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Department of Special Needs and Inclusive education

**EDUCATION OF STUDENTS WITH HEARING IMPAIRMENTS
IN REGULAR CLASSROOMS AT YEKATIT23 PRIMARY
SCHOOL IN BAHRDAR TOWN: INCLUSION/EXCLUSION**

By

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JULY, 2023

ADDIS ABABA

Education of Students with Hearing Impairments in Regular Classrooms
at Yekatit23 Primary School: Inclusion/Exclusion

BY: Wudnesh Tilaye

**A Thesis is submitted to School of Graduate Studies of Addis Ababa
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This is to certify that the thesis entitled “**Education of Students with Hearing Impairments in Regular Classrooms at Yekatit23 Primary School in Bahir Dar town: Inclusion/Exclusion**” is the original work of Wudnesh Tilaye, done under my close guidance.

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Abstract:

The major objective of the study was to explore the practice of teaching learning process of students with hearing impairment in regular classroom at Yekatit23 primary school, Bahir Dar. In order to achieve the objective of the study, a total of 21 participants were involved in the study, including 5 students with hearing impairments and 5 students without hearing impairment from grade 5 up to grade 8, 3 sign language interpreters, 4 regular teachers, 2 special needs professionals, and 2 school principals. The study used semi structured interviews and observation with a check list as data collection tools for the participants. The result of the study was described and analyzed qualitatively, guided by the main research questions. The research provides insights into the challenges faced by hearing-impaired students in inclusive classrooms, the importance of appropriate teaching methodologies and support systems, the need for qualified sign language interpreters, and the significance of sign language education and evaluation mechanisms. The study also showed that the education of students with hearing impairments in regular classrooms, without fulfilling their individual educational needs, can lead to a sense of exclusion. This study has important implications for education by promoting inclusivity for students with hearing impairment in regular classrooms. It highlights the need to address challenges and adopt inclusive approaches, ultimately fostering a supportive and equal educational environment for all students.

Acronyms

SNE	Special needs Education
SLI	Sign Language Interpreter
SwHI	Students with Hearing Impairment
SwoHI	Students without Hearing Impairment

List of Tables

Table1. Demographic characteristics of school principals	24
Table2. Demographic characteristics of Special Needs Education teachers	24
Table3. Demographic characteristics of Sign Language Interpreters	24
Table5. Demographic characteristics of Students without Hearing Impairment	25
Table4. Demographic characteristics of regular classroom teachers.....	25
Table6. Demographic characteristics of Students with Hearing Impairment	25

Contents

Acknowledgement	i
Abstract:.....	ii
Acronyms	iii
List of Tables	iv
Chapter One.....	1
1. Introduction	1
1.1. Background of the Study	1
1.2. Statements of the problem	3
1.3. Objectives of the study.....	4
1.4. Research questions	4
1.5. Significance of the Study	4
1.6. Definition of term.....	5
Chapter Two.....	6
2. Literature Review.....	6
2.1. Concept of Hearing Impairment.....	6
2.2. Different Models and Frameworks of Inclusive Education	7
2.3. Challenges of Students with Hearing Impairment in Integrated Classroom.....	10
2.3.1 Communication Challenges.....	11
2.3.2. Social Isolation	11
2.3.3. Challenges of Students with Hearing Impairment during Taking Exam, Group work and Discussion in Regular Classrooms.....	12
2.4. Teachers' Teaching Methodologies in Regular Classrooms	13
2.5. Advantages and Disadvantages of inclusive education.....	15
2.5.1. Advantage of Inclusive Education	15
2.5.2. Disadvantages of inclusive education	17
2.7. Ethiopian sign language and its development	19
2.8. Facilities of resource room.....	21
2.9. Potential Solutions to Decrease Educational Challenges of Students with hearing Impairments.....	22
Chapter Three	23
3. Methodology	23
3.1. Research Design	23

