



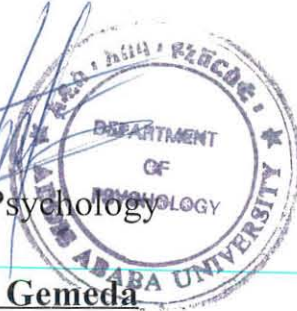
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Please find enclosed the M.A Thesis of Feleketch Baharu Gameda entitled "Social and Academic Problems of Hearing Impaired Students in the Second Cycle of Primary School in Selected Special Schools." Feleketch Baharu Gameda has finalized the thesis according to the requirements of the examining committee. Please accept the thesis.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

SOCIAL AND ACADEMIC PROBLEMS OF
HEARING IMPAIRED STUDENTS IN THE SECOND
CYCLE OF PRIMARY SCHOOL IN SELECTED
SPECIAL SCHOOLS

FELEKETCH BAHARU GEMEDA

ADDIS ABABA
MAY 2000

**SOCIAL AND ACADEMIC PROBLEMS OF
HEARING IMPAIRED STUDENTS IN THE SECOND
CYCLE OF PRIMARY SCHOOL IN SELECTED
SPECIAL SCHOOLS**

BY

FELEKETCH BAHARU

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILMENT OF THE REQUIRMENTS FOR THE
DEGREE OF MASTERS OF ART IN SPECIAL NEEDS
EDUCATION**

ADDIS ABABA

MAY 2000

This thesis has been submitted for examination with my approval as university Advisor.

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A handwritten signature in black ink, appearing to read 'Darge Wole', is written over a horizontal line.

Date of submission May 19, 2000

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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APPENDICES
Instruments

APPENDIX B

Instrument code No.1

Hearing-impaired Students Interview Questions
English Version

APPENDIX C

Instrument code No.2

Hearing Impaired Student's Parent's Interview Questions.
English Version

APPENDIX D

Instrument code No.3

Hearing Impaired Student's teacher's Questionnaire
English Version

APPENDIX E

Instrument code No.4

Hearing-Impaired Student's Principals Questionnaire
English Version

APPENDIX F

Instrument code No.5

Students Classroom Behavior Assessment Instruments
English Version

Abstract

This study attempted to determine social and academic problems of hearing impaired students, to assess their classroom behavior and investigate the relationship between classroom behavior and students' achievement in the second cycle of primary school in selected special schools. Data was collected from 62 students, 20 parents and 42 school personnel. Pretest of all instruments was conducted before the actual fieldwork in Arbaminch and Mekannisa special school for the deaf in Addis Ababa. The main study was conducted in the Alpha special school for the deaf (Addis Ababa) and in Hosanna special school for the deaf. Students, parents and principals were interviewed. Teachers completed questionnaires. Classroom observation was also conducted.

The major social problems of the hearing impaired were identified to be unequal chance of education and employment; and people's negative attitude towards the education of the hearing impaired. Influence of social problems (theft, rape, problems of transportation, lack of communication with members of the society. etc.) on hearing impaired students achievement was identified. The predominant academic problems turned out to be lack of trained teaching staff, budget, teaching materials and curriculum deficiency. Classroom behavior problems and their achievement were related to socioeconomic factors, age related factor and low parental control. Other problems were related with lack of school facilities, poor communication of the student population and teachers' qualification.

Generally, the result of classroom behavioral assessment correlated negatively and significantly to students achievement. Most of the domains in the behavioral scale are negatively correlated. On the whole, the variables in the observation scale together accounted for 40.39% of the variation in student achievement; the remaining 59.51% is unexplained. Regression analysis indicated the most commonly occurring classroom behaviors to be achievement anxiety (.0687), comprehension (.0912) and inattention withdrawal (.0216). These three behaviors contributed about 37.7% of the total effect of the other variables. Among these inattention withdrawal has more weight than others.

To tackle the identified social and academic problems of the hearing impaired students, professionals involved in educational policies, in implementation and in educational programs for the hearing impaired and the society at large should try to join their efforts.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Education is one of the vital components in the life of every social group. Every member of the society should have proper education in their respective settings. The hearing impaired students have their limitations in learning in regular classrooms. Hearing impairment, a generic term indicating a hearing disability that may range in severity from mild to profound, includes the subsets of deaf and hard of hearing (Hallahan and Kauffman 1988). To hearing impaired students the loss of this important sensory capacity affects their education.

Sometime between the ages of 12 and 24 months, as a result of previous language experiences, the child begins to learn to speak and to develop language skills. Obviously, if the child has a hearing impairment, speech and language development may be delayed. Under developed speech and language skills are the greatest limitations that occur as a result of hearing impairment. Delayed speech and language acquisition influence a child's ability to develop communication skills, such as reading, writing, listening and speaking. As a result these skills develop at a slower rate than those of the normally hearing child (Gearheart *et al*,1992).

As a group children with significant hearing loss are at greater risk than other children below their potential despite the institution of various educational approaches of increasingly earlier ages (Calderon and Low, 1998). The most important factor that affects education of hearing impaired students as mentioned above, is their problem in

communication that comes due to their hearing loss. Communication is vital to social and personality development. People with hearing impairments tend to have a higher incidence of "problems of living" including social and vocational problems (Hallahan and Kauffman 1988).

Since hearing-impaired children and youth are unable to hear the continuously repeated flow of language spoken around them, they need to be exposed to special and unique communication systems. They are not automatically exposed to the very wide series of language stimulation experienced by hearing people. Hence for hearing-impaired children, early, constant, and continuous use of visual communication modes such as sign language, finger spelling and cued speech together with amplification and above all aural/oral training can help to reduce the risk of language delay and develop skills in communicating and integrating them with the community around (Alemayehu,1995).

Even if inclusive education is our goal to educate the hearing impaired still there is a need to maintain special schools for the deaf. That is most students with impaired hearing are educated in the regular classroom. Younger students and students with severe and profound losses require greater amounts of special educational service during their early school years and may attend regular classrooms for increasing amounts of time, but many will need some supportive assistance from special education resource or itinerant personnel during their entire school career (Gearheart,1988).That means special education in special schools should be given enough attention. Studies conducted in special schools to identify existing problems in educating the hearing impaired can give us ways to support them.

Based on the above points, in teaching these students, classrooms regardless of their size and location may have students with hard of hearing who can markedly deviate from the normally hearing students in social and academic performance. That is, unfortunately, hearing impaired children are frequently handicapped in varying degrees in educational achievement. Reading ability, which relies heavily on language skills and is probably the most important aspect of academic achievement, is the most affected. (Hallahan and Kauffman 1988).

Besides academic difficulties that may result from a hearing loss, two other limitations may be imposed by impaired hearing. The first limitation is characterized by inability to hear music. Such a limitation can not be overcome, but must be compensated for in a manner that is acceptable to the individual. A second limitation may be imposed by society. Such societal limitations characterized by negative attitude, interactions with others, including parents, teachers, siblings, and friends, may lead to self-imposed social limitation and restrictions. Teachers may play important roles in reducing this type of limitation. (Gearheart *et al*, 1992).

In other words, research should identify the major social and academic problems that affect the academic achievement of the hearing impaired students in special schools and suggest some viable possible solutions. On these bases, the main interest of this research is to identify the problems of these students in the base line of their schooling and propose ways and means to support them.

1.2. OVERALL RATIONALE

The education of the hearing impaired is affected by a number of factors. Research suggests some benefits of early intervention for such children and their families. However, there remains a paucity of research into how family variables may affect the child outcomes. (Calderon and Low, 1998).To fill the gap, the students observable and measurable learning behavior and style of learning should be analyzed.

Education is a social function and as such requires the joint effort of parents, children, teachers and the society at large. The school is also a formal social institution in charge of educating children in the society. It is concerned with giving opportunities to realize the potentials of every student in its total setting. In this respect exceptional children can become useful citizens when people understand them as they understand normal children. So it is important to examine how the hearing impaired relate to different societal groups.

The large number of hearing impaired persons in the country suggest that their problem should be investigated. The incidence and prevalence of disabilities in developing countries are higher than the economically advanced countries. The percentages of persons with disabilities are estimated to be as high as 20% in some of these developing countries. The global conditions are more exhibited in Ethiopia (Tirusew *et al*, 1995). According to the 1994 population and housing census of Ethiopia there were 988,853 persons with disabilities (CSA, 1998). Out of these 131,359 persons were having only hearing problems, and 58,415 persons were having hearing and speaking problems. At present, the great number of children and young people with special needs have no access to special education and related services. Of the estimated 1.8 million school age children with special needs, only

2230(0.12%) receive education in special and regular school settings (Tadesse, 1996). Having all these people in our society, measures should be taken to build independent, responsible, hardworking, well educated and productive hearing impaired citizens. For these educational theories and research can give us clues how to educate, train or give system of support to exceptional children. Therefore, teaching hearing impaired students must be coordinated and integrated with research. On these bases this study focuses on an important issue of identifying educational needs of the hearing impaired students.

1.3 OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS

Generally, the purpose of the study is to identify major social and academic problems of hearing impaired students in selected special schools and to suggest possible solutions. To this end the following research questions were formulated.

The Research Questions are the following.

1. What are the predominant social problems observed in the education of hearing impaired students?
2. Do social problems (beliefs, attitudes of society towards the hearing impaired) affect academic achievement of hearing impaired students as perceived by their teachers, parents and hearing impaired students themselves?
3. What are the predominant academic problems of hearing impaired students as perceived by their teachers and students themselves?

4. Do hearing-impaired students show preference to learning towards certain subjects according to teachers and the students themselves? What are the reasons for their preferences?
5. How does the classroom behavior of the student look like and how does that relate to their academic achievement?

1.4. DEFINITION OF CONCEPTS

Attitude: - Attitudes are learned beliefs that develop over time. They are feelings that develop from experiences with others and the environment, and they influence the way people behave (Reynolds, 1990). It is alerted predisposition to respond either positively or negatively to persons, situations, or things. Attitudes carry strong emotional components and, therefore, can never be neutral (Sprinthall, 1994: 625).

Disability: - Disability in the WHO (1980) classification system denotes the “consequences of impairment in terms of functional performance and activity by the individual” (Reynolds & Mann, 1987).

Handicap:- Handicap is a disadvantage caused by a disability that prevents or limits an individuals fulfillment of a role that is normal, depending on age, sex, social and cultural factors (Skjoten, 1997).

Impairment:- Loss or abnormality of psychological, physical (motor or sensory) neurological or anatomical function or structure.

Hearing Impairment:- An umbrella concept and includes all degrees of hearing loss: mild, severe and total loss. Persons who can utilize their residual hearing with or without a

hearing aid are considered as hard of hearing. Persons who cannot utilize their residual hearing or who do not have any residual hearing are considered deaf (Skjoten,1997:17).

Hard of hearing:- persons with hearing impairment but who can utilize their residual hearing with or without a speech, with or without a hearing aid and can control their voice (Skjoten,1997:16).

Deafness:- Not hearing at all or the perception of sound being so distorted that communication through speech is very hard and hearing is difficult or impossible, or, hearing impairment that is so severe that the persons cannot maintain auditive(through sound and hearing) contact with the surroundings (Skjoten,1997:9).

Social Problem:- A condition that a considerable number of people believe exists in their society and that they do not like. That is something that violates or interferes with cultural values that define what is good, important and desirable in a society.

1.5. SIGNIFICANCE OF THE STUDY

Research to identify social and academic problems of hearing impaired students is important to plan for system of support for these students. Knowledge of the social problems faced by these students, the methods of teaching, the instructional materials used and the ways of communication that were used in the past would help us to improve the system of educating the hearing impaired at the present situation. This study may contribute to the understanding and conceptualization of the current status of the hearing impaired students locally and the country at large. The results of this study will contribute to some degree to the efforts of

- a) parents who are concerned with establishing a developmentally and academically responsive environment to their children.
- b) teachers who want to guide parents who need assistance on how to handle hearing impaired children at home.
- c) teachers who are in need to give real system of support to their students.
- d) other professionals who work in related areas that support hearing impaired children and may be repeatedly asked by parents on how to handle academic and disciplinary problems of their children.
- e) researchers who are interested in conducting studies related to the issue.

1.6. DELIMITATION OF THE STUDY

This study is limited to students from grade 6-8. This is more or less the period of the onset of adolescence. The students, besides their limitations in learning due to their impairment, at this level of development are typically associated with greater risks in relation to education and social conflicts compared to other stages. Assessment of their behavior needs ample time and closer follow up. Certain instruments are adopted and are newly applied for this study. Such instruments might be affected by the limited time allotted to field work.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. FOCAL ISSUE AND THEORETICAL FRAME WORK OF THE PRESENT STUDY

To be hearing impaired or the degree of hearing loss is not a good indicator to the difficulties individuals may face or how they adjust themselves to work in acquiring language , social skills or academic achievement. It is good to see the basic social problems that may hinder this social group to acquire knowledge and develop skills to support their lives and become productive citizens. Here the researcher is interested to identify the problems of the hearing impaired students starting from a low level of their educational career, that is the primary school level.

Exceptional children often have problems that extend beyond the classroom. Although teachers cannot be expected to solve problems occurring outside the learning environment, they must be aware of them and their possible influence on school performance (Mandell, 1984).

Traditionally, many professionals involved with the exceptional children have assumed that learning and behavior problems emanated from the students. Therefore, intervention efforts focused on exceptional children with little attention given to the possible influence of environmental variables. There are different theoretical approaches that have such perspectives. These are Behavioral, Cognitive and the Psycho-dynamic approaches. The behaviorists assume that behavioral problem is caused by mal-adaptive learning.

Intervention is based on changing overt observable measurable behavior. The cognitive theoretical professionals assume that a problematic behavior is caused by mal-adaptive thinking. Intervention is based on changing mal-adaptive thinking processes. The Psychodynamic view proposes that problem behavior is caused by unconscious conflicts. Interventions focus on facilitating insight and strengthening the Ego (Ayers *et al*, 1995). An alternative approach to learning and behavior problems is the **ecological perspective**.

2.1.1. ECOLOGICAL THEORY

The theory is an approach to psychology and education that perceives a child's academic and social behavior to be influenced by all the factors in the environment. The approach emphasizes factors more external to the child rather than internal. This theory is highly related to the problem statement of the study. It can give guidance to see the academic and social problems that can be observed due to the relationship of the hearing impaired child with the environment. Hence, the researcher concentrated more on ecological theory as the study focused on the influence of all factors in the environment on the child's academic and social behavior.

Ecological theory focuses on the relationship between the student and the environment, **ecosystem**, in order to explain behavior and to identify intervention strategies. According to Thomas and Marshall (1977) cited in Mandell (1984), the individual's ecosystem is a composite of a variety of physical and social habitats in which the person lives. Examples of social habitats would be student-teacher and student-student relationships. The playground and classroom settings are examples of physical habitats. Instead of viewing the source of disturbance as being within the student, educators who adopt an ecological perspective view

the relationships between the student and his or her ecosystem as being disturbed (Rhodes 1967, cited in Mandell).

Ecosystem is a system of relationships that affect the experience and behavior of an individual. An individual's ecosystem is a composite of physical and social habitats in which that person lives. Based on these, this study emphasizes, the ecological model as a useful one. The ecological model focuses on the exceptional student's behavior in relation to events occurring in all areas of his or her environment, as well as in the classroom.

It is important that teachers recognize the ripple effect that classroom experiences have on other facets of the students life as well as seeing the importance that out of school experience have influence with in the classroom. The ecological perspective in teaching these students views the teacher as one member of the team. Teachers have a philosophy toward teaching that they developed from their university experiences as well as experiences accumulated since childhood. That is teachers' attitudes on the etiology of learning, behavioral problems and on the roles and responsibilities of the special educators will influence factors that have significant impact on the hearing impaired student's educational career.

2.1.2. THE DEVELOPING CHILD AND THEORETICAL ASSUMPTIONS IN CHILD LEARNING

Children with sensory deficits such as visual or hearing-impairments progress through the same genetically programmed production (Schiefelbusch, Sullivan, & Granz, 1980, cited in Meisels, 1993). The rapid increase in communication output is genetically determined .What gets stored during the period of rapid learning is that which the culture, in this case the home

environment, reinforces. The capacity of humans to hear the sounds of their culture begins before birth and continues with a very open system until approximately 5 years of age, when some of the plasticity of the system is lessened and children begin to filter out some culturally irrelevant sounds (Berlyne, 1965, cited in Meisels, 1993). An infant learns to discriminate between loud and soft, high and disturbing and pleasant sound. In addition, an infant analyzes the human voice and differentiates his or her own babbling and crying from the sounds of others.

Speech-language pathologists often use a developmentally based model of intervention for children experiencing speech and language disorders or delays . Hearing-impaired children have their own limitations in communication due to their hearing loss . Compared with hearing peers, children with moderate hearing losses may also be immature in speech ,vocabulary syntactic structures and concepts. According to Asline (1981), cited in Meisels (1993), the slow maturation of the auditory tract presents a wide critical period in profit from extended environmental experience. During this extended period of plasticity one finds that most of the basic sound-production elements of phonology and the structured elements of syntax are mastered.

It appears that humans are genetically programmed to learn words and to produce them ,and when frustrated in their attempts, they demonstrate behaviors that are considered inappropriate. The timing of learning is biologically determined. The conditions under which caregivers provide new words to an infant's request for the culturally appropriate word help the child learn about the objects and its name through both behavioral (associated learning, stimulus-response connections) and cognitive (problem solving) techniques (Hirsh ,1974; Hull, 1920, Witrock, 1986, cited in Meisels, 1993) .

Glietman (1986, cited in Meisels, 1993) points out that untrained deaf children will create their own unique signs for objects at the same time that normal hearing children speak their first word. Thus, in the absence of external input, the genetic program appears to propel the auditorally impaired child to create a symbol for an object. However, at the time that hearing children (around age two) are adding crucial and closed classed words (e.g. in, on, the, and, etc.) to their production the untrained hearing-impaired children does not create them. Closed class words seem to be environmentally provided, and the critical time for learning them appears to be about 2 years of age, the time Horton (1974) and North Cott (1981) cited in Meisels, 1993) suggests is the critical time at the latest for intervention with such children. Had the system been well developed, it would have retained great plasticity for culturally relevant language information and, with training, the child could have learned new language skills that could have continued through out life. For some disorders of language learning, the problem resides in the failure of the genetically laid out pattern to proceed according to plan. Other disorders may be acquired due to environmental inadequacies. In many instances, it is a combination of both. The success of early intervention programs with sensory-impaired disabled, and at-risk infants and young children is that neural tissue can respond to damage not only by creating new synapses to aid in recovery of hearing function, but also by changing the nature of their preprogrammed functioning.

