pre. L	PD(116dB)	62		15
3	N.F	23	M	Pre. L	PD(112dB)	59		23
4	S.E	19	M	Pos.L	HH(70dB)	64.7		11
5	S.E	25	M	Pre. L	PD (102dB)	57		27
6	S.T	21	M	Pre. L	PD (104dB)	51		30
7	S.G	17	M	Post L.	HH (75dB)	63		14
8	T.H	22	M	Pre. L	PD(108dB)	58		24
9	E.W	24	F	Pre. L	PD(106) dB	60		19
10	G.G	23	M	Pre. L	PD(102dB)	62		15
11	M.D	21	F	Pre. L	PD(106dB)	59.5		22
12	A	16	M	Post L.	HH (70) dB	65		7
13	G.W	21	M	Pre. L	PD (110dB)	58		24
14	H.T	23	M	Pre. L	PD (108dB)	60		19
15	T.A	25	M	Pre. L	PD(105dB)	57		27
16	S.D	18	M	Pre. L	PD(104dB)	45		36
17	B.N	24	M	Pre. L	PD (120dB)	42		37
18	A.E	21	M	Pre. L	PD(115) dB	48	33	
19	Z.T	19	M	Pre. L	PD (102) dB	58	24	
20	E.B	23	M	Pre. L	PD (118) dB	46	35	
21	K.L	16	M	Pre. L	PD (115) dB	51	30	
N= 21						x =55.95	N= 17	

Note: SWHI = Students with hearing impairment

PD= Profound Deaf

PL = Post Lingual Deaf

N= Number of students

HH= Hard of hearing

PR = Pre lingual Deaf

X = Mean

Table 14 1998 E.C grade 6 SWHI First Semester Average score

No	SWHI	Age	Sex	Age of onset	Degree of Hearing Status	Average of SWHI	Average of Hearing student	Rank of SWHI
1	T.M	24	M	Pre. L	PD (107dB)	56	$\bar{X} = 72.16$	8
2	A.T	23	M	Pre. L	PD (109 dB)	49.5		11
3	W.W	24	M	Pre. L	PD (115 dB)	58		7
4	S.S	21	M	Pre. L	PD (120 dB)	51		10
5	M.M	23	M	Pre. L	PD (103 dB)	46		13
6	Y.K	22	F	Pre. L	PD (112 dB)	49		12
7	F.B	21	M	Pre. L	PD (102 dB)	54		9
N=7						$\bar{X} = 51.9$	N= 9	

Table 15 1998 E.C grade 7 SWHI First Semester Average score

No	SWHI	Age	Sex	Age of onset	Degree of Hearing Status	Average of SWHI	Average of Hearing student	Rank of SWHI
1	D.Y	25	M	Pre. L	PD(115dB)	48	$\bar{X} = 60.5$	9
2	B.D	26	M	Pre. L	PD(110dB)	46		10
3	T.L	23	M	Post. L	HH (69dB)	60		5
4	A.G	25	M	Pre. L	PD(102dB)	53		7
N=4						$\bar{X} = 51.75$	N= 6	

As shown in table 13, 14 and 15 all of the profound Deaf students have scored below average class achievement results of 65.17, 72.16 and 60.5 respectively. This implies that profound Deaf students do not have equal academic performance with hearing students in inclusive class.

On the contrary, hard of hearing and post lingual students performed almost the average of hearing students of grade 5. This indicated that the hard of hearing and post lingual students are benefited from inclusive educational setting. Moreover, these findings are consistent with the findings of Gear heart et. al (1996) who concluded that students who have mild hearing losses generally perform better academically than those with severe losses. Students who are deaf from birth tend to have more difficulty acquiring academic skills. Similarly, students who are hard of hearing in grade 5, 6 and 7 performed better than profound Deaf students.

4.2.8 Factors contributing to psychosocial and education challenges of SWHI in inclusive education.

Legislation and regulations alone don't guarantee effective inclusion. In order to have successful inclusive education of SWHI certain conditions have to be fulfilled. According to Tirussew (2006), consequent attempts should be made to make the classroom setting as inclusive as possible through modifying the structure and facilities, changing the attitude of the teachers, providing training for general education teachers, and making resources available for special assistance or aid as well as for instructional and learning materials.