3.2.	Study area.....	23
3.3.	Target population.....	23
3.4.	Sample and sampling technique	24
3.5.	Data collection Instrument.....	24
3.6.	Data collection procedure	25
3.7.	Methods of data analysis	25
3.8.	Ethical consideration	25
	Chapter Four	27
4.	Result	27
4.1.	General Profile of Participants	27
4.2.	Teachers' Teaching Methodologies.....	31
4.3.	Challenges of Sign language Interpretation	34
4.4.	Educational Background and Capacities of Sign Language Interpreters	36
4.5.	Students with Hearing Impairments Sign language skill	37
4.6.	Evaluation Mechanism for Sign Language Interpreter's skill	38
4.7.	Teachers Expectation /Attitude of the deaf student's performance	38
4.8.	Facilities of resource room.....	40
4.9.	Strengths of Students with hearing Impairment.....	40
4.10.	Educational Modification for Students with hearing impairment in Regular Class room.....	42
4.11.	Facing Challenges on pupils' with hearing impairment during Taking Exam, Group work and discussion 43	
4.12.	Social interaction.....	44
4.13.	Best practices and strategies for promoting inclusive education for hearing impaired students	45
	Chapter Five	49
5.	Discusion	49
5.1.	Discusion	49
	Chapter Six	59
6.1.	Conclusion	59
6.2.	Recommendations	61
	References	63
	Appendixes.....	72

Chapter One

1. Introduction

1.1. Background of the Study

According to UNESCO (2015), education is a multifaceted process that involves formal instruction, socialization, and the cultivation of knowledge, skills, values, and attitudes, with the purpose of promoting intellectual, personal, and social development.

The inclusion or exclusion of students with hearing impairments in upper primary school has been a topic of debate in the field of education for many years. While some argue that including hearing-impaired kids in regular classes improves their academic performance and gives them socialization chances, others contend that providing these students with specialized instruction in separate classrooms may better serve their individual requirements. A study by Nunez, Quinn, & Schweigert, (2017) found that the academic performance of hearing-impaired pupils benefited from inclusive classes, particularly in terms of their reading and language abilities. Another study by Kyziridis and Vlachou (2018) reported that the social skills and self-esteem of hearing-impaired children improved as a result of inclusive education, suggesting that inclusion may potentially have substantial social benefits. On the other hand, a study by Kuntze and Kuntze (2019) found that academic achievement had been greater in hearing-impaired children's specialized classes than the case in inclusive classrooms. They speculate that this might be because of the specialized instruction and individualized care given in separate classrooms. Further investigation is required to evaluate the academic and social effects of both inclusive and customized educational models in order to establish the most efficient strategy for educating hearing-impaired pupils in upper primary school.

UNESCO (2005) defined a shared vision that includes all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children are the foundations of inclusive education, which is defined as meeting the variety of needs of all learners through expanded curriculum content, approaches, structures, and strategies. To ensure that every kid obtains an appropriate education in the regular schools, a process of altering attitudes and educational institutions is in place. As a result; inclusion is more difficult than

simply physically integrating special needs children into regular classrooms. Children with a variety of talents, such as those who are gifted and disabled must be fully incorporated into all aspects of schooling that other students can access and value. According to Loreman and Deppler (2001), it involves conventional institutions and classrooms that are adapting to meet the needs of all students.

However, the Ministry of Education's (MoE) in elementary schools across the country, 55,492 children with disabilities attended, according to the Annual Education Statistics Abstract for 2010–2011. This information indicates that 3 to 4% of all children in the group still attend schools cater students with disabilities (SWDs). The remaining between 96 and 97 percent, are still not attending school. This leads one to the conclusion that Ethiopia is making severely slow progress in providing special needs education (Zelalem, 2014; Tadesse and Lynne, 2015; Aynie, 2016; Alemayehu, 2016).

At the moment, Ethiopia's favored method of educating SWDs is attend special unit schools from grades one through four, where they can pick up specific skills like mobility and Braille. Although this partial inclusion system was implemented in 2006, the resources, support, and accessibility required are still primarily available in urban areas, necessitating frequent travel for SWDs in order to get an inclusive education (UNESCO, 2015; Wilson, 2000).