When we see theoretical explanations of child development, a number of theoretical assumptions underlie the rationale for early intervention programs, program development, and child learning. Although theoretical positions supporting early intervention may not be explicit, theoretical perspectives serve as a foundation for most child-focused programs. In addition to

theoretical assumptions that provide the basis for program rationale and program development, theoretical explanations has provide a number of useful guide lines for infant and child learning within intervention programs. For example, the central nervous system must be aroused, attention must be focused, active participation must occur, learning is facilitated through environmental manipulation that produces disequilibrium in children. The arousal of the nervous system is implicated in learning because children's attention and other stimuli is related to the child's physiological state (Bell,1971; Gardner & Karmel , 1983; Wilson, 1980, cited in Meisels, 1993). Young children have the capacity to respond to stimuli by changing state, and to control a stimulus (E.g. Caregiver attention) by prolonging it .

Current explanations about the processes that underlie development in early childhood vary in the relative emphasis given to the role of the mother or primary caregiver in the developmental process. These variations can be recognized in many of the teaching programs currently used in early intervention services. The four theoretical explanations of development to be considered here have been termed: **Nativist, Behavioural, Cognitive and Interactive** and are briefly explained below.

Nativist Theory (e.g. Bower, 1971; Chomsky ,1965, cited in Mitchell, D.& Brown, R. I. 1991): Explanations of the Nativist theory assert that there is a biological basis to infant development .For example, Bower and others(1971) argue that neonatal responses to human stimuli are inborn and function as a mechanism for survival .According to Nativist theorists, developmental change results primarily from maturational factors within the child rather than from the influence of environmental factors such as social interaction .

Behaviourist Theory (e.g. Skinner, 1957; Mowrer, 1954, cited in Mitchell, D. & Brown, R.I. 1991): In contrast to the relatively passive role attributed to caregivers by **Nativist Theorists**, **Behaviourists** take a far more positive view of the contribution that is made by adults to the developmental process. Skinner (1957) explained language development in terms of an operant model of learning. According to this view, infants learn to talk by being rewarded (reinforced by mothers or caregivers) for vocalizations that often appear to be produced spontaneously (i.e. without an apparent stimulus). That is the behaviourists see the contribution of environmental influences and the role of mother-child interaction, as important factors in child learning.

The Behavioural Model does not explain novel or untrained behaviors. Nor does it adequately explain non-observable aspects of behavior, such as language comprehension and cognitive skills. However, behavioral models of learning do attribute a crucial role to the mother or caregiver, as the reinforcing agent, and this has important implications for early intervention.

Cognitive Theory (e.g. Piaget, 1978; Werner and Kaplan, 1964, cited in Mitchell, D. & Brown, R.I. 1991): Gradually, interest turned to other explanations of early development, particularly to those proposed by Piaget and others who focused on the contribution of cognitive development to the acquisition of language and other related skills, and to the place of social interaction in facilitating development among children with disabilities. Piaget was primarily interested in the development of children's thinking. He saw it in terms of four main stages, involving a progression from the earliest sensor-motor stage, which the infant learns about the world by direct action on objects to the final stages of formal or abstract thought. Earliest knowledge is gained as the infant looks, grasps and sucks objects

and entities that come within his/her reach. Concerned with the cognitive processes on going within the child, Werner and Kaplan argued that the early awareness of objects in infancy, and the differentiation of objects from self are dependent upon the child being within a close nurturing relationship with a caregiver. In such a situation, infants are free from anxiety and able to attend to those aspects of the environment that impinge upon them.

Interactive Theory (e.g. Bruner, 1977; Sameroff, 1975; Vygotsky, Sameroff and Mclean and Snyder-MacLean, 1978 cited in Mitchell, D. & Brown, R.I. 1991) also place value on the contribution of caregivers to the development of early cognitive and language skills. Clearly, the interactive explanation of development attribute an important role to mother or caregiver-child interaction in the development process. According to this view, the mother /tutor has the potential to maximize the pace of development by providing appropriate activities for the child and guiding him or her towards higher levels of performance.

To conclude, each of the theories discussed has something to contribute to our understanding of the factors that underlie early development in children, and the place of mother-child interaction in this process. The above points are good indicators of the need for early support. Teachers can support children at early stages of their development. That is to say, if hearing impaired students are supported at early stages in their primary school level, they could show better improvement in their academic achievement.

2.2. HEARING IMPAIRMENT: OVER VIEW OF ITS NATURE, LEVELS AND CAUSES

Hearing impairment, a generic term indicating a hearing disability which may range in severity from mild to profound, includes the subsets of deaf and hard of hearing (Hallahan

and Kauffman,1988). In defining hearing impairments, professionals with an educational orientation are concerned primarily with the extent to which the hearing loss affects ability to speak and understand language. The time of onset of the hearing problem is therefore important. Those who are deaf at birth or before language develops are at a greater disadvantage than those who acquire their deafness after learning some language skills. The former had prelingual deafness, and the latter as having postlingual deafness. (Hallahan and Kauffman, 1988).

2.2.1 Nature and Classification of Hearing Impairment

There are still debates on the classification procedures of persons with disabilities due to the type, degree of impairments, socio-economic differentials, early identification mechanisms and the type of provisions that each society offers for this section of the community (Tirussew, *et al*, 1995).

There are many definitions and classification systems of hearing impairment. By far the most common division is between deaf and hard of hearing. This would seem simple enough, except that the two categories are defined differently by different professionals. The extreme points of view are represented by those with a physiological orientation and those with an educational orientation. Those maintaining a strictly physiological view point are interested primarily in the measurable degree of hearing loss. Children who cannot hear sounds at or above a certain level or intensity (loudness) of sound, are classified as deaf. Others with a hearing loss below this level are considered hard of hearing. Hearing sensitivity is measured in decibels (units of relative loudness of sounds). For example, Zero decibels (dB) designates the point at which people with normal hearing can detect the faintest sound. Each succeeding number of decibels indicates a certain degree of hearing

loss. Those who maintain a physiological view point generally consider those with hearing losses of about 90 dB or greater to be deaf, those with less to be hard of hearing . (Hallahan and Kauffman, 1988). Although it is difficult of classify degrees of hearing impairment on the basis of severity, it is necessary to have a classification system providing insight into the degree of loss and the potential implications. According to Hallahan and Kauffman, (1988), the different levels of hearing impairment are mild hearing loss (27-40 dB), moderate hearing loss (41-55 dB), moderately severe hearing loss (56-70dB), severe hearing-loss (71-90dB) and profound hearing loss (91+dB).

A person who has a mild hearing loss is likely to have difficulty with faint or distant speech. Students with mild losses may need favorable seating to benefit from speech reading, vocabulary or language instruction, or a combination of these; and may also need speech therapy.

An individual with moderate hearing loss most likely can understand conversational speech at a distance of 3 to 5 feet. Such a student probably needs a hearing aid, auditory training, speech reading, favorable seating speech conversation, and speech therapy. To an individual with a moderately severe hearing impairment conversation must be loud to be understood. The student's speech is probably defective, and he or she may have limited vocabulary. This student may have difficulty in group and classroom discussion, can use all the services usually provided to students with mild and moderate losses.

A person who has a severe hearing loss may not be able to hear a low voice beyond a distance of 1 to 2 feet. Such a student may be able to distinguish some environmental sounds. The student has difficulty with consonant sounds but not necessarily vowels. Such a student needs all of the services required by students with less severe losses and may need to

learn many of the techniques used with students who are deaf. According to Smith, & Luckasson (1995), correspondence among measured degrees of hearing loss and description of ability to understand speech can be identified as shown in the following table.

Table 1:- Correspondence Among Measured Degrees of Hearing Loss and Description of Ability to Understand Speech.

Gullaudet Hearing Scale score	Summary Description of Items Included in Gullaudet Hearing Scale	Classification of Hearing-impairment by Speech Comprehension Groups with Different Levels of Better- Ear Averages Proposed by the Committee On conversation of Hearing loss	Better-Ear Averages
1	Usually can hear and understand whispered Speech	No significant difficulty with faint speech	Less than 26 dB
2	Difficulty hearing and whispered Speech	Difficulty with faint speech	26-40 dB
3	Difficulty hearing and understanding shouted speech	Frequent difficulty with normal speech	41-70dB
4	Difficulty hearing and understanding shouted speech, but can usually hear and understand words spoken loudly into the better ear	understand only shouted or amplified speech	71-90dB
5-8	Cannot hear and understand any speech	Usually cannot understand even amplified speech	91dB or more

Although a profoundly impaired individual may be able to hear some loud sounds, he or she probably does not rely on hearing as the primary learning channel. Very likely this student needs all of the previously mentioned services and possibly more intensive services from the teacher. Such students require special assistance, with emphasis on speech, auditory training and language (Gearheart and others, 1992).

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2.2.2. CAUSES AND IDENTIFICATION OF HEARING IMPAIRMENT

In the causes of disability both the nature and extent of the problem vary from country to country and even between the different parts of the same country. For example, if we see childhood disability, the fact that developing countries have low level of socioeconomic conditions would mean that most of the world's childhood disability is a common phenomenon in these countries (Kershew, 1973).

The conditions in Ethiopia have been aggravated and characterized by infectious diseases, malnutrition, under nutrition, wars, periodic episodes of drought, famine and other factors associated with prenatal and postnatal difficulties. (Tirussew and others, 1995). In addition, Tigabu (1996) stated that poverty, low level of medical care, and remnant harmful traditional practices are some of the causes. In certain communities, the causes of disability are generally attributed to inadequate nutrition, faulty child rearing practices, preventable diseases and accidents.

When we see causes of hearing impairment, professionals often classify causes based on the location of the problems within the hearing mechanisms. Conductive losses are impairments that interfere with the transferal of sound along the conductive path way of the ear. Such problems take place in the outer ear (the auricle) or the middle ear. Sensorineural problems are confined to the complex inner ear, and are thus to be much more serious and hard to treat.

Impairments of the outer ear are caused by such things as infections of the external canal, objects put into the ear by children, turners, build up of ear wax, or perforation of the eardrum. Usually middle ear troubles occur because of some malfunction of one or more of the three tine bones, or ossicles, in the middle ear the malleus, incus and stapes. Otitis media, allergy problems that causes the Eustachian tube to swell or osclerosis and tumors

are among problems of the middle ear, and is especially prevalent among children with down syndrome or cleft palate. The most common cause of inner-ear troubles are linked to hereditary factors. Acquired hearing losses of the inner ear include those due to bacterial infections (such as meningitis) viral infections (such as mumps and measles), prenatal infections of the mother (such as maternal rubella, congenital syphilis, and cytomegalovirus) and deprivation of oxygen at birth (Hallahan and Kauffman, 1988, 301).

Identification of Students with Hearing Impairment:- Although not always recognized by the parents, siblings and classroom teachers, a particular student's learning or behavior problems might result from a hearing loss. The teacher could misjudge the student as being mentally retarded or emotionally disturbed or as having some type of specific learning disability. In other instances, the teacher may feel the students' problems are caused by some failure in the teacher's methods. Until the teacher recognizes that the students' problems may be the result of a hearing loss, she or he could waste a great deal of time on fruitless remedial measures. Therefore, it is very important for the regular classroom teacher to be aware of some common behaviors that indicate a hearing loss. The following are the most common behaviors and medical symptoms that may indicate a hearing loss.

- **Behavioral indications** are lack of attention, lack of speech development, difficulty in following directions, best work in small groups, dependence on classmates for instruction, turning or cocking of head, acting out, stubborn, shy or withdrawn behavior, use of gestures, disparity between expected and actual achievement and reluctance to participate in oral activities.
- **Medical indications** of a hearing loss that should not be ignored by the teacher are frequent earaches, fluid running from the ears, frequent colds or

sore throats and recalling tonsillitis (Gearheart and others, 1988). There are also important indicators that help for early identification of the hearing loss of the child.

The following are **twelve warning signs** of a hearing problem (Smith, Neisworth and Hulat 1983). The child

- 1) babbled from birth until about 6-7 months the of age and then stopped .
- 2) shows no consistent reaction to soft or loud noises .
- 3) gives little or no attention to ,nor shows evidence of understanding speech .
- 4) may cry instead of using his/her voice .
- 5) says no words or sounds even when he/she has reached the age when talking usually begins.
- 6) may often be described as a quiet or good baby .
- 7) may watch a person's face exclusively to detect visual clues .
- 8) may rub his/her ears frequently .
- 9) usually cocks his/her head or ear towards a sound source .
- 10) plays only with objects that make noise .
- 11) has many articulation errors .
- 12) may talk in a high-pitched monotone voice .

These are some of the indicators that help us to identify the problems of listening in childhood. Across cultures children learn the names of things at about the same time (7-9 months) and will say the name for the object shortly thereafter. What is required is a person in the environment who provides the culturally appropriate sound patterns or words. In the absence of auditory capacity, the sound pattern that is equivalent to their age can be provided and children may make up a word for the object (Nelson , cited in Meisels,1991). If words are not provided over an extended period of time, children would demonstrate anger or frustration and may eventually display withdrawn behavior. When responsive and supportive environment are not provided , abnormal patterns are established. That is environment provides the input needed to complete the development of the avenue for extracting information from the environment, which subsequently becomes the content stored in memory. Responsive environments facilitate these processes and less responsive one impedes development, leading to traits considered culturally abnormal .

2.3. METHODS OF ASSESSMENT OF THE BEHAVIOR AND POBLEMS OF THE HEARING IMPAIRED

Education is the learning of certain responses that will be useful later in life. Learning in the classroom involves the concept of transfer. What is learned in class is expected to transfer into actual life situation, that enables the learner to earn a living and enjoy a fuller life. By applying learning theories this concept of transfer can be stigmatically exercised in a classroom. Educators are concerned with promoting positive transfer between learning in the classroom and living effectively in actual life.

Classroom behavior refers to the student's capacity to deal with the non academic demands of the instructional environment. The problem behavior may be disturbing either to the student himself or to peers or adults who interact with him . During assessment, consideration should be given to the type of behavior and its frequency intensity and duration. Assessment procedures aid the teacher in identifying social behavior problems that require immediate attention. Direct, systematic observation of student behavior can provide information and insights about the child's social emotional skills. That is behavior observations are used for purposes of diagnosing individual students, planning an intervention to modify pupils behavior, evaluating interventions, consulting teachers and conducting research.

Behavioral observations are descriptions of the students behavior during assessment. Classroom behavior is difficult to assess. It encompasses a multitude of concerns, many of which, like self concept, are difficult to observe directly. Most of the available assessment procedures focus on the behavior rather than on actual performance of the students. Despite these problems, classroom behavior is a very important aspect of school performance, and it is often the main problem for handicapped students.

Inappropriate behaviors were often one of the primary reasons students were referred for special education assessment. The classroom behavior of the students was routinely assessed by the home-room teacher. That is classroom behavior is a major concern of the teacher.

Behavior Rating Scales:- Although specific observational procedures and instruments vary in many important ways, they all require selectivity. The observation instruments structures

the observer's attention to those selected aspects of behavior, and the settings that are presumed to be most relevant to the purposes of the observation.

Observational instruments vary in their degree of formality from home made teacher used instruments to published instruments requiring highly trained observers. Observer rating instruments are used to collect information. With these instruments an observer (teacher, guidance counselor, social worker, school psychologist, or family member) either completes a check list on the presence of selected behaviors or attitudes or uses a scale rating for the degree to which the selected attitude or behavior is present .

A number of behavior rating scales designed to assess various aspects of children's behavior are available. Among those are the following

The Child Behavior Checklist (Achenbach & Edelbrock , 1983; 1986, 1987; Edelbrock, 1988; and Achenbah, 1988; Christenson, 1990; Martin, 1988 ; Martin, Hoopr, and Snow, 1986; Mooney,1984, cited in Cohen, 1992).

The Behavior Rating Profile (Brown and Hammill, 1978) the Eyberg Child Behavior Inventory (Eyeberg and Robinson, 1983; Eyberg and Ross, 1978; Burns and Patrson, 1990, cited in Cohen, 1992)

The Revised Behavior Problem Checklist (Quay and Peterson, 1983 cited in Cohen, 1992)

The Play Performance Scale for Children(Lansky *et al*, 1985 , 1987, cited in Cohen, 1992).

The Walker Problem Behavior Identification Checklist (Walker, 1983) (R.J Cohen, M.E.Swerdlik and D.K.Smith ,1992).

Among such rating scales the following **Behavior Rating Scale** stands prominent and helps to identify problems related to classroom behaviors of hearing impaired students in the this study.

The Devereux Elementary School Behavior Rating Scale

The Devereux elementary school behavior rating scale focuses on behavioral problems in children in kindergarten through six grade i.e. to students of age 8 - 18 covering 11 behaviors. Such behaviors are classroom disturbance, impatience, disrespect defiance, external blame, achievement anxiety, external reliance, comprehension, inattentive withdrawn, irrelevant responsiveness, creative initiative and needs of closeness to the teacher. This rating scale is used for identifying problem behaviors, providing an ongoing record of classroom behavior, measuring behavior changes and conducting research (MsLoughlin, J.A.Lewis,R.B.(1981).

The actual rating with the scales takes only about 10 to 15 minutes. The observer records the rating for each item on a profile from arranged scores according to behavior factors . Scores for each factor are available as standard score units with a mean of 0 and a standard deviation (SD) of 1. Factor scores that fall above or below 1SD are considered abnormal.

Here, to identify the atypical child in this observation it is important to observe other children in the same settings as well. If the observer alternates between observing the target

child and observing other children in a classroom, the observer would have a composition observation of the typical child to compare with the referred child .

2.4. SOCIAL PROBLEMS OF THE HEARING IMPAIRED STUDENTS

Problems of disabled persons are primarily the inability to function in the accepted way due to their impairment. In addition to that disability was seen in the context of religious beliefs and superstitions. Subsequently, the severity of the problems of the hearing impaired students can be observed by comparing hearing impaired children's problems with disabled persons in general.

Generally, there is a consensus among researchers that problems of disabled persons focus on three major factors such as the following and discussed succinctly.

1. Peoples' attitude to wards disability.
2. Discrimination of disabled persons (individual, institutional and ideological discrimination)
3. Unavailability of rehabilitation services.

1. Problems Related to People's Attitude Towards Disability

The attitude towards the disabled persons appear to be prejudiced and the minds of many people do not seem to have been freed from the root causes of the prejudiced dispute the level of scientific innovations over the countries. The prejudiced attitude and behaviors of non- disabled people have largely determined the quality of life and the fate of disabled people, and still such attitudes made the people react against disability (Tigabue, 1996).

In the earlier times, there had been given an explanation why some are handicapped and others are normal. That was, at any rate, those disabilities which were congenital or arose from some imperfectly understood process were conceived as the expression of divine disapproval. It is sometimes thought that the child is born handicapped because of the sins of his parents. An adult who suddenly becomes blind or paralyzed is because of his own offenses. Even disabilities which arose less suddenly as disease were considered as the manifestations of the Wrath of the gods. Only those handicaps caused by obvious physical injury or accident were accepted. From this what we can see is the attitude of the community towards disability is negative. Then the family of disabled children will face problems as the children themselves (National Children's Commission, 1984).