Inclusion is a necessary component of a high quality program, but it is not sufficient in it-self. The bottom line of inclusive education is how it meets the developmental and social needs of children with disability (Odome et al, 2001 cited by Tirussew 2006).

In this study, almost all of the SWHI have explained that the psychosocial challenges of SWHI in inclusive educational settings might be caused by the negative attitude of teachers and hearing peers towards SWHI. Besides, SWHI have stated that unequal treatment of SWHI with hearing students by their teachers and rejection of deaf students by their hearing peers as well as by their teachers to participate in different activities may affect psychosocial situation of SWHI in inclusive education.

Moreover, both SWHI and hearing peers have confirmed that communication barriers between SWHI, teachers, hearing students as well is a cause of psychosocial challenges of SWHI in inclusive education. Teachers do not have sign language ability, so they use more dominantly verbal language while they teach in the classroom. Therefore, deaf students do not understand what is going on. Thus, communication barriers might be a factor for contributing psychosocial challenges of SWHI in inclusive education.

Inclusive education can play a crucial role in advancing better academic performance for children with hearing impairment, as they will do better when they sense that they are accepted and valued by their "normal" peers. Biklen (1992), suggested that there can be a situation where the hearing-impaired students can benefit from being mainstreamed in to inclusive classes, provided that the situations are well structured of facilitate social interaction. SWHI are able to learn and profit from instruction in inclusive classroom through adequate language and communication. If SWHI do not communicate well, fall behind academically, loses confidence, or do not interact easily with their peers. This study revealed that all (100%) of SWHI said that their teacher have never use sing language when teaching. This was also consolidated by almost all (97%) of hearing students responses (see table 9). In the observation session, the researcher observed that none of the teachers use sign language when teaching. Moreover, teachers themselves confirmed that they do not have sign language ability to communication with SWHI in the classroom.

Thus, this might be one of the factors that contribute to the educational challenges SWHI face in inclusive education. There fore, teachers should have sign language ability to enable them communicate with SWHI easily and to implement inclusive education effectively. In inclusive education, the day-to- day practice of the educators at schools and in the classroom has to be supported. A class educator is the one that meets all the learners daily, gets to know them at school and is supposed to support their learning (Alasuutarim, Chibesa and Maakihonko, 2006).

Academic achievement of SWHI is supposed to be ensured through the individual education plan process. For school age deaf children, once the evaluation team has determined that the students hearing loss is adversely affecting his or her educational performance, an individualized education plan must be developed (Schirmer, 2001).

In this study, 97% SWHI explained that the teaching methods, which are mostly chosen by their teacher, have not been convenient for SWHI. More than half (52 %) of SWHI said that teachers have never made use of pair and group work. More over, 100% of SWHI reported that teachers have never encouraged them to participate in non- academic activities. This was conformed by 86% of the hearing students. Furthermore, 100% of hearing students have said that teachers have never encouraged both SWHI and hearing students to participate together extra- curricula activities.

The data obtained from the teachers interviews also showed that teachers do not encourage SWHI to participate in pair and group work as well as non- academic activities. The reason for these all difficulties is lack of sign language abilities.

In the observation session, the researcher observed that none of the teachers try to use sign language or encourage SWHI to participate in pair and group work. Thus, this might be the factor that affects the academic performance of SWHI in inclusive educational setting.

Generally, in this study SWHI have informed that lack of resource, room, interpreter and textbooks are some of the factors that may be contributing to the educational challenges of SWHI in inclusive educational settings. Teachers have also said that lack of multidisciplinary approach of professionals might be a factor that affects the education of SWHI in inclusive education.

4.2.9 Provision and Adaptation of Class room for successful inclusive education.

As inclusion is a process, it requires systematic assessment of the school and the classroom setting in the light of accommodating the special educational needs of all learners. The contextual analysis of the learning environment should be followed by making the necessary adjustments or interventions so that the special needs of children with disabilities could be properly addressed (Tirussew, 2006)

Before inclusive education is practiced, it should be made sure that the special needs of SWHI are well understood by the administrators, classroom teachers, hearing peers and the school environment. The school must realize that the needs of students who are SWHI vary according to the details of their particular degree of hearing losses. As Tesfaye (2004) said the physical teaching environment for students, who are hard of hearing should be like the psychical environment for hearing students. This implies that hard of hearing students should receive their education within an inclusive educational setting. On the other hand, the more serious the hearing loss, the greater the probability that school performance will be deficient. This study also reflected that hard of hearing students did not face serious challenges in inclusive educational setting of deaf students.