According to Moravkov (2011), Students with hearing impairments have two possibilities for obtaining an education. Attending schools designed specifically to educate individuals with hearing impairment or enrolling in regular schools and taking classes among pupils without hearing Impairment. The first choice concentrates on creating a culture of including the deaf in school. Special schools have been educating students with disabilities, such as visual and hearing impairment, in Ethiopia for the past forty years. However, in recent years, special needs education has been made more accessible to students with impairments. Ethiopia's special needs education was first started by foreign missionaries (Tirusew, 2005). The other option to learn is joining mainstream classes or inclusive education. There are now much more pupils with Deaf and hard-of-hearing receiving their education in general education classes with hearing children (Eriks, Brophy, & Whittingham, 2013; Luckner & Muir, 2002; Powers, 2002).

A study by Awoke and Bayu (2019) showed that both educators and parents supported inclusion, they both voiced concerns about the lack of resources and training for assisting students with hearing impairments in the classroom. Another study by Tassew et al. (2020) examined the academic success of hearing-impaired kids in Ethiopian primary schools with and without accommodations. The findings showed that kids with hearing impaired in inclusive schools performed academically much better than those in non-inclusive schools. A study by Ayalew et al. (2021) Ethiopian pupils' with hearing impairment academic performance in inclusive and special schools was contrasted. The results revealed that pupils' with hearing impairment in special schools outperformed those in inclusive schools in terms of academic achievement. These studies demonstrate that factors like teacher preparation and resources as well as the availability of specialized support services may affect how well inclusive education for hearing-impaired kids in Ethiopia works.

1.2. Statements of the problem

According to numerous studies, although many nations have established legal frameworks to promote inclusive education, the implementation of inclusive practices for students with hearing impairments is often inadequate (Smith, 2018; Johnson et al., 2020). This insufficiency results in these students not receiving an education tailored to their unique needs and abilities, leading to negative consequences for their academic and social growth (Brown & Lee, 2019; Davis, 2021).

Research has shown that communication issues, restricted access to educational tools and materials, negative attitudes from teachers and peers, and other obstacles to education are all frequent challenges for pupils' with hearing impairment. (Bamigboye & Ademokoya, 2017; Mwape & Siamatika, 2015). Additionally, many upper primary schools lack the equipment and staffing required to accommodate pupils with hearing impairments, including assistive technology (Jenkinson et al., 2016). This makes it even harder for students who have hearing loss to obtain education.

Hearing-impaired kids may have fewer work options and be less able to fully engage in society without a high-quality education (Schulze & Kose, 2018). Additionally, being excluded

from the mainstream of education can result in social marginalization and stigmatization, which can have detrimental effects on one's mental health and general wellbeing (Mwape & Siamatika, 2015).

Even though it is crucial that children with hearing impairments have an inclusive education, little study has been done on the extent of inclusion or exclusion of pupils' with hearing impairments in upper primary school. Therefore, the problem addressed by this research is to explore the teaching- learning process to students with hearing impairments in upper primary schools.

1.3. Objectives of the study

The major objective of the study was to explore the practice of teaching learning process of students with hearing impairment in regular classrooms at Yekatit23 primary school.

1.4. Research questions

1. How do teachers conduct teaching-learning process in regular classroom for students with hearing impairments?
2. What are the perceptions of regular classroom teachers regarding the inclusion of students with hearing impairments at Yekatit23 Primary School?
3. How do students with hearing impairments participate in their learning?
4. What are the best practices and effective teaching methodology for including students with hearing impairments in regular classrooms at Yekatit23 Primary School?

1.5. Significance of the Study

- The study sheds light on the educational practices employed for students with hearing impairment in regular classrooms
- The study's findings can contribute to the development and implementation of accessible learning materials for students with hearing impairment.
- The study's findings can encourage collaborative approaches among teachers, special

education professionals, sign language interpreters and support staff.