It was recognized that prejudices about disabilities have existed throughout history and that for centuries disabled persons have been considered impure, inferior and despicable and have, therefore, been kept apart from the rest of the community if not out side it. At present such varieties of emotions are clearly observable in our society.

Attitude of the community towards disability, that is the general social attitude towards disability varies as widely as kinds of disabilities themselves. People can have positive or negative feelings about hearing impairment that could include a variety of emotions that exist only in a social context like pride, shame, guilt, disgust, sympathy, love, gratitude, mortification, contempt, awe, revenge and pity. The hearing impaired child can face all these social reflections in our society as the community have a particular relationship with the cultural ideas and human relationship. This societal attitude towards hearing impairment is a cultural orientation that may not only let people think about the hearing impaired in a

particular way but also they can do something that affects the feelings or life of the hearing impaired persons.

2. Discrimination of the Disabled Persons :- Besides individual discrimination, there are also institutional and ideological discriminations.

Direct institutional discrimination may be prompted by inconsiderate legislation. For instance disabled persons with specified impairments are excluded from some types of employment or are forbidden to marry, denied access to or use of such community services as education, health or transportation and enter public places or own property. The hearing impaired people face such problems in our community as revealed by a number of researchers in the field. The indirect institutional discrimination may take place when social structures and institutions are designed with certain specific models and norms in mind. That is why the policy formation usually discriminates the disabled persons from getting their special needs. That is why we can see the hearing impaired persons having problems to participate in any social sectors like other members of the society. The type of social philosophies prevailing in society and the extent to which society accepts responsibility for the individual may create discriminatory behavior. Such kind of ideological discrimination is commonly observed in countries where their policies are based on certain beliefs or principles that do not have any positive attitude towards the hearing impaired persons.

The state of development of a country, its economic situation, the standard of such social services like education, health, welfare and housing etc. political, economic system and its ideology, legislation values and norms and the impact of the communication media on its

culture (arts, science, literature and others) are by and large, societal factors that may adversely affect the disabled.

Problems Related to Unavailability of Rehabilitation Services:- Functional limitations may arise from a physical or mental impairment, that is influenced by a variety of environmental, economic and social cultural factors. These limitations could lead to difficulties in performing daily activities or in participating in the life of the community. The person with disabilities is sometimes disadvantaged because of insufficient education and skills, unemployment or other impediments as indicated earlier in this chapter.

The United Nations Declaration on the Rights of Disabled Persons (United Nations General Assembly Dec, 9, 1975) states: Disabled persons have the right to medical, psychological and functional treatment, including prosthetic and orthotic appliances, to medical and social rehabilitation, education, vocational training and rehabilitation aid, counseling, placement services and to other services which will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration or reintegration .

There is a need to get proper support that could fulfill their special needs. According to Maslow's theory of basic human needs (Schultz, 1985) the hearing impaired children, like other human beings, have definite human needs. But they cannot fulfill that as other normal person can. They have to get it in a better or modified way as their impairments have limited them to have equal chances like the other normal people.

To clearly understand which basic human needs are not fulfilled to hearing impaired children we can observe Maslow's list, with some relevant examples

Basic Physiological Needs :- Oxygen, food and the elimination of waste products.

- **Safety ;-** Feeling of security and the ability to cope with.
 - **Affection :-** The need for friends and a feeling of being accepted by one's peers.
 - **Esteem :-** The appreciation by others of our selves our merits and our actions.
 - **Self Reliance :-** Satisfaction with our life and a feeling that we have lived up to our own standards.
-

Given the above needs, it should be very difficult for the hearing impaired to succeed in life. Among the above needs Safety, Affection, Esteem and Self Reliance are the ones hearing impaired persons can not get the way they need them. This is because, these needs can be fulfilled to resolve the problems of hearing impaired children with the support of the society. That is, society in general should have a positive attitude towards the hearing impaired person's participation in their community. At each stage stated above the hearing impaired have these needs as normal ones. They are supposed to get them. But social change is vital to handle this situation.

Other authors in the area have suggested ways how to handle disabled persons. Heward's (1985) view is to " refrain from depicting persons with disability as an erratic person. It is entirely appropriate to show disabled people as members of an average population of their own characters. Most disabled people are able to participate in social life and should be shown in many situations". The point is that the hearing impaired in its specific situation have their own specific problems like problems of communication that should be given full attention. This is to say, individuals in the community should support disabled persons.

Therefore, peoples' attitude towards educating the hearing impaired should be positive to give them place in the society. Due to insufficient services these people face serious problems in the society. Lack of communication techniques is also one of their barriers for their participation in the society . Insufficient rehabilitation services could prevent them from using their limited potentials. Sometimes, their minor functional limitations might become barrier in performing certain activities.

2.5. ACADEMIC PROBLEMS OF THE HEARING IMPAIRED STUDENTS

In every educational system socialization ensures that new members learn how to participate in simpler systems such as training. Although it can be accomplished informally in more complex systems such as industrialized societies the amount of knowledge required is so great and diverse that formal systematic training is necessary.

The fact that so many children have been left out from the educational process is because of their physical, mental or emotional deficiencies or because educational opportunities are scarce or non existent (Winifred, 1980). Deafness in academic world demands special attention and programming to teach such children. No one who has personal knowledge of a hearing impaired child in the family, through friends, or by way of professional involvement in the school setting , can be unaware of the potential obstacles to learning which may arise for such children (Webster and Wood, 1995) .

Unfortunately, hearing impaired children are frequently handicapped in varying degrees in educational achievement. Reading ability, which relies heavily on language skills and is probably the most important aspect of academic achievement that is the most affected (Hallahan and Kauffman, 1988, 275). But locally we have to know what sort of attempt has been done to support the hearing impaired students to improve their academic achievement.

Knowing the kind of instructional methods so far exercised in our situation could lead us to see the weakness and strength of each methodology exercised.

For many years there were two basic approaches to teaching hearing impaired youngsters. The Oralists believed it as crucial for the developing child to learn to develop his or her remaining hearing ability and to learn to communicate orally. The Manualists held that very few people considered deaf have enough hearing ability to be able to communicate orally. So, they emphasized methods such as sign language. Historically, Oralism prevailed as the method of choice. Today, however, most deaf educators recognized that a combination of Oralism and Manualism called for total communication as the most logical choice for most deaf students (Hallahan and Kauffman, 1988).

This context includes the contribution of the teacher as an individual. Teachers vary in their tolerance. They also vary in what behavior they find disturbing. Thus, one teacher may be seriously upset by a verbally aggressive child while another may regard this as a relatively minor irritant. Similarly, one teacher may regard a child's lack of progress in reading with relative equanimity while another may regard it as a matter for serious concern. The reaction will depend on the teacher, and on the expectations of the teacher's senior colleagues, the child's parents and local community. In this sense, teachers "construct" special needs. However, the construction of special needs is also influenced by wider political, economic and social processes (Galloway *et al*, 1994). The bottom line is that teachers, parents and the community at large should pull their effort together to bring about productive curriculum and viable pedagogical methodology for the less fortunate the disabled.

Furthermore, professionals who support hearing impaired children, in whatever capacity, have too many specialist knowledge drawn from fields, such as audiology and medicine, with the psychological and social needs inherent in teaching and learning. For those supporting the hearing impaired there is therefore a double challenge to be aware of how a hearing loss interferes with the process of learning, but also to be aware of how the curriculum can be adapted and reinforced. So that hearing impaired children are well equipped with the skills demanded in their school and in the real world.

For all the support teachers of the hearing-impaired give on listening and attention skills, they should obviously consider fully children's residual hearing and gain from hearing aids because this will determine the relative emphasis placed on visual and auditory input.

If hearing-impaired children, particularly the hard of hearing, are supported to use hearing aids they can show the same development as hearing children. But the hearing aids and the listening environment should be managed in the proper way. For children of conductive hearing loss, the problem of maintaining attention control and perception of speech will be exacerbated in a noisy environment. When children are expected to listen for long time and where there are competing sources of sound stimuli, children with difficulties in discriminating speech comprehension and linguistic immaturity will be further disadvantaged if acoustic conditions are poor. For the more severely child dependent on hearing aids for useful auditory information, there are a number of factors which can enhance their effectiveness.

To support hard of hearing children by the help of hearing aids, the most important factor to be considered for the child's psycho social and learning development is to create good

listening conditions by keeping unwanted sounds out . A room which is regularly invaded by noise from heavy road traffic, an adjoining workshop, dance studio, or gymnasium, or voice and clattering feet running pass will be less conducive to listening, while double glazing and sound proof doors may be beyond the resources of the intervention programme. The second consideration is the reduction of noise with in a room. Hard floors, high ceilings ,concrete pillars ,breeze-block walls and wooden cladding reflect sound and prolong sounds interference. Sound-absorbent materials, such as acoustic tiles, carpets, soft furnishings, soft table-tops, curtains, rubber boots on chair legs, and cork wall tiles, cut down reverberation and unwanted noise. The key points are proximity of contact with the speaker, a minimum of noise source or visual distraction from outside the room, and a reduction in the amount of noise generated within it.

As a general rule a child wearing aids should not be expected to hear as clearly at a distance more than about 2 meters away from the speaker. At distances greater than this it is more than likely a nearer and louder sound source, which will be picked up and amplified by the child's hearing aids. It is worthwhile listening through an aid to the sorts of extraneous sound which the microphone picks up Sounds which we tend not to notice, such as a fan heater, projector, shuffling feet, sounds of crayons dropped in a box ,or desk lids shutting, can be disturbing when amplified through an aid and drown out relevant sounds. Hearing aids are unable to select sounds which are most important for the child to hear, whilst a child's impaired auditory system may be less good at filtering relevant sound signals .

Teachers should play the greatest role in improving their methods of instructions. The exact nature of the special educators' role depends on the age or grade level of the students and the extent of hearing impairment. The role involves tutoring or supplemental instruction.

And it also depends on introduction of new materials or skills. Teachers should adjust instructions in specialized skills that relate to hearing impairment.

Pedagogical methods in teaching hearing impaired students can be exercised only when the methods of communications in a classroom situation are smooth. Method of teaching hearing impaired students, must include both manual and oral instructions to allow these children to reach their potential. For this teachers should know sign language and be able to use both the oral and manual . Otherwise the teachers and students cannot communicate easily.

2.6. HISTORICAL PERSPECTIVES IN EDUCATING THE HEARING IMPAIRED

There is no evidence of any attempts to educate the deaf or other handicapped individuals in the first literate societies. Egyptian society had considerable concern for handicapped individuals. The ancient Egyptians, representing perhaps the most human society of the ancient world, were the first to document an interest not only in handicapping conditions but also in handicapped individuals. In addition to the study of causes and cures of disabilities , they directed attention to the person and social well being of handicapped persons, especially the sightless (Moores, 1987).

However, evidence suggests that the attitudes of people in the ancient world toward the deaf were ambivalent at best. That is in general the first indication of interest in the deaf were the ideological and judicial , not medical or educational .In the middle ages as in Byzantium, there is no evidence of any systematic attempts to educate the deaf in western Europe before the fifteenth century. At a time when illiteracy was the norm, handicapped individuals received charity, not instruction. No details were given concerning names, place or mode of

instruction, and the report was generally dismissed on the grounds that it was impossible to instruct one who lacked the organ of instruction, the ear (Moores, 1987). The first teacher of the deaf recorded in history was Pedro Ponce de Leon (1520 to 1584), a Benedictine monk who established a school at a monastery in Valladolid where he tutored deaf children of Spanish nobility. Very little is known of the techniques employed by Ponce de Leon. Although he produced written account of his work, no record of it survived.

Laun Bonet published the first book on teaching the deaf "the reduction of letters and the art of teaching the mute or those who do not speak" in 1620. Educators of the deaf who had examined Bonet's manuscript express admiration for his insight and understanding of the problems of education the deaf. Bonet advocated for the training of the deaf through the use of a one handed manual alphabet, which is the same as the alphabet used today. The two handed Samuel alphabet recommended by Dalgaron was similar to that used by Holder. Dalgaron, emphasized that the deaf had potential for learning equal to that of the hearing, and that, the deaf, if properly educated could obtain the same level of functioning as the hearing. Frederick Hill was the most influential German educator who applied the principles of Pestalozzi to the education of the deaf. Hill argued that deaf children should learn language in the same way as hearing children. That was through its everyday use in relation to the daily activities of life rather than through structured lesson in correct grammatical usage. He strongly believed that speech must be the foundation for all teaching and for all language, involving simple but natural interactions between the child and people in the environment. Although Hill used charts, colored pictures and special reoccurs, he did not allow the use of the Manual alphabet or signs; natural gestures were acceptable only with very young children. His influence spread throughout Germany, the rest of Europe and the

United States. Numerous individuals in other nations contributed to improving the conditions of the deaf. Major advances in the education of the deaf were achieved in many countries.

Very little is known about the education of hearing impaired in Ethiopia. As the Ethiopian National Association of the Deaf (ENAD,1999) pointed out, educating the deaf in formal schools started a few years back. Special schools for the deaf were opened in the 60's and in the 70's by voluntary organizations and they included Mekanissa (Addis Ababa), Mazoria and Centria in Southern Ethiopia, and Alpha (Addis Ababa).These days special schools for the deaf were relatively less segregated than the boarding special schools for the blind. Because, deaf pupils remained in special schools only during school hours. They had contact with their parents and relatives and as well as with other members of the society, that is at home or in their community (Tadesse, 1996).There is no record about education of the deaf. Few schools and special units (on the idea of mainstreaming) were established in those days. For example Menelik II Primary and Junior Secondary School (special unit for the deaf) was established in 1976.

Presently there are 27 known schools for the hearing impaired in Ethiopia (ENDA, 1997) Non government organizations(NGO'S) in collaboration with government offices give support to hearing impaired children. But the problem is that the support is not long lasting . It starts and vanishes as the fund ceases to come by.

These days religious organizations are focusing more on giving support to handicapped children. The Mekane Yesus and the Orthodox Church for example have special programs arranged for the deaf. The Orthodox Church started the Sunday special arranged programs and special sign language studies to hearing impaired children.

CHAPTER THREE

3. METHODOLOGY

The general method employed in order to achieve the objectives stated was a survey based on combined quantitative and qualitative design. This mixed design included triangulation of data collection by giving the similar questions to hearing impaired students, parents of the hearing impaired and teachers of hearing impaired students. That was, collection of data on students' academic achievement and levels of hearing loss; teacher's and parent's attitude towards educating the hearing impaired; student's perception on their studies; and observation of students' classroom behavior. The overall purpose was to confirm, check, or elaborate on initial findings, to explore paradoxes and to extend the breadth of the inquiry (Green *et al*, 1989 cited in Creswell).

3.1. RESEARCH SITE AND SAMPLING METHOD

RESEARCH SITE :- The study was conducted at Addis Ababa and Hosanna. Two special schools for the deaf were data sources for the study. The reason for selecting these schools as data sources was the need to compare and find out academic and social problems of the hearing impaired in urban and rural situations.

The School are:-

1. **Alpha Special School for the Deaf** (Government, Grades 1-8) in Addis Ababa.
2. **Hosanna Special School for the Deaf** (Non Government, Grades 1-8) in Hosanna.

Alpha Special School for the Deaf is found in Addis Ababa around Bole. It was chosen since it involved low cost. Expenses like allowances and transportation are minimized as the researcher lives in Addis Ababa. Alpha Special School for the Deaf has a total of 173 students (81 males and 92 females). It has also 23 teachers and 15 administrative staff at present.

Hosanna is a small town found in the Southern Nations, Nationalities and Peoples Region. (See the map of this site in Appendix D). Hosanna's population consists of different ethnic groups. In Hosanna and the surroundings, the Hadiyas and Kambatas form the largest population. Hosanna Special School for the Deaf is a boarding school for hearing impaired students in Hosanna. It has a total of 124 hearing impaired students (76 males and 48 females). It also has 17 teachers and 17 administrative staff.

THE PARTICIPANTS

The target population of this study are hearing impaired students from grades 5-8 in both schools. It was expected that these students can express themselves more than lower grade students and the researcher wanted to get the available information from the students themselves. Teachers, parents and principals are involved. These are the key informants of the researcher.

The population size of the hearing impaired children in the two schools was small. Sampling was based on the number of students available in each class. All students from grades 6-8 were participants of the study. The sample size is limited to be 124 (62 students, 20 parents and 42 teachers and principals). It was based on knowledge of the number of participants available, the time allotted to the study and the costs involved.

3.2. VARIABLES

The qualitative aspect of the study includes a consideration of teachers', parents' and principals' attitudes towards the education of the hearing impaired, students' perception on their studies, students' aspiration on their future employment and students' preference to certain subjects and field areas. In the quantitative aspect of the study, the relationship to be investigated includes academic achievement of the students and the classroom behavior scores.

3.3. PROCEDURE

The hearing impaired students were stratified according to their levels of hearing impairment. For that the sampled hearing impaired students had their hearing loss tested. The researcher tried to identify the causes of hearing loss and age of onset of their impairment.

DEVELOPMENT OF INSTRUMENTS AND TRAINING OF ASSISTANTS

The methods used include a combination of data collection techniques, namely questionnaires, interviews and observation. Research questions on 1) social problems, 2) the relationships of social problem and academic achievement, 3) academic problems and 4) students' preference towards different subjects were answered through questionnaires and interview questions. Research question number 5, concerning classroom behavior and academic achievement was answered by the quantitative approach. The questionnaires that are mainly used for qualitative study were administered to the teachers. The hearing impaired students, parents of the hearing impaired students and principals interviews were

the chief source of information mainly for qualitative information. The observation refers to systematic and purposeful watching of a phenomenon, or state-of-affair, in the classroom objective setting. The adapted classroom behavior rating scale was used to see the behavior of students from two special schools.

INSTRUMENTS

Five instruments were developed in order to identify social and academic problems of the hearing impaired children. These instruments had both open and close ended questions. These were students interview questions – 40 items, interview questions for parents- 35 items, questionnaire for teachers–34 items and questionnaire for Principals -21items. They were prepared in Amharic for the purpose of data collection. The researcher adapted the fifth instrument, the behavior rating scale. Devereux elementary school behavior rating scale (1967), consisting of 11 domains, was also adapted and prepared in Amharic for observation.

Details of the Instruments Used

- 1) **Questionnaire:-** The survey questionnaire consisted of questions on some of the socio economic and demographic characteristics of the participants, eg. attitude of teachers', teaching methods and the instructional materials used in teaching the hearing impaired students etc. The questionnaire was prepared in Amharic to be completed by the teachers.
- 2) **Interview questions:-** were prepared in Amharic and were administered to sampled students, parents of the hearing-impaired students and principals. The interview

questions consisted of questions on some demographic characteristics of participants, age of onset of deafness, the interest of students (their attitude) regarding schooling, higher education, future employment, preferences on different subjects and professions, as well as the availability of education facilities.