As we have seen from the finding of this study, hard of hearing students don't have any educational challenges in inclusive educational setting like totally deaf students do

Teachers and hearing peers have also forwarded that SWHI are disadvantaged in inclusive educational setting because of communication barriers.

However, to implement inclusive education of SWHI effectively, this finding suggests the following two supportive strategies to be taken into consideration i.e. facilitating social/ emotional situation and educational environment.

4.2.9.1 Facilitating Social and Emotional situation

In inclusive educational setting SWHI are provided with the opportunity to be exposed and reciprocate to a broad range of social interaction behavior. In inclusive education and can achieve psychological, social and educational benefits not only by SWHI but also by others (such as teachers, hearing students and school administrator) who are involved in the learning teaching process (Tirussew, 1999) .

The finding of this study indicated that, the teachers and hearing students have negative attitude towards SWHI. Moreover, the social interaction of SWHI with hearing students and teachers is very low. Thus, poor social interaction is attributed to lack of communication skills of teachers and hearing students. This finding consistently agrees with the finding of Gearheart et al., (1998) that insufficient social skills, such as ability to initiate, interchanges, and continue conversation or discussion in classrooms, in play ground and after school are limited because of communication problems. Facilitating interaction in order to avoid communication barriers between teachers, the environment and the hearing students is the most crucial.

This study showed that students learn better, when the language of instruction is their mother tongue. For a person who is deaf, sign language should be the language of instruction (Broch- utne, 2000). Students who begin their education in their mother tongue continue to perform better, than those for whom school starts with a new language. In this finding, SWHI, hearing students and teachers have reported that in order to obtain successful inclusive education knowledge of sign language. This foster socialization, therefore, teachers should encourage and develop procedures to enhance such interactions. To implement inclusive education effectively, the teachers play a significant role with facilitating interaction between SWHI.

4.2.9.2 Adapting and Facilitating Educational Environment

The essential educational needs of the SWHI in inclusive education should be fulfilled. In order to address the needs of SWHI in an inclusive education certain measures have to be taken such as modification and adaptation of materials, methodology, facilities, equipment and environment.

The success of an inclusive school system, which serves all children, depends on a flexible and relevant curriculum that can be adapted to the needs of each learner. All learners cannot reach the same level of competence, and do not learn at the same pace. Text and illustrations given in textbooks should be interesting and relevant for situations in which the learner live and are expected to apply their knowledge (Kokkala, 2006).

According to the finding of this study, SWHI, hearing students and teaches have explained that in an inclusive educational setting teachers should be able to modify the textbook to make convenient for SWHI. The school administration has to provide resource room, interpreter and enable to ensure the availability of hearing aids, teaching aid, textbook and library service. Moreover, the school administration should facilitate situation for teachers to work with other professional.

CHAPTER FIVE

Conclusion and Recommendations

5.1 Conclusions

As seen from the general trend, although most educators consider inclusive education to be ethically, morally, and pedagogically sound for HI students, a number of obstacles have interfered with its widespread implementation.

This research sought to assess the outlook of SWHI, hearing students, teachers and school principal from Awassa school for the Deaf and educational expert from Awassa Woreda education desk. Therefore, the focus of this study was to identify the psychosocial and educational challenges, the factors that contribute to the challenges as well as the necessary intervention that could be taken to create conducive environment and to promote inclusive education of HI students. From the finding of this study the conclusions are as follows:

As it was seen from the result of this study, teachers, hearing students, the school principal and the educational expert showed a positive outlook with regard to inclusive education of SWHI. They explained that an inclusive setting is important for social relationships and to reduce negative attitudes towards children with hearing impairment. On the other hand, most of SWHI were not agreeing with inclusive education, the reason could be existing communication barriers between SWHI and teachers as well as hearing students. Moreover, the negative attitude of teachers, hearing students and the school community towards SWHI might be the factors that made them unwillingness to be mainstreamed in inclusive educational setting.