- This study providing information for SLI, educators and school administrators to reflect upon teaching-learning process of students with hearing impairment in regular classroom.
- It could indicators or alarms to the school stakeholders to think about what could be address the educational needs of student's with hearing impairment in regular classroom.
- Finally, the finding of the study lead act as are reference point to other interested scholars interested in this area of research.

1.6. Definition of term

Inclusion: refers to an appropriate approach those tries to meet the diverse needs of individuals (Chhabara, & Srivstava, 2010)

Exclusion: refers to the intentional act of excluding or dismissing specific people, groups, or entities from taking part or being included in a certain situation, procedure, or action

Regular classroom: means a specific instructional grouping within the regular education environment.

Hearing impairment: it is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.

Chapter Two

2. Literature Review

2.1. Concept of Hearing Impairment

The term Deaf and hard of hearing is used to describe individuals who have hearing defects ranging from a very slight loss to a total loss of hearing. Hearing loss affects a large percentage of the population and is indeed probably the single most prevalent chronic physical disability. Hearing could be impaired as a result of many different factors including heredity, disease and accident (WHO 2012).

People of all ages are susceptible to hearing loss, which is also known as hearing impairment. According to the World Health Organization (WHO), globally about 466 million people suffer from a debilitating hearing loss (WHO, 2021). A person's quality of life, including communication, social interactions, and emotional wellbeing, may be significantly impacted.

Congenital or acquired conditions might be the cause of hearing loss. Genetic factors, maternal illnesses during pregnancy, or delivery problems can all contribute to congenital hearing loss (Yoshinaga-Itano et al., 1998). Ageing, illnesses, exposure to loud noises, and some drugs may lead to acquired hearing loss (Lin et al., 2011).

Hearing loss comes in a variety of types, including as conductive, sensor neural, and mixed. Conductive hearing loss happens when sound waves are not correctly carried from the outer ear to the inner ear. This is frequently caused by issues in the middle ear, such as earwax buildup, fluid buildup, or eardrum damage (Stenfelt & Goode, 2005). Damage to the auditory nerve or inner ear, frequently brought by aging, exposure to noise, or genetic causes, results in sensor neural hearing loss (NIDCD, 2021). Mixed hearing loss is a combination of conductive and sensor neural hearing loss.

Hearing impairment can be diagnosed through various methods, including hearing tests, such as pure-tone audiometry, speech audiometry, and otoacoustic emissions testing (American Speech-Language-Hearing Association, 2005). Hearing aids, cochlear implants, and assistive listening devices are available as treatments for hearing loss (ASHA, 2020).

In conclusion, hearing loss is a common condition that can significantly lower a person's quality of life. It can be brought on by a variety of causes and treated using a variety of techniques. To provide improved hearing impairment prevention and intervention measures, more research is required.

According to the Central Statistical Agency [Ethiopia] and ICF International (2016), 7.8% of Ethiopia's population is thought to be hearing-impaired. Similar to other nations, hereditary factors, infections, noise exposure, and aging are among the variables that contribute to hearing loss in Ethiopia (Abdulkadir et al., 2018).

Hearing loss has a significant effect in Ethiopia since it can cause communication issues, impediments to education and work, and social isolation. (Mekonnen et al., 2017). However, in Ethiopia students with hearing impairments have little resources and services at their disposal. A study by Mekonnen et al. (2017) found that in Ethiopia, only 2.2% of people with hearing loss have ever received rehabilitation services.

In addition to this in Ethiopia Students with hearing impairment frequently wait longer than necessary to receive a diagnosis for hearing loss because there is lack of knowledge about the condition and restricted access to audio logical services (Biruk et al., 2016). Additionally, Ethiopia lacks qualified specialists in speech therapy and audiology (Ayele et al., 2017). The Ethiopian Association of Otolaryngology, Head and Neck Surgery were founded, and the Ethiopian National Strategic Plan for Ear and Hearing Care was unveiled as initiatives to improve audio logical care in Ethiopia (Abdulkadir et al., 2018). Ethiopian Students who experience hearing loss have access to cochlear implants, hearing aids, and instruction in sign language as therapies. But few people utilize these services due to their scarcity and expensive price (Biruk et al., 2016).