- 3) **The adapted classroom behavior rating scale** (Devereux Elementary School Behavior Rating Scale, 1967) was used to observe the classroom behavior of the sampled students. This rating scale focused on behavioral problems in children to students of age 8 to 18 for 9 behaviors. The actual rating with the scales takes only about 10 to 15 minutes. The observer records the rating for each item on a profile from the arranged behavioral factors. Scores for each factor are available as standard score units with a mean of 0 and a standard deviation (SD) of 1. Factor scores that fall above or below 1SD are considered abnormal. An important part of establishing *reliability* was to determine the extent to which two observers agree in their use of the instrument, while observing the same behavior and context. *Validity* issue includes the relationship of the behavioral code to the referral problem and the observed behavior. One way of determining whether a child's behavior in particular settings (e.g. Classroom) are atypical is to observe other children in the same settings. If the observer alternates between observing the target child and observing other children in a classroom, the observer will have a comparison observation of the typical child to compare with the referred child.
- 4) **Forms** that are used to record classroom grade report, class size, and teachers' qualifications, school facilities and other necessary information were used.

RECRUITMENT, TRAINING OF FIELD STAFF AND FIELD WORK

For the field work 2 enumerators from each school and one professional for audiometer test were recruited. All interviewers were selected from the teachers in those selected special schools. Preference was given to those teachers (for interviewer post) who know sign language very well. Training or orientation was very important to familiarize the interviewers with their duties.

PILOT STUDY

Pre-test of all instruments was conducted before the actual fieldwork. The purpose of the pre-test was to find out ambiguities, omissions or misunderstandings in the instruments. It also helped to correct awkward sequences of the items in the instruments and other weaknesses.

PILOT SITE

In Ethiopia hearing impaired students attend either in special classes within a regular school or in special schools for the deaf. Such schools are located in Tigray - 1, Amhara-7, Oromya-5 from, SNNPR- 5 and Addis Ababa Region-3. (Curriculum Development and Research field report 1997,15-16).

For the *pilot study* one urban and one rural special schools for the deaf were selected . The schools were selected based on cultural similarity of the community to the main research sites.

1. **Mekanisa special school for the deaf** :-The school was a good candidate for a pilot study because, like the Alpha special school for the deaf where the main study was going to be done , is located in Addis Ababa.
2. **Arbaminch special school** is found in Southern Nations, Nationalities and Peoples Region in the Northern Omo zone. It was established in 1986 Ethiopian calendar(E.C) by the Government of Ethiopia.. This school teaches children with different disabilities (the hearing impaired, the mentally retarded, the visually impaired, etc.). Arbaminch special school was selected because as a semi rural area, it has closer cultural similarity to Hosanna where the main study was to be conducted.

The five instruments were tried in Arbaminch and in Addis Ababa. In Arbaminch Seqella special school, all the hearing impaired students (that is 17), 5 teachers, 1 principal and 6 parents participated in the pilot study. At Mekanisa School in Addis Ababa 27 hearing impaired students, 12 teachers, 4 parents and 1 principal were the participants. There was no problem in administering the instruments except that there was a serious problem in both sites to contact parents of the hearing impaired students.

On the bases of the pilot data collection those questions that have certain ambiguities, omissions or repetitions in the instruments were corrected. Certain sequences of the items in the instruments were corrected and set on the bases of categories. It was also possible to estimate the interview time.

On the bases of the pilot study, the major modifications that were made in the instruments were

1. **Ambiguities:-** For example, the interview question of students , this instrument had shown certain ambiguities in specific questions. That is pertinent background information about the hearing impaired students under the study were collected from the interview made with these students. But in Part I (Question number 8) for example, needed a wider view on peoples attitude, culture and their needs. It is a conceptual question and difficult for the participants to understand. The same was true of question number 9. Generally, to the hearing impaired students it was a little bit hard to articulate and give the right answer. It took us a long time to explain attitudinal questions. The two questions were adjusted in a way the hearing impaired students can understand them.
2. **Omission:-** In the interview with parents, it was found necessary to ask them about hearing impaired students to get the right background information. The interview instrument had omitted certain items such as **Religion, Ethnicity** and **Language**. These items were included later on.
3. **Sequence:-** The sequence of some categories was changed. Eg. Items concerning personal information and items on overall economic status.
4. **Accurate Estimation of the Interview Time:-** While administering this instrument to the students the maximum time required was one hour. The minimum time required was 40 minutes. But the average time required by the majority of the students was 45 minutes. Regarding the teachers' questionnaire, some teachers finished the questionnaire within 35 minutes; others in 45 minutes. On the average it took 40 minutes. While administering the instrument to parents, the maximum time required to

interview one individual parent was 50 minutes and the minimum time was 35 minutes. This depended on the parents educational status, their languages and the interpreters. Most of the parents took 40 minutes to finish the interview. The interview time for all groups was determined on the bases of the above mentioned information.

5. **The Deverux Elementary School (Behavior Rating Scale):-** It is used to observe classroom behavior. This instrument was developed to measure the classroom behavior of the hearing impaired children in elementary school.. The rating scale focused on behavior problems in children to students of age 8 to 18 for 11 behaviors. It was adapted by the researcher and tried out in a special unit in Menelik II primary school on 6 hearing impaired students. The scale took 10 to 15 minutes to complete. The observer recorded the rating for each item in a profile from the arranged behavioral factors. Scores for each factor were available as standard score units with a mean of 0 and a standard deviation (SD) of 1. Factor scores that fall above or below 1 standard deviation are considered to be abnormal. This instrument was adjusted at three stages.

The preliminary comment on this instrument was given by three professors in the Department of Educational Psychology. Essential points to be considered in adjusting this instrument were problems related to administration of the scale. Time needed to administer it, for example, was 10-20 minutes. Secondly, this scale requires high cooperation of teachers and sufficient time for observation. Large class size is also one of the problems pointed out to the researcher.

The first instrument adapted in May 1999 had 47 items with 11 domains. Based on the comments given, some of the domains seemed to overlap considerably. Items in Domain A seem to be similar and Domain G had very few elements (only 3 items). As a result, the researcher made some adjustments in the instrument.

The second adjusted instrument for the tryout had 63 items with 11 Domains. This instrument was used in the pilot survey. After the pilot it was decided that the researcher should develop an agreement level with the linguist.

From the field experience, the researcher had seen certain behaviors that should be omitted and should also be adjusted. But for agreement level the same instrument the Amharic version of the scale was given to the Linguist to be translated into English. The linguist's translation of the English version and the researchers instrument were set for discussion. After a long discussion the linguist and the researcher reached an agreement level of 93.24%.

The general comment from the filed work was that most of the teachers in both rural and urban site said this scale needs close observation of the students. That is the teachers should know the kind of behavior that was considered to be normal or abnormal to the hearing impaired students. The cultural variation in every social sector has its own patterns of human relationship. Ways of interaction or communication has its own effect on the behavior of the individual. So the deaf culture has its own way of life. Unless otherwise one knows their culture closely we cannot say what normal or abnormal. Therefore, teachers should be familiar to their ways of life and means of communication and understand their norm.

From all these comments the researcher developed the final and the *third adjusted instrument* with 53 items. Domain A and B had similar items that all are related on classroom disturbance. Then the domain was set under A as classroom disturbance. The last domain K or Domain 11 was omitted as most of the teachers and the commentator said it doesn't measure the real behavior of the child. The final instrument had 9 domains with 53 items and in each domain there are more numbers of specific behavioral items than the first instrument.

To conclude from all these comments the scale is now having some differences compared to the first draft of the instrument on the bases of measurable behavior and clearly stated items (terms). The pilot had given a good corrective lead to all the instruments the researcher developed. That is after the teachers observation had been done, the items that show ambiguity and redundancy of domains were determined. Some of the items of the scale were found out to be a repetition and thus dropped.

3.4. DATA COLLECTION FOR THE MAIN STUDY

Primary data:- was collected using questionnaire from teachers of the hearing impaired students, the hearing impaired students, parents of the hearing impaired students and principals of the schools. Classroom observation was also one of the methods of primary data collection.

Secondary Data:- was collected from existing documents related to the research topic. Those were grade report forms, class sizes, teacher's qualification files and other documentary sources such as books as well as research findings which provided the researcher the base line to the study.

Procedure of Data Collection While administering all instruments in both schools, all participants were told the main objective of the study. The two principals introduced the researcher in every class room and explained the purpose of the research to the students and teachers. The principals with the researcher tried to show the importance of such a research and the need to get reliable information in the study.

The five instruments were distributed and used for interview and observation according to the planned purposes each one of them had to serve. The other major problem was to get parents of the hearing impaired students. The relationship of parents with the schools as in most places is not as such very close as it should be. As the school principals point out that parents come through invitation letters once or twice a year. Though every thing was not as it was thought to be, it was possible to get abundant information as planned through the instruments of the research.

During behavior assessment in the classroom, which involved the use of Deverux Elementary school behavior rating scale (norm referenced scale), the students were not aware of their being observed. The researcher had built rapport in earlier days. The students acted freely and normally in all the classes.

The child's behavior is considered to be atypical when the observation of atypical child in the same setting is compared with the referred child. In the analysis of the observation results a child is considered to be behaviorally disordered if he/she showed a given behavior more than one third of the given time. Scores were obtained for nine domains (behaviors). When the Deverux elementary school behavior rating scale was modified more behavioral activities were added and it made up 53 behavioral activities. Each behavior was

allotted 3 points. The total score of one student for one observation using this scale was 159.

3.5. METHOD OF ANALYSIS

All data were organized and processed separately for each item in a way appropriate for analysis. Various techniques were used in dealing with different variables. Data related to research questions 1,2,3 and 4 that are (teachers', parents' and other's attitude towards the hearing impaired education; student's perception on their education; their aspiration to future employment, and preference to certain subjects and field areas) were analyzed using qualitative methods. Quantitative methods of analysis were used in connection with research question 5, that is, the relationship between academic achievement of the students and classroom behavior scores of the hearing impaired students. In analyzing the collected data, descriptive statistics was used to compare the situation of the participants in the selected schools. Correlation and regression methods were used to see the amount of variations in academic achievement of hearing impaired students that is due to the effect of their hearing loss and classroom behavior. For the purpose of SPSS computer analyses data on students' academic achievement and Classroom Behavior score were coded and analyzed.

CHAPTER FOUR

FINDINGS

4.1. OVERALL RESULT

This study was conducted in Alpha Special School for the Deaf in Addis Ababa and in Hosanna special school for the deaf. The information was collected from 62 students, 20 parents and 42 school personnel (teachers and principals). The total number of participants were 124. Among these 50% (21.7% females and 28.3% males) were students, 33.8% (16.1% females, and 16.9% males) were teachers, and 16.1% (4.8% female and 11.29% male) were parents. To give the general idea about the participants of the study, their major characteristics are presented in Table:2.

Table 2:- Number of Participants in the Study

Research Site	Grade Level	Hearing Impaired Students			Parents			Teachers			Total		
		F	M	T	F	M	T	F	M	T	F	M	T
Alpha special school for the deaf	6	7	6	13	3	3	6	15	8	23	25	17	42
	7	4	5	9	2	4	6	-	-	-	6	9	15
	8	5	4	9	1	7	8	-	-	-	6	11	17
Hosanna special school for the deaf	6	7	6	13				6	13	19	13	19	32
	7	1	8	9	-	-	-	-	-	-	1	8	9
	8	3	6	9	-	-	-	-	-	-	3	6	9
Total		27	35	62	6	14	20	21	21	42	54	70	124

Key:- F= Female M= Male T= Total

Background information collected about the hearing impaired students who participated in this study is presented in this part of the study. The hearing impaired students level of hearing loss and their ability to speak is indicated in **Table 3**.

Table 3:- Levels of Hearing Loss of Hearing Impaired Students and Their Speech

Grade	School	Age Range	Levels of Hearing Loss												Speech											
			One ear Moderate one ear severe			One ear severe one ear profound			Bilateral Profound			Total No of students			Good speech			Some speech			No Speech			Total no of students		
			F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
6	Alpha	12-22	-	-	-	-	1	1	7	5	12	7	6	13	1	1	2	-	1	1	6	4	10	7	6	13
	Hosanna	13-18	-	-	-	2	1	3	5	5	10	7	6	13	1	1	2	3	-	3	3	5	8	7	6	13
7	Alpha	15-19	2	-	2	-	-	-	2	5	7	4	5	9	-	3	3	3	1	4	1	1	2	4	5	9
	Hosanna	16-17	-	1	1	-	2	2	1	5	6	1	8	9	-	4	4	-	1	1	1	3	4	1	8	9
8	Alpha	15-21	-	-	-	2	1	3	3	3	6	5	4	9	-	1	1	3	1	4	2	2	4	5	4	9
	Hosanna	16-19	-	-	-	-	-	-	4	5	9	4	5	9	2	-	2	-	1	1	2	4	6	4	5	9
Total			2	1	3	4	5	9	22	28	50	28	34	62	4	10	14	9	5	14	15	19	34	28	34	62

Key:- F= Female

M=Male

T=Total

As indicated in Table- 3 80.6% of the hearing impaired students have bilaterally profound hearing loss. The others (14.5%) of the students have one ear profound and one ear severe hearing loss. The remaining 4.8% of the students (3 of them) have one ear severe and one ear moderately severe hearing -loss. In addition 56.4% of the students (35 of them) cannot speak while 17.7% of the hearing impaired students (11of them) can speak a little . The rest 25.8% of the hearing - impaired students have good speech.

The causes and the time of onset of hearing loss of the hearing impaired students are indicated in Tables 4 and 5.

Table 4 :- Age of Onset of Hearing Loss of Hearing Impaired Students

School	Alpha Grade 6			Hosanna Grade 6			Total		Alpha Grade 7			Hosanna Grade 7			Total		Alpha Grade 8			Hosanna Grade 8			Total		Grand Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T			
Age of On set of deafness																									T.		
Born deaf	-	1	1	-	-	-	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	3		
At birth	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-	2		
After birth	2	-	2	-	-	2	-	2	1	3	4			1	3	4	-	-	-	-	-	-	-	-	7		
Before age 1	1	-	1	1	1	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2		
Age 1-3	-	1	1	3	4	1	3	4	7	-	-	2	2	2	2	2	3	1	4	4	5	5	4	4	14		
Age 4-6	1	-	1	1	1	2	2	1	3	-	1	1	1	1	2	3	-	-	-	-	3	3	1	4	4	10	
Age 7-9	-	1	1	2	2	4	2	3	5	-	-	-	2	2	2	2	1	1	2	1	1	2	2	2	3	10	
Not known	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-	1	-	1	-	-	-	1	-	-	2		
No Response	2	3	5	-	-	-	2	3	5	2	-	2	3	3	5	1	1	2	-	-	-	1	1	1	12		
Total	7	6	43	7	6	13	14	12	26	4	5	9	1	8	9	5	13	18	5	4	9	5	4	9	9	18	62

Key:- F=Female

M= Male

T= Total

As indicated in Table 4, the age of onset of hearing loss for the majority of the hearing impaired students was at their critical age of language development. Sixty five percent, of the hearing impaired students had faced problems of loss of hearing before age 6. The others (14.5% of the students) had their hearing loss between the ages of 6 and 9 . The rest had no response or don't indicate when they had their hearing loss. That is 20.9% students do not know when and how they had lost their hearing ability.

Most of the students do not know the causes of their hearing loss. The following table indicates the common causes of hearing loss as stated by the hearing impaired students. This can help us to identify common causes of deafness.

Table 5:- Causes of Hearing Loss in Both Sites

Cause	Alpha			Hosanna			Both sites		
	F	M	T	F	M	T	F	M	T
Disease	6	2	8	4	3	7	10	5	15
Trauma (Accident)	6	5	11	3	7	10	9	12	21
Heredity	2	2	4	1	4	5	3	6	9
Unknown	1	4	5	2	3	5	3	7	10
No Response	1	2	3	2	2	4	3	4	7
	16	15	31	12	19	31	28	34	62

Key:- F= Female

M= Male

T= Total

Information about Parent's of the Hearing Impaired Student

Background information about parents of the hearing impaired students was collected to relate the situation to the existing problems of the hearing impaired students in the family, and to understand the relationship between the hearing impaired student and the micro-system .

Educational status of parents of the hearing impaired students, for example, has impact on up bringing of the children and the kind of support parents could give to their children. Table-6 indicates educational status of parents of the hearing impaired students.

Table 6:- Educational Status of the Parents of the Hearing Impaired Students

Status	Parents of Grade 6 Students									Parents of Grade 7 Students									Parents of Grades 8 Students								
	Alpha			Hosanna			Total			Alpha			Hosanna			Total			Alpha			Hosanna			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Cannot read and write	2	2	4	2	7	9	4	9	13	1	3	4	-	1	1	1	4	5	1	3	4	1	2	3	2	5	7
Grade 1-4	6	2	8	2	1	3	8	3	11	2	4	6	2	3	5	4	7	11	3	2	5	-	3	3	3	5	8
Grade 5-8	5	-	5	1	-	1	6	-	6	3	-	3	1	3	4	4	3	7	-	1	1	2	1	3	2	2	4
Grade9-12	1	-	1	-	2	2	1	2	3	2	-	2	1	-	1	3	-	3	1	-	1	1	-	1	2	-	2
Above 12	-	5	5	7	2	9	7	7	14	-	1	1	5	2	7	5	3	8	2	3	5	2	-	2	4	3	5
No response	1	2	3	1	1	2	2	3	5	1	1	2	-	-	-	1	1	2	2	-	2	3	3	6	5	3	8
Total	15	11	26	13	13	26	28	24	52	9	9	18	9	9	18	18	18	36	9	9	18	9	9	18	18	18	36

Key:- F= Female

M= Male

T= Total

The educational status of parents of the hearing impaired students is indicated in table 6. In general as indicated in the table, the majority of the parents of the hearing impaired students have low educational status. From all these parents 20.16% of them are illiterate. Twenty four percent of them are from grade 1 to grade 4. The others 13.7%of the parents of the hearing impaired students are from grade 5 to 8 in elementary school level. Only 6.45% of them had received high school level and 20.96% had completed high school level education. Only 2.4% of the parents of the hearing impaired students have educational status of college and above.

The kind of home environment of the 62 hearing impaired students in this study was investigated. The family size of the hearing impaired students and their families' monthly incomes are indicated in table- 7.

Table 7:- Family Size and Family Monthly Income of Parents of the Hearing Impaired Students.

Site	Item	Grade 6	Grade 7	Grade 8	Total Range
Alpha	Family size	3-6	5-9	4-8	3-9
Alpha	Family monthly income	70 to 700 birr	70-300bir	200-800birr	70- 800bir
Hosanna	Family size	4 -11	6-11	4-12	4-12
Hosanna	Family monthly income	50-950bir	100-600bir	50 -200birr	50 - 950bir

Family size for the hearing impaired students in urban site ranges from 3-9 . The monthly income of their families also ranges from 70 birr to 800 birr per month. The rural site family

size is larger than the urban. It ranges from 4-12 family members. Their families' monthly income ranges from about 50 birr up to 950 birr per month.