As it is revealed by the study (table 4), the sample SWHI appear to face psychosocial challenges in inclusive education. Most of the SWHI have reported that they are exposed to rejection by their teachers and hearing peers and also that they suffered from low self-esteem and frustration. Moreover, SWHI suffer stress in their daily academic competitions with hearing students in the inclusive classes.

Among the factors that contribute to the psychosocial challenges of SWHI in inclusive education teachers, hearing students as well as the school community's attitude might be the major one. As seen in table four, 95% of the participants SWHI have stated that inclusive education can be affected by negative attitude of the school community and the teacher's attitude is a decisive factor for successful inclusive education.

Moreover, as the study identified the existing communication barriers between the HI students and the teachers, hearing students and the school community might be further factors that contribute to psychosocial challenges of SWHI in inclusive education. As Moores (1996) argue the effects of hearing loss are pervasive and can create psychological stress. Communication plays an essential role in maintaining relationships and quality of life, and hearing loss deprives not only the individual but also family and friends of easy communication. Repeated instances of unheard or incorrectly heard communications are frustrating for the individual and everyone who converses with them.

SWHI have very limited ability to enjoy many forms of entertainment, discussion, and dialogues and they have limited access to classroom information that is normally available through personal communication.

In the study (table 5&9), it is also found that all teachers (100%) and more than 75% of hearing students have never used sign language in the class room. The absence of sign language skills among teachers might be a cause of poor social interaction between the SWHI and teachers. The researcher has confirmed that teachers did not treat the SWHI equally to hearing students while they were attending their lesson in the inclusive class. Most of the time teachers interact with hearing student. This might be made SWHI frustrated, stress and unhappy with inclusive education.

The finding of this study revealed that SWHI have educational challenges in inclusive educational setting. Hard of hearing and post lingual deaf students have showed equal academic achievement with average hearing students. But the profound and pre lingual deaf students have shown serious educational challenges in inclusive educational setting. Thus, the degree of hearing status and the age of onset of the impairment might be the factors that hinder SWHI to achieve good academic results in inclusive education.

Inclusive education can play a crucial role in advancing better academic performance for SWHI, as they will do better when they sense that they are accepted and valued by their "normal" peers SWHI are able to learn and benefit from instruction in an inclusive classroom, through adequate language and communication. If SWHI do not communicate well, they fall behind academically and loose confidence. The study revealed that all (100%) of SWHI said that their teachers have never used sign language when teaching. This is also confirmed by almost all (97%) of the hearing students responses (see table 9) and the researcher's observation result. Moreover, teachers themselves confirmed

that they do not have sign language ability to communicate with SWHI in the classroom. Thus, this might be one of the factors that contribute to the educational challenges of SWHI face in inclusive education.

On the other hand, the finding of this study showed that teaching methods chosen by teachers are not convenient for SWHI and teachers have never made use of pair and group work in classroom. Furthermore, teachers have never encouraged SWHI to participate in different extra-curricula activities in inclusive education. (see table 5). Generally, this study indicates that lack of resource

Generally, this study indicates that lack of resource room, lack of interpreters, lack of text books, inability to modify textbook to meet the need of SWHI in inclusive education and lack of a coordinating multidisciplinary approach are some of the factors that affect the education of SWHI in inclusive educational setting.

Finally, it may be difficult to apply the findings of this study can be generalized to the population of SWHI in Ethiopia as it is based on such a small number of informants. However, from the experiences and observation of similarities in Ethiopia such as poor teacher training in special needs, absence of interpreters, communication barriers, absence of early intervention and assessment, poor educational provision and other relevant factors it may be possible to apply the findings of this study to SWHI in Ethiopia. Moreover, some previous research (Ababa, 1996, Alemayehu, 2000, Tibebu, 1991, Tesfaye, 2004) also have reached similar conclusions the study regarding psychosocial and educational development of SWHI.

5.2 Recommendations

The findings of this study indicate that mainstreamed SWHI the sample school experience psychosocial and educational challenges. Different measures have been proposed by the distinct subject of the study. Based on the proposals of the subject and ideas extracted from related literature, the following prospective measures are recommended to be taken by the government, the school and the classroom teachers.