In conclusion, hearing loss is a critical public health problem in Ethiopia, yet there are little resources and help available for individuals who need it.

2.2. Different Models and Frameworks of Inclusive Education

Inclusive education is a method that guarantees equal learning and developmental opportunities for all children, irrespective of their capabilities. This approach plays a crucial role in advancing

social equity and attaining the Sustainable Development Goals (SDGs). In Ethiopia, inclusive education practices have been introduced in primary schools to facilitate the education of children with disabilities and those from underprivileged backgrounds. Several models and frameworks of inclusive education have been created to bolster these practices.

One of the key models of inclusive education is the social model of disability, which emphasizes that disability is a product of social barriers rather than an inherent characteristic of an individual.

A. Social Model of Disability

The social model of disability proposes that disability is not solely a medical issue, but rather a product of social constructs that arise from the interaction between disabled individuals and their surroundings. Oliver (2013) emphasizes that it is society, not disability itself that hinders people's abilities. To put it differently, individuals with impairments are not rendered disabled by their physical or mental conditions, but rather by the obstacles that society erects. These obstacles can manifest as physical barriers like buildings and transportation systems that are inaccessible, or as social barriers like discrimination and stigmatization.

The social model of disability asserts that it is society's duty to eliminate obstacles and establish an all-encompassing and accommodating atmosphere for everyone. To accomplish this, various approaches like universal design can be adopted, which entails designing products and settings that cater to the diverse abilities and requirements of individuals (Mace, 1991). Universal design principles have been successfully implemented in various areas, including architecture and web development. The primary objective of universal design is to produce products and environments that can be utilized by the greatest number of people, irrespective of their abilities or disabilities.

While the social model of disability has gained considerable acknowledgement in recent times, it has encountered opposition from certain groups. Detractors contend that the model fails to acknowledge the struggles faced by individuals with impairments, who may continue to encounter physical and medical obstacles even after eliminating social barriers (Kafer, 2013). Additionally, some have observed that the model places a significant responsibility on individuals with disabilities to fight for their own rights and access to necessary services. Nevertheless, despite these objections, the social model of disability continues to serve as a

significant framework for comprehending disability as a societal concept.

In the past few years, an increasing acknowledgment has emerged that disabilities are not exclusively the result of individual impairments. Instead, they are influenced by broader factors within society, including poverty, discrimination, and limited opportunities for education and healthcare. Consequently, numerous advocates and experts have emphasized the importance of adopting an intersectional perspective on disability, recognizing the intricate connections between disability and other social aspects such as race, gender, socioeconomic status, and sexual orientation.

To summarize, the social model of disability presents a robust perspective that views disability as a product of social factors rather than solely a medical issue. It highlights the significance of acknowledging that barriers constructed by society, rather than individual impairments, are responsible for disability. This framework underscores the need to foster inclusive and accessible environments for everyone. Nevertheless, while the social model has been acknowledged as a crucial instrument in advocating for the rights and inclusion of disabled individuals, it is not exempt from critiques and limitations raised by disability scholars.

B. Ecological Model of Disability

An additional model pertaining to inclusive education is the ecological model, which acknowledges that the effectiveness of inclusive education methods relies on wider systemic impacts. The ecological model of disability highlights the significance of comprehending the intricate interplay between individuals and their surroundings in shaping experiences related to disability. This model acknowledges that disability is not exclusively determined by individual traits, but is also influenced by societal and environmental elements.