Table 8 (below) presents information about the occupation of the parents of the hearing impaired students. As it can be seen in the Table, the occupation of the parents of the hearing impaired students, 23 of the parents of the hearing impaired are mothers and housewives. Although having a job is a good source of income to support their family, they have no paid jobs outside their home. Generally, the majority of the parents of the hearing impaired students that are from urban and the rural site of the study are involved in jobs and occupations that could bring low income.

Table 8 :- Occupation of the Parents of the Hearing Impaired Students

Occupation	Alpha												Hosanna											
	Parents Occupation												Parents occupation											
	Grade 6			Grade 7			Grade 8			Total			Grade 6			Grade 7			Grade 8			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
House Wife	-	6	6	-	2	2	-	2	2	-	10	10	-	6	6	-	3	3	-	-	-	-	9	9
Teacher	-	1	1	-	1	1	1	-	1	1	2	3	2	-	2	1	-	1	-	1	1	-	1	2
Secretary	-	1	1	-	1	1	-	1	1	-	3	3	-	1	1	-	1	1	-	-	-	-	2	2
Merchant	1	1	2	3	1	4	1	-	1	5	2	7	2	2	4	1	2	3	1	2	3	4	6	10
Administrator	1	-	1	1	-	1	-	1	3	-	3	-	1	1	2	1	1	2	1	1	2	3	5	8
Driver	-	1	1	1	-	1	2	-	2	4	-	4	1	-	1	1	-	1	2	-	2	4	-	4
Soldier	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1	-	-	-	-	-	-	1	-	1
Factory Employee	1	-	1	-	2	2	1	1	2	1	4	5	1	1	2	-	1	1	-	1	1	1	3	4
Mechanic	-	-	-	-	-	-	1	-	1	-	1	1	-	-	-	-	-	-	1	-	1	1	-	1
Farmer	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	2	-	2	2	-	2	6	-	6
nurse	-	-	-	-	-	-	-	2	2	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-
other medical staff	-	-	-	-	-	-	1	-	1	1	-	1	-	1	1	-	-	-	-	-	-	-	1	1
Daily laborer	4	-	4	-	1	1	1	-	1	5	1	6	1	-	1	-	1	1	2	-	2	3	1	4
Retired	2	-	2	2	-	2	-	-	-	-	4	4	-	-	-	1	-	1	-	-	-	1	-	1
No Response	3	2	5	2	2	4	-	3	3	5	9	14	2	2	2	1	1	2	1	2	3	4	5	9
Total	12	14	24	9	10	19	9	10	19	26	36	62	13	12	25	8	10	18	10	9	19	31	31	62

Key:- F= Female

M= Male

T= Total

Information About Teachers of the Hearing Impaired Students

Background information about the teaching staff of hearing impaired students is important to check the level of support that can be given to the students. Table 9 indicates teachers profile both in urban and rural site.

Table 9:- Teachers Profile Both in Alpha and Hosanna

Site	Certificate (3months training)			Certificate (1yr. Training)			Not trained			Diploma			BA and above			Deaf Teachers with Diploma			Foreign staff with diploma			Total No. of teacher		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Alpha	2	-	2	7	-	7	-	-	-	5	6	11	-	-	-	1	2	3	-	-	-	15	8	23
Hosanna	-	-	-	1	3	4	1	1	2	-	2	2	-	3	3	1	2	3	3	1	4	6	13	19
Total	2	-	2	8	3	11	1	1	2	5	8	13	-	3	3	2	4	6	3	1	4	21	21	42

Key:- F= Female

M= Male

T= Total

The table shows educational status of teachers in both sites. Teachers with certificate (TTI) are 11 and teachers with diploma (TTC) are 13. There are only one MA and 2 BA holders among the teachers in these schools. There are 6 deaf teachers (2 females and 4 males). Most of the teaching staff in both schools are trained and have taken special needs education courses for a period ranging from 6 weeks to one year.

There are still some untrained teachers on special needs education. They didn't take any workshop or seminar on this field. The only thing that the administration of these two schools are doing to train the new teaching staff is to arrange peer teaching programs. The new teaching staff are oriented particularly on sign language. Unless other wise these new comers are trained on language they can not teach the hearing impaired students. Even the non teaching staff need to be trained on sign language to communicate and help the hearing impaired students. The information on teachers' profile and non-teaching staff both in urban and rural site are indicated in Tables 9 and 10. As indicated in Table 10 the total number of non teaching staff an is indicator of the kind of support these personnel can give to the hearing impaired students.

Table 10:- Non- Teaching Staff Both in Alpha and Hosanna

Type of work (Job)	Alpha			Hosanna			Total		
	F	M	T	F	M	T	F	M	T
Cleaner (Janitors)	4	-	4	-	-	-	4	-	4
duplicator	-	1	1	-	-	-	-	1	1
gardener	-	1	1	-	2	2	-	3	3
Guard	-	3	3	-	4	4	-	7	7
Librarian	-	1	1	-	-	-	-	1	1
Postman	1	-	1	-	-	-	1	-	1
Recorder	1	-	1	-	-	-	1	-	1
Store Keeper	1	-	1	-	-	-	1	-	1
Treasurer (Cashier)	1	-	1	-	1	1	1	1	2
Accountant	-	-	-	-	1	1	-	1	1
Care Takers	-	-	-	2	2	4	2	2	4
Cooks	-	-	-	4	-	4	4	-	4
Typist	1	-	1	1	-	1	2	-	2
Total	9	6	15	7	10	17	16	16	32

Key:- F= Female M= Male T= Total

These two special schools have a total of 32 non teaching staff members. The teacher: pupil ratio in Alpha and Hosanna special school for that deaf, is less than 1:10. So the teachers may be expected to give adequate educational support to their students. But it would have been better if these schools could have additional supportive professionals and facilities. That is these schools lack some of the important supportive professionals and school facilities. This is indicated in tables - 11, 12 and 13. As the hearing impaired students have special needs, the academic success of these students is partly based on the availability and the fulfillment of the school facilities and supportive professionals. The kind of educational

support that is needed to be given to these students depend up on the materials we have in these special schools.

Table 11:- Facilities for the Hearing Impaired Students

Classrooms	Alpha			Hosanna		
	Enough	Minimum	No	Enough	Minimum	No
Fully equipped offices	✓	-	-	✓	-	-
Clinic	-	-	✓	✓	-	-
Vocational Training Room	✓	-	Not working now	✓	-	-
Audiology classroom	✓	-	-	✓	-	-
Speech Therapist Room	-	-	✓	-	In every class	They had it, but not now
Library	✓			✓	-	-
Physical education Facilities(ground)	-	✓	-	✓	-	-
Class rooms	✓			✓	-	-
Toilets	✓			✓	-	-
Audio visual room	-	-	✓	✓	-	-
Garden	-	✓	-	✓	-	-

Key:- Enough or ✓ = They have the Facilities

- = They do not have the Facilities

If we see establishment of the two schools and the availability of necessary equipment's and facilities in both schools, their base line is similar. These two special schools are established by missionaries. They have few materials that may help to teach the hearing impaired students. Table 12 refers to additional facilities.

Table 12:- Technological Equipment and other Resources Available for Hearing Impaired Students in the two schools

Classrooms	Alpha			Hosanna		
	Enough	Minimum	No	Enough	Minimum	No
Audio Gram	✓	-	-	✓	-	-
Group hearing aid	Only in K.G	-	-	not using it now	-	-
Speech therapy	-	-	✓	✓	-	-
Audiology System	-	-			-	-
Cochlea Implant			✓	-	-	✓
Teletype writer			✓	-	-	✓
Video Text system			✓	-	-	✓
Emergency alarm			✓	✓	-	-
Text Books	✓			✓	-	-
Sign language books	✓			-	-	-
Resource Rooms	✓	-		✓	-	-
Special needs guide	-	✓	-	✓	-	✓
Special needs text books	-	✓	-	✓	-	-

Key:- Enough or ✓ = They have the Facilities

- = They do not have the Facilities

In teaching hearing impaired students important issues that should be considered are not only their school facilities like classrooms, and technological equipment but also supportive professionals. In Table 13 the availability of supportive professionals for the hearing impaired students at the two sites is indicated.

Table:- 13 Availability of Supportive Professionals for the Hearing Impaired Students at the Two Sites

Classrooms	Alpha			Hosanna		
	Enough	Minimum	No	Enough	Minimum	No
Audiologist	✓			✓	-	-
Speech therapist			✓	-	-	✓
Medical Professional			✓	-	-	✓
Audeology Technician			✓	✓	-	-
Social Worker	Teaches counseling	-	-	Teachers assigned	-	-
Inspector	✓		-		✓	
Interant teachers	-	-	✓	✓		
Interpreters	teachers	-	-	teachers	-	-
Sign Language teachers	✓	-	-	✓	-	-
Music teacher	-	-	✓	✓	-	-
Drawing and Art Teacher	✓			✓	-	-
Administrative Staff	✓			✓	-	-

Key:- Enough or ✓ = They have the Supportive Professionals

- = They do not have the Facilities Supportive Professionals

4.2. MAJOR SOCIAL PROBLEMS OF THE HEARING IMPAIRED STUDENTS AS INDICATED BY PARTICIPANTS

The major social problems of the hearing - impaired students are indicated in **Table 14** (below). Many problems were stated by participants. One of these is lack of social protection. For example, the hearing - impaired are victimized in the streets between home and school. Among the participants, for example, a father from Alpha special school for the deaf pointed out: “There are problems that spoil the life of the children, like rape. Particularly our children ,the hearing impaired children, are exposed more to this problems. Rape is a crime but there are people who are doing it. They should be punished”. This shows that the hearing impaired are more frequently exposed to theft and rape than the hearing. Within the group female students are mostly victims of theft and sexual harassment. The main factor being their problems in communication, they can not express what they feel, think, want, like or dislike. Any one can hurt them.

Table 14:- Major Social Problems as Indicated by Participants .

Problems	Student			parents		Teachers			Total		Grand total
	Alpha	Hosanna	T	Alpha	Hosanna	Alpha	Hosanna	T	Alpha	Hosanna	
Unequal chance of education to the hearing impaired	5	6	11	8	-	-	9	9	13	15	28
Communication	4	3	7	8	-	4	5	9	16	8	24
Lack of knowledge and interest regarding sign language	12	5	17	3	-	6	11	17	21	16	37
Lack of supportive laws and regulation to hearing impaired	6	7	13	8	-	5	6	11	19	13	32
Child Abuse	9	5	14	10	-	4	4	8	23	9	32
1. Rape											
2. Theft (Robbery)	11	7	18	9	-	6	6	12	26	13	39
Lack of support in education & employment	3	8	11	9	-	11	10	21	11	3	14
Problems of Public Transport	7	-	7	12	-	8	-	8	27	-	27
Sign language not taken as a language	3	4	7	5	-	3	5	8	11	9	20
Negative attitude towards the hearing impaired	3	8	11	2	-	5	3	8	10	11	21
Society's unawareness of education of the hearing Impaired	2	6	8	4	-	9	5	14	15	11	26
Segregation	3	5	8	-	-	4	6	10	7	11	18
No Response	2	2	4	-	-	2	-	2	4	2	6
Not expressed	2	6	10	-	-	-	-	-	2	6	8

Specific problems most commonly mentioned by participants were as follows:

A. Communication problems:- The participants reported a variety of such problems.

Problems in the family:- Most of the members of the families of the hearing impaired don't know sign language. Most of them use home sign, gesture and lip reading. Family members cannot clearly understand what the hearing impaired child really tries to tell them or what feeling he/she expresses or what he/she needs most. So, families of the hearing- impaired students can not identify the needs of their children well in order to support them.

Problems in the school:- As sign language is not well developed, it has limited numbers of sign words. It is very difficult to have all the terminologies in all fields or subjects that is taught in schools. The problem hinders communication in teaching the hearing-impaired students in sign language. Teachers can not explain ideas and concepts the way they would like or need it. They find their own personal way. In teaching the hearing impaired classes teachers face problems in explaining some concepts that are new and may not have signs. They use finger spelling to express the idea though they may not give the exact term in sign language.

Problems in the community:- Most of the people in our society do not know sign language. The community does not see sign language as a language. The roots of these problems are poor social awareness on hearing impairment. This leads hearing impaired students to face problems in social interaction. It also blocks the hearing impaired students communication with members of the society in every social sector.

B. Discrimination:- This includes Discrimination in education, employment in social service, etc. The education of the hearing impaired needs special support . As indicated by participants, the chances of the hearing impaired students to join higher education is limited. Proclamation No. 41/ 1993, which defines the powers and duties of the central and regional executive organs of the transitional government of Ethiopia, has supportive ideas to ensure the quality of education in the regions, to prepare and implement the curriculum of the primary education, to provide text books and other learning teaching materials. However, the Proclamation does not state clearly the support to be given and to the education of the hearing impaired or to the education of the disabled. The UN Convention on the Rights of the Child, article 28 No.1./1989, recognizes the right of the child to education. It deals with achieving the right progressively and on the bases of equal opportunity, in particular, and making higher education accessible to all on the basis of capacity by every appropriate means. This being the global situation, the Ethiopian situation is not that conducive to the education of the hearing impaired.

It is also indicated in the 1994 Education and Training Policy of Ethiopia, that both the handicapped and the gifted be taught in accordance with their potential and needs. But this has been hardly implemented. Some participants further pointed out the existence of a negatively biased chance of employment and payment . Organizations don't want to employ the hearing -impaired. When they do, the hearing impaired are paid lower than others.

C. Attitude:- People's attitude towards hearing-impairment is a serious problem in the hearing impaired students' academic achievement or social success. All participants pointed out in their own terms, people's negative attitude, misconceptions about

causes of hearing loss, and bias about the educability of the hearing impaired. It appears that the community perceived the hearing impaired not only as incapable of learning but also incapable of communicating.

The above mentioned three major problems were indicated by participants, as having negative effect on the academic achievement and the life of the hearing impaired students.

4.3. MAJOR ACADEMIC PROBLEMS OF THE HEARING IMPAIRED STUDENTS AS PERCEIVED BY THEMSELVES

Table-15 (below) shows major academic problems of the hearing impaired students. The major academic problems in the two schools are lack of trained man power on special needs education, and problems related to instructional methods since sign language is the medium of instruction and it is not well developed to express concepts and new ideas to hearing - impaired students. Inadequacy of teaching material, budget, text books and curriculum adjusted to the level of the hearing impaired based on their special needs were some of the problems that hinder hearing impaired students academic success. Mostly there is a tendency amongst most professionals, as indicated in the study to emphasize more on vocational training than on academic subjects while dealing with hearing impaired students . There is no balance of emphasis on different field areas. This blocks the interest of the students and leads to poor access to academic subjects and other field areas. The main academic problems of the hearing impaired students as considered by most participants are under developed sign language, lack of trained teaching staff in special needs education and the lack of well designed curriculum.

Table 15 :- Major Academic Problems Indicated by Participants

Problems	Participants									Total		Grand total
	Student			Parents			Teachers					
	Alpha	Hosanna	T	Alpha	Hosanna	T	Alpha	Hosanna	T	Alpha	Hosanna	Both Sites
Academic Problems												
Lack of trained teaching staff	7	5	12	-	-	-	13	6	19	20	11	31
Lack of budget for educational facilities	16	-	16	-	-	-	18	-	18	34	-	34
Problems of the curriculum	5	2	7	5	-	-	15	18	33	25	20	45
Lack of teaching materials and modified text books	11	5	16	2	-	5	17	12	29	30	17	47
Problem of having large classroom size	-	-	-	-	-	2	16	9	25	16	9	25
Problems of teaching as sign language is the obstacle.	-	-	-	-	-	-	19	17	36	19	17	36
Lack of focus on academic subjects emphasis on vocational	-	-	-	2	-	2	9	8	18	11	8	19
Lack of support in higher education	8	24	32	3	-	3	11	14	25	22	38	57
Lack of food, clothing and Health services	4	-	4	5	-	5	13	-	13	22	-	22
Problems of transportation	11	-	11	14	-	14	6	-	6	31	-	31

4.4. PREFERENCE FOR FIELD OF STUDY AS INDICATED BY PARTICIPANTS

The field of study or professions preferred by the hearing impaired and the opinions of parents and teachers about the profession into which the hearing impaired should go are summarized in Table 16. There are very few students who prefer to be medical professionals and engineers. It seems that the hearing impaired students lack models of hearing impaired professionals. In most situations they are programmed and guided to be trained in specific field areas like wood works, metals, embroidery and tailoring. Even within the group the vocational training programs in both sites discriminate between girls and boys. Girls are not trained in wood works and metals as boys are not trained in embroidery and tailoring.

Table 16:- Professions Appropriate for the Hearing Impaired As Perceived by Teachers Parents and Students

Professions or Specialization Areas	Students' Ambition						Teachers' Perception						Parents' perception			
	Alpha			Hosanna			Alpha			Hosanna			F	M	T	
	F	M	T	F	M	T	F	M	T	F	M	T				
Medicine	1	2	3	1	4	5	-	-	-	-	-	-	-	-	-	-
Nursing	1	-	1	2	-	2	-	-	-	-	-	-	-	-	-	-
Engineering	1	1	2	1	1	2	-	-	-	-	-	-	-	-	1	1
Teaching	3	-	3	2	3	5	2	-	2	1	1	2	1	3	4	-
Secretarial Science	1	-	1	2	1	3	-	-	-	-	-	-	-	-	-	-
Administration	1	1	2	-	3	3	-	-	-	-	-	-	-	-	-	-
accounting	1	2	3	2	2	4	-	-	-	-	-	-	-	-	-	-
Home Economics	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Agriculture	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Merchant	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Mechanics	1	5	6	-	3	3	2	-	2	1	2	1	2	-	2	-
Tailoring	-	-	-	-	-	-	2	1	3	-	2	2	2	1	3	-
Metal Work	-	-	-	-	-	-	2	1	3	-	2	2	1	1	2	-
Wood Work	-	-	-	-	-	-	3	2	5	1	1	1	-	2	2	-
Embroidery	1	-	1	1	1	2	1	-	1	-	1	1	2	-	2	-
Art	1	-	1	-	-	-	-	2	2	2	1	1	-	-	1	-
Weaving	1	-	1	1	1	2	1	1	2	-	-	-	-	-	-	-
Computer	-	-	-	-	-	-	-	1	1	1	1	2	1	-	1	-
All Sciences	-	-	-	-	-	-	-	-	-	2	2	4	1	1	2	-
Total	16	15	31	12	19	31	15	8	23	6	13	17	11	9	20	-

Key:- F= Female

M= Male

T= Total

In Table 16 it is indicated that professions that are appropriate for the hearing impaired students as Perceived by their teachers and parents are relatively different than the students ambition. Some hearing impaired students are ambitious to be, for example a medical doctor. But none of the parents and teachers of the hearing impaired students did indicate such professions to be appropriate to the hearing impaired students.