I. Measures to be taken by the Government.

- Indeed, the new program of the ministry of education (TESO) designed to overhaul teacher education, teacher-training institution and colleges are required to give future teacher a course in special needs education, but there appears to be lack of clarity and specification. Thus, there must be clearly stated guidelines to provide special education to children with different types of disability. Legislation, educational policy, and teacher training programs also need to be progressively updated to realize inclusive education as an educational modality.
- The low value and priority given to early childhood education of SWHI by the government has made it one of the most neglected area in Ethiopia. Thus, the government should work in collaboration with different NGOs to encourage preschool programs and to provide training programs for preschool teachers about children with special needs, leading towards the direction of inclusion.
- The current teacher-training curriculum does not include certain skills, which enable teachers to facilitate the inclusive classes, Thus, the (MoE) should modify the teacher training curriculum so as to reflects the necessary competencies needed by teachers who are to take a leadership role in order to facilitate the development of inclusive schooling.
- The success of an inclusive school system, which serves all children, depends on a flexible and relevant curriculum that can be adapted to the needs of each learner. All learners cannot reach the same level of competence, and do not progress at the same pace. Thus, the curriculum designers should give a special consideration to make the curriculum flexible in that modification, substitution, exemption as well as

compensations are entertained to accommodate the diverse educational needs of children in inclusive school system.

- If teachers in inclusive school of SWHI are not qualified, the SWHI are not achieved, as they should. Hence, the government has to provide long- term and short- term training at regional and central level for teachers who are teaching in inclusive school of SWHI.
- Zonal and Woreda educational experts and the school administrative staff should play a significant role in improving, organizing and planning the Environment of SWHI in inclusive educational setting.
- Government should facilitate the involvement of NGOs to help the development of inclusive education of SWHI in Ethiopia.

II. Measures to be taken at school level

- The way teachers and hearing students perceive the implementation of inclusive education of SWHI coupled with the prevailing condition with in the school setup can affect the development of psychosocial and education of SWHI. Therefore, the effective measures need to be taken to tackle the prevailing psychosocial and educational challenges of SWHI.
- The school should facilitate a continuous orientation program to create awareness among the teachers, hearing students and school community about the nature of hearing impairment and the psychosocial and educational characteristics of SWHI. This would help teachers, hearing peers and school community as a whole to develop positive attitude towards SWHI in inclusive education.
- The availability of appropriate support affecting teachers' ability to educate SWHI in inclusive school system. It is crucial to address the needs of SWHI by using different strategies effectively and utilizing the available local. Thus, the school has to ensure the availability of resources e.g. resource room, interpreters, instructional materials and hearing aids.
- The communication barrier that exists between SWHI and teachers has an influence on the SWHI's psychosocial and educational achievements. To over come such language problem and enhance the development of inclusive education of SWHI, the

school administration should provide sign language training for teachers in pre and in-service programs.

- In inclusive education, SWHI may not be successful in their education. This might be because of the severity of the hearing loss. Thus, the school has to take in to account the severity of the hearing loss prior to placement.
- Continuous assessment of SWHI psychosocial and educational achievement of SWHI in inclusive education should be made by the school administration.
- The school has to create a forum in which different concerned bodies e.g. special educators, psychologist, audiologist, parents and governmental and non-governmental organization collaborate with each other to support inclusive education of SWHI.

III. Measures to be taken by Teachers

1. Teachers have to be well aware of SWHI so that they can have a better understanding and positive attitude to promote inclusive education of SWHI.
2. Indeed, teachers could encounter practical problems, while teaching SWHI in inclusive classes. Thus, teachers should be innovative, flexible, creative, ready to learn from the learners and capable of initiating active learning.
3. In inclusive classroom the most common problem is having communication barriers between SWHI. Therefore, teachers should have the skill of sign language to interact with SWHI and enhance the psychosocial and educational development of SWHI in inclusive educational setting.
4. The learning environment of inclusive education needs some sort of modification and adaptation, Thus, teachers should work out the necessary modification and adaptation of educational materials, methodology, facilities, equipment and environmental conditions so that SWHI specific educational needs can be addressed properly.
5. The textbooks are not suitable for SWHI in a inclusive educational setting, it needs revision so as to incorporate more suitable activities that promote communication, the inclusive classroom teacher should be able to modify the text book according to SWHI needs in inclusive education.

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