Recent studies have emphasized the significance of employing the ecological framework when considering employment. To illustrate, Carter et al. (2020) contend that work-related elements pertaining to the environment, such as workplace adaptations and supervisors who provide support, play a crucial role in determining job satisfaction and employee retention among individuals with disabilities.

The ecological model emphasizes the importance of considering various levels of analysis, such

as individual, interpersonal, organizational, community, and policy levels. In a research conducted by Hoffman et al. (2021), they explore how environmental policies impact the ability of individuals with disabilities to access transportation. The researchers contend that these policies lead to social isolation and hinder people's access to healthcare and other essential resources.

To put it concisely, the ecological model acknowledges that disability is shaped by intricate dynamics involving individuals and their surroundings. Recent studies have indicated the applicability of this model in employment and transportation policies. By adopting a comprehensive perspective on disability, we can enhance the advancement of social inclusivity and equality for every member of society.

C. Universal Design for Learning

One alternative concept for inclusive education is universal design for learning (UDL), which suggests that instructional materials and activities should be created in a way that caters to various learning needs. In line with this model, teachers can employ different strategies to ensure that every student can access the curriculum equally, regardless of their abilities. UDL highlights the importance of flexible, diverse, and inclusive learning materials and activities to accommodate the needs of all learners. This approach promotes the use of technology, alternative assessment approaches, and differentiated instruction to assist diverse learners.

2.3. Challenges of Students with Hearing Impairment in Integrated Classroom

Hearing impairment is a challenging disability that affects a significant number of students worldwide. An estimated 13,000 children in Ethiopia have hearing impairment, and many of them face a variety of difficulties in the classroom (Abebe & Berhane, 2018). Due to communication issues, a lack of information, and social isolation, students with hearing impairment experience several obstacles in traditional classroom settings. According to Tewodros (2014), hearing impaired students face challenges when they are assigned to regular classes. These challenges occur due to lack of knowledge of Ethiopian Sign Language, lack of motivation of teachers to learn Ethiopian sign language, lack of resources and unavailability of

resource room. Moreover, Shimelis (2011) found out that teaching hearing impaired students and learning as a hearing impaired students is challenging because of the use of inappropriate linguistic expression.

2.3.1 Communication Challenges

Effective communication is essential for academic success and social integration. However, students with hearing impairment face communication challenges that can significantly impact their educational experiences. Difficulties in speech perception and discrimination of sounds can result in reduced comprehension during classroom lectures and discussions (Crandell, 2016). Moreover, limited access to communication technologies, such as hearing aids and assistive listening devices, can further exacerbate these challenges (Reed & Delk, 2020). Addressing these communication barriers is crucial for ensuring equal educational opportunities for students with hearing impairment.

Communication can be difficult for pupils' with hearing impairment in conventional classroom settings, especially when the teacher talks too quickly or with an accent they are unfamiliar with. According to the study conducted by Stinson and Kluwin (2010), "hearing-impaired students miss 25 to 40 percent of the information in a typical classroom lecture due to their inability to hear, understand, or remember spoken language." Because of this, hearing-impaired students frequently find it difficult to keep up with the class and may feel demoralized and excluded.

2.3.2. Social Isolation

The social integration of students with hearing impairment presents another significant challenge. Research suggests that these students may experience feelings of isolation and exclusion due to communication barriers and a lack of understanding from their peers (Rapport, 2017). Studies have highlighted that hearing-impaired students often struggle to participate in group activities, leading to limited social interactions and decreased opportunities for building relationships (Humphrey & Alcorn, 2018). These social challenges can impact the overall well-being and emotional development of students with hearing impairment.

Due to communication difficulties and their peers' lack of empathy and acceptance, hearing-impaired kids frequently feel socially isolated in typical school settings. According to the study

conducted by Harrington et al. (2015), "Hearing-impaired students are more likely to experience loneliness and social isolation than their hearing peers, which can lead to negative mental health outcomes, such as depression and anxiety." As a result, hearing-impaired kids may find it difficult to establish lasting relationships with their peers and may feel left out of social interactions, which can hinder their social and emotional growth.