4.5. RELATIONSHIP BETWEEN STUDENTS' CLASSROOM BEHAVIOR AND THEIR ACADEMIC ACHIVEMENT

The behavioral assessment result using the classroom behavior rating scale was analyzed. The classroom behavior rating scale has nine domains. The nine domains have the following main behaviors: Classroom disturbance, Disrespect and Deviance, External Blame, Achievement Anxiety, External Reliance, Comprehension, Inattention withdrawal, Irrelevant Responsiveness and Providing Inappropriate Responses. In each of these domains there are specific numbers of behaviors. The result of the analysis showed the following out come.

The mean score for the classroom behavior assessment was 169.27. The standard deviation was 76.45. In this distribution a score equal to or greater than 1 standard deviation above the mean would be equal to 239.72 ($+S=169.27+76.45=239.72$). In the same manner, a score equal to or lower than 1 standard deviation below the mean would be equal to 92.82 ($-1S=169.27-76.45=92.82$).

Based on the above result, twenty seven percent of the hearing impaired students (17 students) scored above one standard deviation from the mean. Twenty four percent of the students (15 students) are within one standard deviation above the mean. On the other side 27.4% of the students (17students) are within one standard deviation below the mean, and

20.9% of the students (13 students) are below one standard deviation from the mean. These results suggest that a good number of the hearing impaired students have behavioral problems.

Analysis of the data regarding the 9 domains of the classroom behavior of the students and their academic achievement using regression and correlational methods gave the following results.

Table 17:- Correlation of Classroom Behavior with Achievement

Classroom Behavior Type	Correlation with achievement	P value
Classroom Disturbance	-.2392	P= .061
Disrespect deviance	-.3000	P= .018*
External Blame	-.0780	P= .547
Achievement anxiety	-.3870	P= .002*
External Reliance	-.4314	P= .00*
Comprehension	-.5578	P= .000*
In attention Withdrawals	-.5670	P= .000 *
Irrelevant responsiveness	-.1989	P= .121
Providing in appropriate responses	-.0913	P= .480
N=62		

p<. 05

According to Table 17 classroom behavior of the students is mostly related to their achievement. From the results of the regression analysis class room behavior has an effect on students achievement. That is 40.39% of the variance in academic achievement is accounted by classroom behavior .

Backward Regression analysis involving different aspects of classroom behavior predictor variables and achievement as dependent variable produced the following result:

Table 18:- Result of Backward Regression Analysis

R Square = .37732	
Variables Removed by Step	
D1 Classroom Disturbance	.8616
D2 Disrespect deviance	.7503
D3 External Blame	.3281
D5 External Reliance	.9413
D8 Irrelevant responsiveness	.1992
D9 Providing in appropriate responses	.3752
DECIBLEL	.5088
DECIBLER	.8713
AGE	.8173
Variables Retained	
D4 Achievement anxiety	.0687
D6 Comprehension	.0912
D7 In attention Withdrawals	.0216
Constant .0000	
F = 11.71510 Significant F = .0000 p<.05	

According to the results D4 Achievement anxiety (.0687); D6 Comprehension (.0912) and D7 Inattention withdrawals (.0216) have meaningful relationship with the students' academic achievement. Among these, Inattention Withdrawal has a reliable relationship with achievement.

It can be concluded that on the whole the variables in the observation scale together have significant relationship with the students achievement and accounted 40.39% of the variance in academic achievement. The remaining 59.51% is supposed to be contributed by other factors that are unexplained variables. These may include individual characteristics such as mental ability and various problems that the children face outside class.

CHAPTER FIVE

5. DISCUSSION

As it is indicated in the earlier chapter, the purpose of this research was to identify social and academic problems of the hearing impaired students in the primary school. The study identified predominant social problems and the influence of social problems in the achievement of the hearing impaired. It also determined major academic problems, preferences of subjects and professions to hearing impaired students. The study assessed class room behavior of the hearing impaired students and checked the relationship of classroom behavior to the achievement of the hearing impaired students.

In this section, the findings will be analyzed in relation to the major research questions of the study and the theoretical framework.

5.1. MAJOR SOCIAL PROBLEMS OF THE HEARING IMPAIRED STUDENTS AS INDICATED BY PARTICIPANTS

Cross regional comparisons of the problems of the hearing impaired are difficult and problematic at best. When the comparison involves children with a sensory impairment, many additional problems arise. There may well be differences in cultural attitudes about the disability (or about disability in general). The attitude of people in these regions are reflected in the family and educational treatment of a particular group of children. There may be differences in economic conditions or resources that influence educational opportunities for special groups. These differences such as the availability of health

services, supportive professionals, assessment equipment, etc. can be found in these two research sites.

There are evidences from studies conducted elsewhere that shows the influence of socio-cultural problems on hearing - impaired students. A study has been made on a comparison of hearing impaired students in Israel, Denmark, and the United States. It was found out that all three groups were seen as having problems in social relationship, but were rated as being motivated for school work and for communication with others. In addition to these similarities among the three groups, a number of cross-national differences are reported, which may be related to cultural expectations for handicapped children (Zwiebel, Meadow *et al*, 1986). This study has indicated social problems of hearing impaired students in Addis Ababa and in Hosanna. These social problems can negatively influence the physical, mental and social development of the hearing impaired. For example from the research result the students in Addis Ababa face problems of food. These problems affect the development of the hearing impaired students.

As was stated by Moores.(1996), the deaf child is a member of a social group and as such exerts considerable influence on the role and function of each member of the group in turn. As a participating member, the deaf child is influenced by the group as a whole and by its individual members. That shows society is responsible for the development of the personality of the hearing impaired students.

Chernet's study regarding parental attitudes toward children with mental retardation, Chernet (1990), indicated that mentally retarded children are influenced by the society as a whole and by individual members of society. Like wise if we relate this idea to the situations

of the hearing impaired children to **Bronfenbrenner's** ecological model , the development of the hearing impaired student and his/her behavior can be seen in the social setting, cultural beliefs and environmental conditions of the two research sites, including the influences on the family system and its functions.

This study investigated social problems of hearing impaired students in relation to their parents and members of their family. Most of the parents of the hearing impaired students in this study were found to have low educational status with low income. These factors have an effect on giving support to the child's education and fulfilling the needs of the child. Culture has a significant influence on peoples' attitude, role and interaction with the children. The cultural influence on the parents of the hearing impaired children's attitude in the rural site was found out to be negative towards educating the hearing impaired students. In this study, as parental support is found out to be important in hearing impaired students education and social life, the family is a basic social unit and the first place that influences early psychosocial development of the child more influence on the child's life than other social settings. According to **Bronfenbrenner's** ecological theory this is related to *Microsystems*. The *Microsystems* have complex relationship between the child and the members of the family as they interact and communicate with each other in every day activity . So the child's relationship with his/her parents and members of his/her family members has an impact on the child's personality development.

If the family members have positive attitude they can have an affectionate feeling towards the hearing impaired child. Then they can make the life of the hearing impaired children easier as they are more supportive to fulfill his social or psychological needs. If the family members have negative attitude towards the education of hearing impaired children or to

their success, their social life would be very difficult. The psychosocial development of the child would be affected. The family of the hearing impaired child should be the first to give early support to hearing impaired children. The situations in the family should enhance the child's personality development.

The other social structures that don't contain the hearing impaired child but encompass the closer social settings in which the child is living and influence and determine or limit the attitudes of the people towards the phenomena are the *meso* and the *exosystems*. The hearing impaired students in Alpha and Hosanna are living in a situation where they depend on the social services that influence their learning. For example hearing impaired students in Addis Ababa have transportation problems. The students may come late to school. They may miss classes. This means these students miss lessons.

The study has identified the existing problems of these children in the community and in social institutions. The mesosystem, next to the family or the microsystem, has an effect on the child's development. The positive or the negative attitude of the members of the community that live closer to the hearing impaired child have an effect in educating the hearing impaired. On the other hand, social institutions organizations that give social services that influence the development of the child are considered *exosystem* in ecological model. In relation to this point the academic and the social problems that were identified in the schools and those related to the educational institutions of the hearing impaired students in this study seemed to relate to the education of the hearing impaired students. For example, lack of budget for vocational training is the current problem in Alpha special school for the deaf. This problem has direct relationship to the hearing impaired students education and training. So the problems observed in educational institutions can influence

the education of the hearing impaired students. The *exosystem* of the child should be conducive to the normal development of these children.

The holistic view on this model (which is a concrete manifestation of the micro, meso and exosystems) is the *macrosystem*. It includes the economical, social, educational, political systems etc. which is the institutional patterns of the culture or subculture of the society. The study also tried to investigate those factors that affect the hearing impaired students education and social life in relation to the macrosystem.. The investigation focused on the views of the general public and the policies of the nation and social institutions that have relationship on psychosocial development of the hearing impaired children. The educational policy can affect the chances of getting educational services both in Alpha and in Hosanna special school for the deaf. As the educational institutions and the schools follow the general guidelines of the educational policies and the implementation strategies of education, these have direct relationship to the educational needs of the hearing impaired students. So both in Addis Ababa and in Hosanna, the availability of educational institutions that can fulfill educational needs of the hearing impaired, have relationship to both the students in Alpha special school for the deaf and in Hosanna special school for the deaf.

The social interaction and friendship of deaf children seems to depend on the type of environment he or she lives. Child abuse, such as rape and theft are some of the social problems that affect the hearing impaired children's academic achievement or life as a whole. These problems are observed as common problems that are faced by the hearing impaired in both sites. However, it is observed more in Addis Ababa than in Hosanna.

This was evident in other social contexts too. Patrigh (1982), cited in Tafese (1998), states that hostilities, teasing ,making fun of the deaf by the normal hearing are shown by considering the deaf as inferior. The hearing impaired hate to be treated like piece of furniture. Most of all, they are made to be stupid. The deaf are no better or no worse than the hearing. These activities are commonly observed in the streets of Addis Ababa

This has an effect on the use of social services like public transport and educational services. That is why the segregation of the deaf though not observable is now viewed as one of the factors that block the improvement of their social relation.

Tafesse (1998) found that deaf children seem to have problems in choosing friends. They are also likely to have problems of deciding upon a person who has desirable behavior that fits their interest. Deaf children tend to develop stronger friendship with other deaf who live near by or with whom they share classes. Besides these, friendship or groups are usually made up of children who share similar interests and attitudes, who stick to them and share their world. According to sociometric data, deaf children are more likely to have few or no friends among normal hearing peers.

This was found out to be true in this study too. If the child has poor human relations at early stage of its development, then the child's psychosocial development will be affected. The hearing impaired students in both sites are found out to have hearing impaired friends. The students in Addis Ababa and in Hosanna prefer to have hearing impaired friends as they cannot communicate very well. With in the community very few hearing impaired students have hearing friends in their neighborhood. But they communicate by lip reading and by writing on papers during play. The hearing impaired students said they cannot have close

friends as they cannot understand each other. This poor interaction with the hearing peers indicates the problem of their social relationship in the society. This has an effect on the future life of the hearing impaired students as they are expected to work with hearing personnel. It may lead them to problems that hinders their smooth relationship in work and in all social sectors.

As the results show most of the educational needs of the hearing impaired students are not provided. This deficiency is due to existing social problems which include people's negative attitude or misconception about the education of the hearing impaired. These social problems affect the academic achievement of the hearing impaired students.

The study has further identified lack of communication, social discrimination and people's negative attitude towards the hearing impaired education as major problems indicated in the life of the hearing impaired students. These problems hinder the students from proceeding to higher levels. Lack of communication within the family, in the schools and in the society at large affect the hearing impaired students' social interaction. This blocks the smooth social relations of this social group and affects the social and emotional development of the hearing impaired students.

Problems in the family:- The family may use home signs to communicate with their children though their understanding could be limited. It could be very difficult to express their feelings, ideas and principles of life to their children. The children may also face problems in understanding what goes on with in the family or in the community as they get answers to their questions.

Since the individual's ecosystem has an effect on human development, the family is the base line of social, emotional and cognitive development of any human being. That means the child's cognitive development is affected as the need to know his environment is blocked due to lack of communication with his family members.

Problems in the schools :- The schools have their own ways of passing ideas and concepts related to academic subjects using their own means of communication. In these schools sign language, lip reading and finger spellings are used as means of communication. In the special schools where the study was conducted, they use total communication methods, but still the hearing impaired encountered many problems in their academic success due to lack of communication. Due to lack of trained teaching staff in special needs education and teachers' philosophy being influenced by their culture the problem of interaction with hearing impaired students is highly affected. If these students have poor interaction with their teachers then their understanding to their teachers explanation would be low. This has an effect on the development of the personality of the hearing impaired students. Lack of communication can lead to misunderstanding. The communicator may develop the negative attitude towards the hearing impaired. This in turn affects the hearing impaired students' school achievement. This was found to be true in other research. In the school setting, there is evidence to indicate that students who are perceived as handicapped by children and adolescents are viewed negatively and with prejudice whether the students are in the same or separate classrooms (Johnson & Johnson, 1984).

Problems in the community:- The interaction of the hearing impaired within the school community may be poor and that may result in loss of opportunities for them. A deaf child

who cannot hear and speak is expected to miss significant experiences in social and emotional aspects since he / she lacks so many pieces of information. In places like the research sites where there is no early detection of deafness, audiological assessment, prenatal guidance and pre- school training, the problem of the hearing impaired child is more difficult than places where the above mentioned technical factors are fulfilled.

The above mentioned problems are difficult in the rural site of the study where the social services are very poor. Although the social services and awareness parents of is better in Addis Ababa than in the rural site, in both sites identification of hearing loss of children and parental guidance for early support is not observed as early as it is supposed to be. So, the hearing impaired students are facing problems that resulted due to lack of social services and that would have been resolved at early stages of their development.

In the society having poor interaction and negatively perceived social groups, the hearing impaired community could face all sorts of problems in their social interaction in the community. The importance of human relation in the life of every individual child is crucial. Since the influence of emotional attachment of every individual involved in the life of the hearing impaired child helps the development of the child's personality. Therefore interaction of the hearing impaired students with hearing or other peers are so important to develop their social relationships. That in turn could help them in the development of self-confidence and widen their view as they can get new ideas. That means it is also supportive in their cognitive development.

This has also been indicated in some other research. Some disabilities may interfere with interaction with peers (e.g. deafness, blindness) and these are quite obtrusive and lead to a

lack of opportunity to reduce rejections. The three aspects of the visibility of the disability (being readily apparent, disqualifying and obtrusive) all affect the strength of the feelings of non handicapped students (Johnson & Johnson, 1984). Thus if the non handicapped peers are not having positive attitude towards their relationship to the hearing impaired that would be disadvantageous. This affects the feelings of the hearing impaired and he/she can lose his/her self-confidence.

Discrimination

Discrimination in education, employment and social services were indicated as one of the major problems in the education and social life of the hearing impaired students. Here the participants indicated that there are problems of unequal chance of employment and payment. Unemployment and low payment are serious problems of the hearing impaired students. This problem has been identified in the study done by Tirussew *et al*, 1995. That study states that the two most important problems that persons with disabilities are likely to encounter appear to be securing employment and one's marriage partner.

These problems exist in our society. Unequal chance of education, employment and payment in any social group are serious problems and are indicators of social discrimination. From the findings, as an example, a father from Alpha pointed out that, "It is really a big chance to be educated and have a job. But there are problems. Even organizations do not pay the hearing impaired very well." So, there should be laws regulations or their institutional policies that can support the hearing impaired community as far as employment and equal payment are concerned.

As Barker, Wriqth, & Gonick (cited in Tirussew, 1995) indicated, there is evidence to suggest that the majority of employers discriminate against persons with physical handicap, and that the purpose of the pre-employment physical examinations usually eliminate such persons from employment. In addition, at least some companies pay some classes of disabled workers at a lower rate than other employees do because the former can not be transferred to other work easily. On the other hand, it was suggested that the existence of large numbers of handicapped workers are not necessarily inflexible or uneconomical in some businesses.

Attitude

People's negative attitude was indicated as one of the serious problems in the education of the hearing impaired and their social life. Cultural beliefs and norms are some of the influential factors that shape peoples attitude towards disabilities. People develop positive or negative attitude towards certain social phenomena due to their social interaction in their environment.

From the findings, as an example, a mother from Alpha pointed out that: "Disabled people are always seen as lower in social status. People say God saw what they did and gave them what they deserve but God created the hearing impaired like all of us. If we help them they can learn and work." This being the case our society has its own perception towards persons with disability. People's negative attitude towards the hearing impaired students education is so serious that the need to educate this social group is very important.

Many studies indicate that a common social attitude toward persons with disabilities is one of mixed pity and shame of over protection and rejection. It is hard for us to accept them as

individuals (Lindgren and Sutta, 1985, cited in Tirussew, 1995). People in the rural site of the study consider the hearing impaired children as if they cannot understand any lesson in the school. So they prefer to show their children how to farm rather than to educate them.

In general teachers' attitude towards the hearing impaired education and their success in life is better than the attitude of other members of the society. Teachers in both research sites are positively trying to help the hearing impaired education. The teaching staff in Hosanna are better aware of the social problems the students face in their community. As Hosanna is the only boarding school for the deaf in Ethiopia, teachers in Hosanna special school for the deaf have a chance to observe the problems of their hearing impaired students that came from different regions of Ethiopia. As teachers of the hearing impaired pointed out, “ It might be very difficult to the family of the hearing impaired student to send their children to school at the start because the community has negative attitude towards the education of the hearing impaired. Some people say, “It is good to try but can they do it?” Such expressions affect the feelings of the parents or the family as a whole. But when they see their children succeeding in their studies they would be the ones who really try to show their children's success to the community. Every one of us who are involved in the education of the deaf should try our best to make people be aware of the education of the hearing impaired.”

The devotion people have to support individuals is determined by the degree of acceptance and / or rejection these people show towards persons with hearing loss. The problems of the hearing impaired students in Addis Ababa concerning their education is comparatively better than those of the hearing impaired students in Hosanna as their parents are better aware of the importance of education of the hearing impaired. But the community in both

the urban and the rural site still have negative attitude towards the educational success of the hearing impaired.

The students in Addis Ababa face other problems that the students in Hosanna do not face. That is the hearing impaired students have problems on the way home to school. They have transportation problems and are victims of theft and sexual harassment by some members of the community. The participants indicated the seriousness of the problem in their own terms. As one of the parents pointed out, "I am sorry I cannot follow up and protect my child every where every time. Late God protects her. Our society does not protect children from an act that hurt them." Such problems like rape and theft are also problems of the students in the rural site. So these students need to be supported by the community.

Comparing the public attitude towards the blind and the deaf, Heider and Headier (cited in Tirussew, 1995) found more favorable reaction to the blind than to the deaf . It is postulated that persons with normal hearing consider the deaf more similar to themselves than the blind for at least two reasons. Blindness, but not deafness, is generally a readily observable handicap. Normal persons temporarily experience silence with less grief than they experience darkness. Thus, the behavior of a deaf person appears incongruent and is easily attributed to an inferiority of the personality.