2.3.3. Challenges of Students with Hearing Impairment during Taking Exam, Group work and Discussion in Regular Classrooms

Pupils' with hearing impairment encounter several challenges when taking exams. They require special accommodation to ensure a level playing field. According to a study by Chung and Leung (2018), pupils' with hearing impairment faced difficulties in hearing instructions, questions, and answers during the exam. The study suggests that accommodations such as an interpreter or a sign language interpreter could be useful for hearing-impaired students to ensure their understanding of exam instructions.

Similarly, a study by Mousavi et al. (2020) found that pupils' with hearing impairment encountered difficulties in understanding exam questions and following the exam instructions. The study recommends that universities and educational institutions should provide pupils' with hearing impairment with assistive technologies such as hearing aids and cochlear implants.

Group work and discussion are integral components of the learning process. However, for pupils' with hearing impairment, these activities can be challenging. They may face difficulties in communicating with their peers, which can hinder their ability to contribute to group discussions. A study by Jaiswal and Tiwari (2021) found that pupils' with hearing impairment encountered challenges in group work due to the communication gap. They recommend that universities should provide accommodations such as sign language interpreters and note-takers to facilitate communication during group work.

In Ethiopia, research on the challenges faced by hearing-impaired students during group work and discussion is limited. However, a study by Abebe (2014) found that pupils' with hearing impairment in Ethiopian universities faced communication barriers, which affected their ability to participate in group work and discussions.

2.4. Teachers' Teaching Methodologies in Regular Classrooms

In ordinary classes, students with hearing impairments encounter particular difficulties such as being unable to hear the teacher's instructions or take part in class discussions. To guarantee that these kids can fully participate and succeed in their classes, teachers must adopt effective teaching strategies. This review of the literature looks at studies on effective teaching strategies for hearing-impaired pupils in conventional classrooms.

Utilizing assistive technology is a useful teaching strategy for kids with hearing difficulties. Research by Li and Li (2021) found that the academic performance and social relationships of students with hearing impairments can be considerably improved with the use of assistive technology, such as hearing aids, cochlear implants, and FM systems. These tools increase students' participation in class activities by enabling them to hear the teacher and their fellow students more clearly.

Another effective teaching methodology is the use of visual aids. Research by Luetke-Stahlman and Cawthon (2019) found that Students with hearing problems can benefit from the use of visual aids like diagrams, photos, and videos to better understand difficult subjects. Additionally, for children who might not be able to fully comprehend verbal instructions, visual aids might offer an alternative method of learning.

Teachers can support children with hearing problems by utilizing a range of teaching tactics. Research by Yeh and Chen (2020) found that Students with hearing impairments can benefit from educational tactics like visual cues, closed captioning, and repeated instructions. Students can acquire and digest knowledge using these tactics in a variety of ways, which boosts their interest and participation in class activities.

Finally, effective instruction of kids with hearing impairments depends on teacher training and professional growth. Research by Qi, Wang, and Chao (2020) found that Teachers who have undergone specific training in working with pupils who have hearing impairments are better equipped to adapt their lesson plans to the various needs of their students. Workshops and training sessions are examples of professional development options that can give teachers the

knowledge and abilities they need to successfully teach kids with hearing impairments.

The use of assistive technology, visual aids, instructional strategies, teacher training, and professional development are all effective teaching methodologies for children with hearing impairments in conventional classrooms. These techniques can promote the social and emotional health of pupils' with hearing impairment while enabling them to fully engage in and excel in their classrooms. In order for teachers to master these efficient techniques and guarantee that all children have equitable access to education, it is crucial for them to have access to professional development opportunities.

Ethiopian students with hearing impairments struggle to receive a high-quality education because of a lack of funding and trained teachers. Teachers must use efficient teaching methods if they want to ensure that these children can fully participate and succeed in their lessons. Research by Yirga et al. (2020) in Ethiopia found that teaching pupils with hearing problems was more successful when teachers combined spoken language with sign language. The ability of the pupils to comprehend and engage in class activities is increased when spoken language and sign language are used together.