There should be attitudinal change within the society. There should be a way to teach or to make our society aware of the problems of disability and the way to support the hearing impaired students. Society should gain knowledge on the educational needs of hearing impaired students. Through formal or informal education, through seminars, communication media, etc., society can get information, ideas, concepts on disability and can be aware

enough on the ability of hearing impaired persons in education and work. If society is conscious then every they may be able to give more attention and try to learn the language of the hearing impaired.

5.2. MAJOR ACADEMIC PROBLEMS OF THE HEARING IMPAIRED STUDENTS AS PERCIVED BY PARTICEPANTS

Academic problems of he hearing impaired students are more or less related with home and school environments. In support of this idea, Kirk *et al* (1993), states the hearing impaired child is the center of influence, with the family being the first and often the most influential. But there are other influences. School, peer culture, and society also play a role, often interacting with the family. Both the family and the society in which these children live are essential to their growth and development. In Addis Ababa and in Hosanna teachers of the hearing impaired students help their students in doing their home work at their own time at school. Some teachers in Addis Ababa write messages to the parents of the hearing impaired on how their children can be supported. They do this when the educational status of the parents of the hearing impaired students are adequate to support their children.

In educating hearing impaired students it is very important to know their problems. So identifying their major problems at an early stage of their education in the elementary school level and giving early support can help them in their higher level education. As students enter higher levels of education they usually encounter materials, content and ideas that are increasingly complex, abstract, and sophisticated (Luckner, 1992).

The problems that are indicated in the previous sections are serious since they affect the cognitive and emotional development of the hearing impaired students. The main problem

faced by these children is lack of communication skill. Their interaction in the society is poor. Poor social interaction affects their feeling as they cannot have good emotional attachment with their hearing peers and with all those in the community. This situation may lead them to lose self-confidence.

The age of students who participated in the study ranges 12-22. There was only one 12 – year old student. Three students were age 13-14. The rest were between age 15 to 22. These students were supposed to be in the secondary school at this age. Actually, according to the Ministry of Education guideline a child starts primary school at the age of 7, and secondary school at the age 15. The average age of students in the second cycle is expected to be between 11-13 (Genet Zewdie, 1998). So from the point of view of the Ministry of Education, the hearing impaired students have problems of enrollment.

As indicated by participants of this study major academic problems like lack of trained teaching staff and budget, problems of the curriculum and text books, problem of large classroom size and lack of teaching materials, problem of language and lack of focus on academic subjects are the most common. Success in academic achievement is based on the quality of trained teaching staff, their methods of teaching, the availability of services, class size, commitment of both teachers and students' as well as parents' willingness to share information and experiences to educate the hearing impaired .

In support of the above idea about the need to have qualified teaching staff, Luckner stated that teachers must have skills that allow them to support their students in one level or area of specialization such as parent infant education, early childhood education , elementary education, secondary education , vocational education and education of those with multiple

handicaps. So, we need to have more trained teaching staff in special needs education to give the proper support in educating the hearing impaired child.

The other problem is related to curriculum and the text books. Research done by Luckner (1992), has identified curriculum as one of the factors that affect the development of hearing impaired students. Recent studies have found that most teacher training programs emphasize elementary school content. Special needs education for the education of the hearing impaired should have teacher training programs and concerned bodies should re-check their curricula to determine if it is adequate for the hearing impaired students.

Particularly the teachers of the hearing impaired students were disappointed because their students could not join higher educational institutions. There are problems like lack of supportive laws and regulations for the benefit of hearing impaired students. Laws and regulations could give them opportunities to learn in the higher levels. That can give them a good chance to join different fields of study in higher education.

Society should also be responsible in the improvement the education of the hearing impaired by influencing the concerned responsible individuals to improve the availability of teaching materials and to develop appropriate policy

5.3. PREFERANCE OF FIELD AREAS AS INDICATED BY PARTICIPANTS

The major tasks during the elementary school years of hearing impaired children are to learn the basic skills, namely, reading, writing, arithmetic and sign language. But in this research students indicated their problems in Amharic and English alphabets, their inability to read and write as well as their problems in mathematics.

In 1998 Tafesse also found that deaf students use incorrect grammatical structure and deaf children seem to face problem to finger spelling. This is a serious matter because although hearing children have similar problems, they can get full information from their teachers and in other ways, while the hearing impaired don't have that chance.

If hearing impaired children have reading and writing problems, they are likely to have low chances of proceeding with their academic subjects. The hearing impaired students' academic performance can be low as they have problems of reading their text books and writing. To understand the basic concepts of their lessons they are expected to have the above mentioned skills. All these have effects on their interest to learn, join different fields of study and achieve higher.

5.4. Relationship between Students' Classroom Behavior and their Academic Achievement

The family environment influences the behavior of hearing impaired children. The influence of mothers is a decisive factor to whom the hearing- impaired child like any other child is most closely associated. These children's behavior is also influenced in the school environment, and the training of staff in special needs education is important . The pedagogical knowledge and methodological skills of teachers would help them to serve students with special needs. However, the data obtained from respondents has shown that many teachers do not have training in special education. This is one major indicator of the current standard of education of the hearing impaired in our nation.

As stated by Tafesse, there are special schools, special units and special classes in different parts of the country with some exceptions. When compared with other African and

European countries, those are far back in their organization, teachers' qualification, support services and academic readiness of deaf children. Besides these, parental awareness, hearing peers' and adults' attitudes towards deaf children, the competency of the hearing impaired in the use of sign language show serious limitations.

Equal chance of access to education both to the hearing and to the hearing impaired should be the principle of education in our nation. Trained human power in classroom management has an effect on the improvement of the academic achievement of the hearing impaired.

As the research result shows the classroom behavior seems to relate to academic achievements of students. The classroom behavior assessment correlated negatively and significantly to students' achievement. The domains in the behavioral scale accounted for 40.39% of the variation in students' achievement. The most commonly occurring classroom behaviors were found out to be achievement anxiety, comprehension and Inattention withdrawal. Inattention withdrawal has more weight than others.

CONCLUSIONS

Education of the hearing impaired existed for many thousands of years worldwide. It is important to make educational provisions universal as the need for equity in educational services, the need for cultural change or enrichment, etc. is highly significant to support all disabled children in general and the hearing impaired in particular. Then people can be able to study and grasp knowledge to be good, hard working, responsible and independent citizens. Throughout the world to day we face the challenge of socio cultural influences on the modern views of education and other phenomena's in every social sector. This research has found out major problems in educating the hearing impaired. The base line of the problems could be the influence of socio cultural context in the changing daily life activities of the population.

The main focus of this research was to identify major social and academic problems of hearing impaired students in the second cycle of the primary schools selected special schools. From the findings of this research, it could be concluded as follows.

The major social problems identified in the study include discrimination of the hearing impaired (Eg. unequal chance of educational provisions and employment), negative attitude towards the hearing impaired, and negative parental or community attitude towards the education of the hearing impaired -- all of which affect the education of the hearing impaired .

The major academic problems include lack of trained teaching staff, budget, and teaching materials and proper organized curriculum. As indicated by participants these have serious effect on the academic performance of the hearing impaired students.

Hearing impaired students show preference to learning towards certain subjects. In this research students indicated their problems in Amharic and English alphabets, their inability to read and write as well as their problems in mathematics. As indicated by participants, the major problems for hearing impaired children to show preference in learning towards certain subjects are related to the development of basic skills, namely, reading, writing, arithmetic and sign language.

The influence of the family and school environment on the hearing impaired students' behavior has also an effect on the students achievement. Classroom behavior of the students and academic achievement have a significant and negative relationship. Specially important in this regard is the Inattention withdrawal dimension.

Hearing impairment doesn't affect a person's intellectual capacity or ability to learn. It requires special needs education. That is the requirement of special provisions for such students.

It appeared from the study that teachers are aware of the problems of educating the hearing impaired students more than parents. Even then, it is very important to be trained in special needs education. The need to adjust or develop the curriculum of the hearing impaired is so high. Teachers of the hearing impaired have suggested ideas for improving the existing curriculum. So the concerned experts working on curriculum development and teachers can jointly contribute more in solving the existing academic problems.

Parents of the hearing impaired students are affected by the negative attitude of their community towards their effort to educate their children. They are afraid that their children may not be successful in their education. They also have fears of unemployment of their children when they specialize in a given field.

The positive aspects of these two schools, Alpha special school for the deaf and Hosanna special school for the deaf, is that they lay the ground for basic education to the hearing impaired. Though in the existing situation their educational provisions have limitations, the two schools have good contribution in educating the hearing impaired population.

The students in Hosanna get full support in their school as they are boarding students. But the students in Addis Ababa face problems of food and clothing. So, the federal Government could do more in this area of support in educating the hearing impaired. If the Government or Non Government organizations could get the means to build special schools, it is useful to have a boarding school for such groups of children to give full support at an early stage of their development.

RECOMMENDATIONS

In order to address more satisfactorily special needs education programs, including educational programs for the hearing impaired, it is very important to consider the following directions or options. Educational programs must be sensitive to support the hearing impaired. To carry out these tasks all bodies engaged in education and training must strive to have a sound policy for special needs education.

According to Proclamation No. 41/ 1993 to define the powers and duties of the central and regional executive organs of the Transitional Government of Ethiopia, the respective bureaus of education in the regions were given , *interalia* responsibilities such as ensuring the quality of education in the region, preparing and implementing the curriculum of the primary education, providing textbooks and other learning teaching materials prepared for the primary education in the region (Teklehaimanot, 1999). So there is an opportunity to improve the education of the hearing impaired. Besides this, though not clearly stated, according to the 1994 Education and Training Policy, education shall enable both the handicapped and the gifted learn in accordance with their potential and needs.

With this background, the following recommendations are forwarded.

1. There should be mechanisms for early identification of the problems of the hearing impaired students to give early support.
2. Every person involved in the education of the hearing impaired should be aware of the importance of auditory, speech and sign language training.
3. There should be effective communication methods in teaching these children.

4. The family, the school and the society at large should be aware of the importance of educating the hearing impaired and create conducive environment for the success of hearing impaired students.
5. Teachers should be able to advice and control their students not to misbehave in the classroom.
6. Every special school for the deaf should have counselors for hearing impaired students to minimize the effect of class room behavior on academic achievement of their students.
7. Every special school should have parental training programs that can teach sign language and the kind of special support the hearing impaired students need. This can minimize the serious problems these children face within the family due to lack of communication.
8. Government and Non government organizations should support the hearing impaired by giving training programs, arranging some awareness programs, producing leaflets, or using the mass media, etc. to the community on effective communication methods and on concepts of disability. That will help to make the public aware of the hearing impaired more fully. It can also solve communication problems with in the community and help to minimize the negative attitude people have towards disability or hearing impairment in particular.

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Appendix A

Instruments

Instruments code No.1

Interview question for hearing impaired students

These questions are designed to be administered to Hearing-Impaired. The main objective of this Questionnaire is to investigate academic and social problems of these students.

NOTICE

Please !! don't forget "your participation in giving full information on these questions is the bases of good outcome in this Research .

PART 1

Social Factors

1.1. Personal information

School _____ 1.1.1.Students Name _____ Sex _____ Age _____
Religion _____ Ethnic group _____ Grade _____
Language 1. _____ 2. _____ 3. _____

Family Back Ground

1.1.2. Family Size (how many person are living in your house) _____

1.1.3 Parents (Care givers) educational status

1.1.3.1 Father's educational status

- a) Cannot read and write
- b) Can read and write and grade 1to 4 level
- c) Grade 5 to 8
- d) Grade 9 to 12 level
- e) Grade 12 and above

1.1.3.2. Mother's educational Status

- a) Cannot read and write
- b) Can read and write and grade 1to 4 level
- c) Grade 5 to 8
- d) Grade 9 to 12 level
- e) Grade 12 and above

1.1.4. Are you living with your parents?

- a) Yes
- b) With my mother only
- c) By my self
- d)With my sister and brother
- e) Any other _____

1.1.5 Do you have sister and brothers?

a) Yes

b) No

1.1.6. If you have, how many sisters and brothers do you have?

Sisters _____ Brothers _____

1.1.7 Are you the _____ child?

a) First

b) Second

c) Third

d) Any other _____

1.1.8.How is peoples perception on Hearing-impaired Students Education and employment ?

1.1.9.Is there any problem that hinders your academic performance due to people's attitude and their reaction towards Hearing-impaired Students Education?

1.1.10.What kind of attitudinal change do you need to see in your school or at home that is good to your studies ?

1.2.Problems of Hearing Impairment

1.2.1. Is there any one in your family who has problem of hearing?

a) Yes

b) No

1.2.2 If your answer is yes to question 1.2.1.,Who has hearing loss among your family members?

1.2.3. When do you think you had your hearing loss?

1.2.4. What was the causes of your hearing loss?

1.3.Social Factors

1.3.1. Do you know sign language?

a) Yes

b) No

1.3.2.If there is any one in your family members that know sign language please specify?

1.3.3 How do you communicate with your family members, neighbors, friends, etc.? using

a) Sign language

b) Lip reading

c) Total communication

d) Any other _____

1.3.4. Do you play with hearing children?

a) Yes

b) No

1.3.5. If your answer is no to question 1.3.4. why don't you play with hearing children ?

1.3.6. Do you study with hearing children?

a) Yes

b) No

1.3.7 Do you have friends in your neighborhood?

a) Yes

b) No

1.3.8. If you have friends , how do you communicate with your neighbors and friends ?

a) Sign language

b) Lip reading

c) Total communication

d) Any other _____

1.4. Economic status of the Family

1.4.1. Parents (caregivers)

1.4.1.1 Father's work place _____

1.4.1.2. His position _____

1.4.2. Total monthly income in Birr _____

1.4.3. Mother's work place _____

1.4.3.1. Her position _____

1.4.3.2. Total monthly income in Birr _____

1.4.4. If your parents are farmers do you have cattle?

a) Yes

b) NO

1.4.5. If your answer is yes to question 1.4.4. give the kind and Number of animals you have?

1.4.6. Do you have some one who lives at home and is employed to work in the farm ?

1.4.7. What is your parents yearly crop production and it's kind?

1.4.8. Do you have maid servants ?

a) Yes

b) No

1.4.9. Where do your parent live ?

a) In their own house

b) In rented house

c) Any other _____

1.4.10. How many rooms does your house has ?

1.4.11. With what material is your house built ?

Part 2

Educational Factors

2.1. Utility of Hearing aids

2.1.1. Do you use hearing aids ?

a) Yes

b) No

2.1.2. If you use hearing aids when do you use it?

a) In the classroom only

b) Out of the classroom

c) Always

d) Any other _____

2.1.3. If you are using hearing aids how is it helping you in studies?

a) It supports me very much

b) It supports me in a better way

c) It supports me poorly

2.2 Educational support

2.2.1. How do you communicate with teachers, peers and the school community ?

2.2.2. What kind of subject would you like to study most of the time ? Why?

2.2.3. Who is helping you in doing your homework or in your studies in the family?

a) Father

b) Mother

c) Sister

d) Brother

e) Any other _____

2.2.4. When do you do your homework?

2.3. Educational Follow Up

2.3.1. Do you have books in all subject areas ?

2.3.2. If you don't have books in some subject areas please point it out ?

2.3.3. Which one of the subjects do you like most ?

2.3.4. Why do you like this subjects ?

2.3.5. What would you like to be in the future after you finish your studies?

2.3.6. Why do you choose this Profession ?

2.3.7. How do teachers communicate with hearing- impaired students in the class room ?

a) Sign language

b) Lip reading

c) Total communication

d) Any other _____

2.3.8 Which of the methods could help you to understand the lesson while the teacher teaches?

2.3.9. Do your parents come to school to follow up

a) Yes

b) No

c) Any other _____

2.3.10. In which of the subjects do you score highest ? Why ?

2.3.11. Why do you think you score highest in these subjects ?

2.3.12. What are the most common academic problem in your school?

Appendix B

Instrument code No.2

Interview questions for parents of the hearing impaired

These questions are designed to be administered to Hearing Impaired Students Parents .The main objective of this Questionnaire is to investigate academic and social problems of these students.

NOTICE

Please !! don't forget "your participation in giving full information on these questions is the bases of good outcome in this Research .

Part 1

Social Factors

1.1. Personal information

School _____ 1.1.1. Students Name _____ Sex _____ Age _____
Religion _____ Ethnic group _____ Grade _____
Language 1. _____ 2. _____ 3. _____

Family Back Ground

1.1.2. What is your relationship with the student ?

- a) Father
- b) Mother
- c) Care-giver
- d) Any other _____

1.1.3 Parents (Care givers) educational status

1.1.3.1 Father's educational status

- a) Cannot read and write
- b) Can read and write and grade 1 to 4 level
- c) Grade 5 to 8
- d) Grade 9 to 12 level
- e) Grade 12 and above

1.1.3.2. Mother's educational Status

- a) Cannot read and write
- b) Can read and write and grade 1 to 4 level
- c) Grade 5 to 8
- d) Grade 9 to 12 level
- e) Grade 12 and above

1.1.4. When your child do any thing bad do you punish him ?How ?

1.1.5 You feel pity to your hearing-impaired child and you give him more care than the other children you have; What kind of care do you give to your hearing-impaired child ?

1.1.6. Do you have any problem in communicating with your hearing-impaired child ? If so What is it ?

1.1.7 Did you ever have any miss-understanding with your hearing-impaired child ? If so what was the main cause of your miss-under-standing ?

1.1.8. Do you discuss your hearing-impaired child's problems with her or with him ? If so what kind of problems do you discuss most of the time ?

1.1.9. If your family members support the hearing-impaired child get how do they support him ?

1.1.10. When did the hearing-impaired child got professional or institutional support ?

1.1.11. What kind of change did you observe after your hearing-impaired child got the support from these professionals or institutions ?

1.2.Problems of Hearing Impairment

1.2.1. Is there any one in your family who has problem of hearing?

a) Yes

b) No

1.2.2 If your answer is yes to question 1.2.1.,Who has hearing loss among your family members/

1.2.3. When do you think your child had her or his hearing loss?

1.2.4. What was the cause of your child's hearing loss?

1.3.Social Factors

1.3.1Do you know sign language?

a) Yes

b) No

1.3.2.If there is any one in your family members that knows sign language please specify?

1.3.3 How do you communicate with your hearing-impaired child ?using

a) Sign language

b) Lip reading

c) Total communication

d) Any other _____

1.3.4. Does your hearing-impaired child play with hearing children?

a) Yes

b) No

1.3.5. If your answer is no to question 1.3.4. why doesn't she or he play with hearing children ?

1.3.6. Does your hearing-impaired child have friends in the neighborhood ?

a) Yes

b) No

1.3.7. If your hearing-impaired child has friends how does she or he communicate with the neighbors and friends ?

a) Sign language

b) Tip reading

c) Total communication

d) Any other _____

1.3.8. How is people's perception on hearing-impaired students' education and their success in employment ?

1.4. Economic status of the Family

1.4.1. Parents (caregivers)

1.4.1.1 Father's work place _____

1.4.1.2. His position _____

1.4.2. Total monthly income in Birr _____

1.4.3. Mother's work place

1.4.3.1. Her position _____

1.4.3.2. Total monthly income in Birr _____

1.4.4. If your parents are farmers do you have cattle?

a) Yes

b) NO

1.4.5. If your answer is yes to question 1.4.4. give the kind and NO. of animals you have?

1.4.6. Do you have some one who lives at home and is employed to work in the farm ?

1.4.7. What is the amount of your yearly crop production and it's kind?

Part 2

2. Educational Factors

2.1. Do you think hearing-impaired children can learn and be educated like hearing children ?

a) Yes

b) No

2.2. What kind of effort do you make to teach your child ?

2.3. What would you like your child to be to be in the future after she or he finishes her or his studies? What kind of profession do you think is preferable to hearing -impaired students ?

2.4. why do you choice this Profession ?

2.5. What is your comment on is peoples' attitude and reaction towards Hearing-impaired Students social relationships, Education and employment ?

2.6. What kind of attitudinal change do you need to see in your child's school or at home that is good to your studies ?

2.7. What are the most common academic problem in your school?

2.8. What do you think would be the solution to the above mentioned problems be to support hearing-impaired students in education and social life ?

Appendix C

Instrument code No.3

Questionnaire for Teachers of the Hearing Impaired

These questions are designed to be administered to Hearing Impaired Students' Teachers. The main objective of this Questionnaire is to investigate academic and social problems of these students.

NOTICE

Please !! don't forget "your participation in giving full information on these questions is the bases of good outcome in this Research .

Part 1

Social Factors

1.1. Educational Follow Up

Factors that are related to the students' Social and Educational problems as well as classroom Behaviors

1.1.1. When you teach hearing-impaired students are they obedient ; do they attend class seriously when you tell them to behave and follow up the lesson ?

- a) Yes
- b) No
- c) Any other _____

1.1.2. When you ask your hearing-impaired students , do they give answers in a good manner ?

- a) Yes
- b) No
- c) Any other _____

1.1.3. Do hearing-impaired students ask questions that are related to the topic of the daily lesson when it is not clear to them ?

- a) Yes
- b) No
- c) Any other _____

1.1.4. Do you have any method to control the hearing-impaired students to sit properly and attend their lesson?

- a) Yes
- b) No
- c) Any other _____

1.1.5. If your answer is yes to question 1.1.4. would you please point out your method ?

1.1.6. If your answer is No to question 1.1.4, please comment on the situation in controlling the hearing-impaired students behavior and their class attending problems in their lessons ?

1.1.7. What are the main problems that are related in presenting your lesson to hearing-impaired students and in assessment them ?

1.1.8. What kind of subjects do you teach ?

1.1.9. Do your students have text books in every subject you teach ?

a) Yes

b) No

c) Any other _____

1.1.9. If your answer is No to question 1.1.9, where do they get these books ?

1.1.11. Do teachers have enough text books and teachers' guide ?

a) Yes

b) No

c) Any other _____

1.1.12. If your answer is No to question 1.1.11, how do you cover the curriculum ?

1.1.13. If your answer is Yes to question 1.1.11, what are the text books and the teachers guide that are not available to you ? how do you cover the curriculum ?

Subject Area	Teachers' Guide	Text Books
_____	_____	_____
_____	_____	_____
_____	_____	_____

1.1.14. Do you use enough teaching aid ?

- a) Yes
- b) No
- c) Any other _____

1.1.15. If your answer is Yes to question 1.1.14. what kind of teaching aid do you use ?

1.1.16. If your answer is No to question 1.1.14. what are the reasons you couldn't use the teaching aids?

1.1.17. Do you know any student who quite his study due to lack of parental care , care givers support or lack of money ?

- a) Yes
- b) No
- c) Any other _____

1.1.18. If your answer is yes to question 1.1.17. please point out the reasons and the number of children who faced these problems ?

1.1.19. What do your comment on the problems of teaching hearing-impaired students?

Problems of Teaching hearing-impaired

Solutions

_____	_____
_____	_____
_____	_____
_____	_____

1.2 Educational support

1.2.1. Do you give class work or home work to your students ?

- a) Yes
- b) No
- c) Any other _____

1.2.2. Do hearing-impaired students get support when they do their class work or home work?

1.2.3. How is your students test result ?

- a) Very good
- b) Good
- c) Fair
- d) Poor

1.2.4. Why do you think your students result is like the answer you gave to question 1.2.3. ?

1.2.5. How do teachers communicate with hearing- impaired students in the class room ?

- a) Sign language
- b) Lip reading
- c) Total communication
- d) Any other _____

1.2.6. Do hearing-impaired students take vocational training after class in your school ?

- a) Yes
- b) No
- c) Any other _____

1.2.7. If hearing-impaired students take vocational training after class in your school , what kind of training do they have ?

1.2.8. Based on your answer to question 1.2.7. which training is the most essential to hearing-impaired students ?

1.2.9. When we teach hearing-impaired students we use the same curriculum to Hearing and Hearing-impaired students; what is your comment in using the same curriculum to both Hearing and Hearing-impaired students ?

1.2.10. When we teach hearing-impaired students we use the same text books to Hearing and Hearing-impaired students; what is your comment in using the same text books to both Hearing and Hearing-impaired students ?please comment on the bases of its content, on the depth of the subject matter and on its sequence ?

Part 2

2.1. Personal information

School _____ 2.1.1. Age _____ Sex _____ Religion _____

Ethnicgroup _____ Language 1. _____ 2. _____

3 _____

2.1.2. Teacher's Educational Status

- a) Grade 12
- b) Completed grade 12 and had 6 months training
- c) Completed grade 12 and had 1 year training
- d) Have college diploma
- e) Have Degree
- f) Any other _____

2.1.3. Do you have any training in special needs education ?

- a) Yes
- b) No
- c) Any other _____

2.1.4. If you are trained in special needs education please state the kind of training and the duration your training ?

2.1.5. Do you know sign language ?

- a) Yes
- b) No

2.1.6. If you know sing language how do you develop your ability to sing ?

- a) From experience
- b) From the training itself
- c) By reading sing language books
- d) Any other _____

2.1.7. If you are trained in sing language

a) for how long was your training ?

b) Where did you take the training ?

c) When did you take the training ?

2.1.8. Do you think hearing-impaired students can learn and be trained in the same field area like hearing students?

a) Yes

b) No

c) Any other _____

2.1.9. How is your placement to this school ? How do you become a teaching staff in this school ?

Appendix D

Instrument code No. 4

Questionnaire for Principals

These questions are designed to be administered to Hearing Impaired Students Teachers'. The main objective of this Questionnaire is to investigate academic and social problems of these students.

NOTICE

Please !! don't forget "your participation in giving full information on these questions is the bases of good outcome in this Research

Part 1

1.1. Situation of the school

1.1.1 When was this school established ? Who established it ?

1.1.2. How many students did this school had on time of its establishment ?

1.1.3. Up to which grade level did it start on time of its establishment ?

1.1.4. Up to which grade level do you teach now ?

1.1.5. How many students do you have now ?

1.1.6. How many teaching staff did you had on time of establishment?How many teaching staff do you have now ?

1.1.7. How many teachers are trained in special needs education ?

1.1.8. How many teachers are not trained in special needs education ?

1.1.9. what is the specialization of those teachers who are not trained ?

1.1.10. Do all materials that help to teach hearing-impaired students are full-filled in your school?If there are materials that needed to teach this children please point out ?

1.1.11.Do you have any deciplinary problems in your school ? If you have please point out ?

1.1.12. What kind of measures do you take to solve the problem you stated on your answer to question number 1.1.11. ?

1.1.13. Are there any school regulations ? If there are please state it ?

1.1.14. Are there any complaints in teaching hearing-impaired students or on their behavior on the teachers' side ? If so please state it ?

1.1.15. When we teach hearing-impaired students we use the same curriculum to Hearing and Hearing-impaired students; what is your comment in using the same curriculum to both Hearing and Hearing-impaired students ?

1.1.16. When we teach hearing-impaired students we use the same text books to Hearing and Hearing-impaired students; what is your comment in using the same text books to both Hearing and Hearing-impaired students ? please comment on the bases of its content, on the depth of the subject matter and on its sequence ?

1.1.17. So you have audiometer and other assessment equipment and skilled man power to handle these equipment ? If there is any problem please comment ?

1.1.18. Do you think hearing-impaired students can learn and be trained in the same field area like hearing students?

a) Yes

b) No

c) Any other

1.1.19. If your answer is yes to question number 1.1.18. please give your opinion ?

1.1.20.If your answer is No to question number 1.1.18. why not please give your opinion ?

1.1.21. Do hearing-impaired students take vocational training after class in your school ?

a) Yes

b) No

c) Any other _____

1.1.22. If hearing-impaired students take vocational training after class in your school , what kind of training do they have ?

1.1.23. Based on your answer to question 1.1.22.which training is the most essential to hearing-impaired students? Why ?

1.1.24. Do you know any student who quite his study due to lack of parental care , care givers support or lack of money ?

a) Yes

b) No

c) Any other _____

1.1.25. If your answer is yes to question 1.1.24. please point out the reasons and the number of children who faced these problems ?

1.1.26. What kind of social and academic problems do you think hearing-impaired students have ?What would be the solution for these problems ?

1.1.27. What is your comment on the problems of teaching hearing-impaired students?

Problems of Teaching hearing-impaired

Solutions

Part 2

2.1. Personal information

School _____ 2.1.1. Age _____ Sex _____

Religion _____ Ethnic group _____

Language 1. _____ 2. _____ 3. _____

2.1.2. Principal's or administrator's Educational Status

- a) Grade 12
- b) Completed grade 12 and had 6 months training
- c) Completed grade 12 and had 1 year training
- d) Have college diploma
- e) Have Degree
- f) Any other _____

2.1.3. Do you have any training in special needs education ?

- a) Yes
- b) No
- c) Any other _____

2.1.4. If you are trained in special needs education please state the kind of training and the duration of your training?

2.1.5. Do you know sign language ?

a) Yes

b) No

2.1.6 If your answer is No to question 2.1.5.how do you communicate with the hearing-impaired students ? using

a) Sign language

b) Lip reading

c) Total communication

d) Any other _____

2.1.7. If you know sign language how do you develop your ability to sign ?

a) From experience

b) From the training itself

c) By reading sign language books

a) d) Any other _____

2.1.8. If you are trained in sign language

a) for how long was your training ?

b) Where did you take the training ?

c) When did you take the training ?

Appendix E

INSTRUMENT CODE NUMBER 5

Students Classroom Behavior Assessment Instruments
The Adopted Deverux Elementary School Behavior Rating Scale

(Spivack & Swift, 1967) Behavior Factors Measured

1. Classroom Disturbance
2. Disrespect - Defiance
3. External Blame
4. Achievement anxiety
5. External reliance

6. Comprehension
7. Inattentive Withdrawn
8. Irrelevant - responsiveness
9. Providing inappropriate responses

Note:-

These Behavior Factors are taken and adapted to the purpose of assessment of hearing impaired children's classroom behavior.

F.B.

Test: Devereux Elementary School Behavior Rating Scale

Type of Test: Norm referenced standardized Instrument

Teacher's Observation

School _____

Child's Name: _____

Sex: Male Female

Age/Date of Birth _____
/ Mon/day/Year

Information obtained (Today's Date) _____
Mon/Day/Year

Student's code number _____

Name of Administrator of the Test _____

Additional Information on the child's health _____

Instructions

This Behavior Rating Scale consists of a number of statements which describe some of the ways students behave in different situations in the classroom.

Notice that all observed behaviors are arranged in order of degree of activity a student shows. Read each stated observable behaviors carefully and indicate by circling 0,1,2 or 3 to what extent a student shows that behavior.

Notice

- 0: Not at all
- 1: Once
- 2: Twice
- 3: Three or more times

Please try to respond (attempt) to every observable behaviors in all the domains in the scale.
F.B.

0 = Not at all 1 = once 2 = twice 3 = three or more times

Time of observation	Domain		Observable Behaviors	Degree of Activity				Total	Additional behavior Observed
				0	1	2	3		
	A Classroom Disturbance	1	Knock the desk unnecessarily	0	1	2	3	<input type="checkbox"/>	
		2	Throw objects unnecessarily	0	1	2	3	<input type="checkbox"/>	
		3	Stand up and talk with peers	0	1	2	3	<input type="checkbox"/>	
		4	Swearing	0	1	2	3	<input type="checkbox"/>	
		5	Calling derogatory names	0	1	2	3	<input type="checkbox"/>	
		6	Restlessness	0	1	2	3	<input type="checkbox"/>	
		7	Hyper active	0	1	2	3	<input type="checkbox"/>	
		8	Aggressive	0	1	2	3	<input type="checkbox"/>	
		9	Refuse to take advice and take measures	0	1	2	3	<input type="checkbox"/>	
		10	Mood Changes	0	1	2	3	<input type="checkbox"/>	
	A	Classroom disturbance						<input type="checkbox"/>	
		Add 1-10							
	B Disrespect defiance	11	Lying	0	1	2	3	<input type="checkbox"/>	
		12	Inappropriate emotion	0	1	2	3	<input type="checkbox"/>	
		13	Wondering	0	1	2	3	<input type="checkbox"/>	
		14	Show sign of contempt	0	1	2	3	<input type="checkbox"/>	
		15	Failure to respect classroom regulation	0	1	2	3	<input type="checkbox"/>	
		B	Disrespect-defiance						
		Add 11-15							
	C External Blame	16	Behave rudely	0	1	2	3	<input type="checkbox"/>	
		17	Considered to be ill-mannered by doing some thing that is	0	1	2	3	<input type="checkbox"/>	
		18	disapproved	0	1	2	3	<input type="checkbox"/>	
		19	Punching peers	0	1	2	3	<input type="checkbox"/>	
		20	Slapping peers	0	1	2	3	<input type="checkbox"/>	
		21	Pushing Peers	0	1	2	3	<input type="checkbox"/>	
		22	Kicking Peers	0	1	2	3	<input type="checkbox"/>	
		C	Stealing some once property						
		External Blame Add 16-22							

F.B.

0 = Not at all 1 = once 2 = twice 3 = three or more times

Time of observation	Domain		Observable Behaviors	Degree of Activity				Total	Additional behavior Observed	
				0	1	2	3			
	D Achievement anxiety	23	Not doing homework	0	1	2	3	<input type="checkbox"/>		
		24	Not complete homework	0	1	2	3	<input type="checkbox"/>		
		25	Not attending to any assignments in a classroom	0	1	2	3	<input type="checkbox"/>		
		26	Absenteeism	0	1	2	3	<input type="checkbox"/>		
		27	Not asking teachers when not clear	0	1	2	3	<input type="checkbox"/>		
		D	Achievement anxiety Add 23-27							<input type="checkbox"/>
	E External Reliance	28	Cheating students & Teacher by presenting other peoples work	0	1	2	3	<input type="checkbox"/>		
		29	Copy from Others	0	1	2	3	<input type="checkbox"/>		
		30	Copy from Crib notes (Cheat Notes)	0	1	2	3	<input type="checkbox"/>		
		31	Taking credit for some one's work	0	1	2	3	<input type="checkbox"/>		
		E	External Reliance Add 28-31							<input type="checkbox"/>
	F Comprehension	32	Not respond to teacher	0	1	2	3	<input type="checkbox"/>		
		33	Mostly be confused during lessons	0	1	2	3	<input type="checkbox"/>		
		34	Not concentrating	0	1	2	3	<input type="checkbox"/>		
		35	Doing other things while the teacher teaches	0	1	2	3	<input type="checkbox"/>		
		36	Does not follow up teachers demonstration	0	1	2	3	<input type="checkbox"/>		
		F	Comprehension Add 32-36							<input type="checkbox"/>
	G In attention withdrawals	37	Easily distracted	0	1	2	3	<input type="checkbox"/>		
		38	Day dream	0	1	2	3	<input type="checkbox"/>		
		39	Forgetting assignments	0	1	2	3	<input type="checkbox"/>		
		40	Forgetting or lose things	0	1	2	3	<input type="checkbox"/>		
		41	Mass up things	0	1	2	3	<input type="checkbox"/>		
		42	Leaving his work following what others do	0	1	2	3	<input type="checkbox"/>		
		G	In attentive -withdraw Add 37-42							<input type="checkbox"/>

F.B.

0 = Not at all 1 = once 2 = Twice 3 = three or more times

Time of observation	Domain		Observable Behaviors	Degree of Activity				Total	Additional behavior observed
				0	1	2	3		
	H	43	Verbalizing unnecessarily in sign or noise						
	Irrelevant responsiveness		Move intermittently	0	1	2	3	<input type="checkbox"/>	
		44	Very talkative(sign or communicate so much unnecessarily	0	1	2	3	<input type="checkbox"/>	
		45		0	1	2	3	<input type="checkbox"/>	
		46	Not responding properly	0	1	2	3	<input type="checkbox"/>	
		47	Do some thing saying none of your business	0	1	2	3	<input type="checkbox"/>	
		48	Abstain from answering when asked	0	1	2	3	<input type="checkbox"/>	
		H		Irrelevant-responsiveness					<input type="checkbox"/>
			Add 43-48 _____					<input type="checkbox"/>	
	I	49	Draw attention by clawing	0	1	2	3	<input type="checkbox"/>	
	Providing inappropriate responses	50	Talking Silly (something ridicules)	0	1	2	3	<input type="checkbox"/>	
		51	Interrupting others (not turn taking)	0	1	2	3	<input type="checkbox"/>	
		52	Show of boast (behave pompously)	0	1	2	3	<input type="checkbox"/>	
		53	Criticizing others	0	1	2	3	<input type="checkbox"/>	
	I		Providing inappropriate responses					<input type="checkbox"/>	
			Add 49-53 _____					<input type="checkbox"/>	

F.B.

Summary sheet-adopted Devereux Elementary School classroom Behavior Rating
Scale

	Domain(Observable behaviors)	Raw Score Totals
A.	Classroom disturbance _____	<input type="checkbox"/>
B.	Disrespect- Deviance _____	<input type="checkbox"/>
C.	External blame _____	<input type="checkbox"/>
D.	Achievements anxiety _____	<input type="checkbox"/>
E.	External reliance _____	<input type="checkbox"/>
F.	Comprehension _____	<input type="checkbox"/>
G.	In attention withdrawals _____	<input type="checkbox"/>
H.	Irrelevant- Responsiveness _____	<input type="checkbox"/>
I.	Providing inappropriate responses _____	<input type="checkbox"/>
	Total Scaled Scores _____	<input type="checkbox"/>
	Mean scaled scored _____	<input type="text"/>

Comments:

F.B.

DECLARATION

The thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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