Peer tutoring is another productive technique of instruction in Ethiopia. Research by Hussien and Tewolde (2018) found that Students with hearing difficulties performed better academically and interacted more socially after receiving peer tutoring. Peer tutoring increases students' participation in class activities by allowing them to interact with and learn from their peers.

Teachers in Ethiopia can assist students with hearing problems by utilizing the Universal Design for Learning (UDL) framework. Research by Zeleke (2021) found that for students with different needs, including those who have hearing difficulties, UDL can be a useful framework. To satisfy the various requirements of students, UDL places a strong emphasis on offering a variety of ways of representation, expression, and participation.

Last but not least, teacher development and professional advancement are essential for educating Ethiopian kids with hearing issues. Research by Belete et al. (2019) found that the social and emotional well-being of their students was supported more effectively by teachers who had undergone specialized training in teaching students with hearing impairments.

Peer tutoring, the Universal Design for Learning framework, teacher preparation and professional development, and the use of sign language and spoken language are all effective teaching strategies for students with hearing impairments in Ethiopian normal classrooms. These techniques can promote the social and emotional health of pupils' with hearing impairment while enabling them to fully engage in and excel in their classrooms. In order to master these useful techniques and guarantee that all children have an equal opportunity to get a high-quality education, it is crucial for teachers in Ethiopia to have access to professional development opportunities.

2.5. Advantages and Disadvantages of Inclusive Education

2.5.1. Advantage of Inclusive Education

Providing equal educational opportunities to all students, regardless of their backgrounds or abilities, through the removal of obstacles that hinder them from taking part in routine classroom activities is known as inclusive education (Boersema&Pijl, 2019). Numerous studies have looked into the advantages of inclusive education classrooms throughout the years and have shown a number of benefits.

Firstly, the social and emotional growth of pupils is encouraged in inclusive education settings. Because they frequently feel excluded from normal classroom activities, students with impairments may have low self-esteem and low confidence. All kids engage in the same activities in an inclusive classroom, enabling them to establish close bonds and empathy for one another (Alghazo & Alghazo, 2020). Secondly, Differentiated instruction has opportunities in inclusive education classes. By tailoring their education to each student's needs, teachers can give each kid individualized care and assistance. This strategy has been demonstrated to raise student motivation and engagement. (Boersema & Pijl, 2019). Thirdly, Classrooms that emphasize inclusive education can benefit all students' academic performance. According to research, students with disabilities who are placed in inclusive classes outperform those in segregated schools academically (Dymond & Orelove, 2017). This is due to the fact that inclusive classrooms encourage student participation and cooperation, creating a more favorable learning environment. Lastly, Inclusion in the classroom can help pupils get ready for life after school. Students are taught about diversity and inclusion in inclusive classrooms, which is

crucial knowledge in today's multiracial world. Students gain an understanding of tolerance and respect for others through engaging with peers who come from various backgrounds and have varying skills (Alghazo & Alghazo, 2020). Finally, inclusive education classrooms offer a number of benefits, such as social and emotional growth, tailored instruction, superior academic results, and readiness for life after school. Inclusive education classrooms encourage a more welcoming and inclusive society by giving all students an equal opportunity to receive an education.

The government of Ethiopia is actively promoting inclusive education, which is still a relatively new idea there. Despite certain difficulties, research has demonstrated that establishing inclusive schools in Ethiopia provides a number of benefits.

Firstly, access to education for underrepresented populations, such as those with disabilities or those living in rural regions, can be improved through inclusive education. Inclusion education classrooms can boost enrollment and retention rates by eliminating material, financial, and attitude barriers to school, especially for girls and children with disabilities (Mulugeta, 2018). Secondly, the acceptance of diversity and social cohesiveness can both be fostered by inclusive education. With over 80 different ethnic groups and languages in Ethiopia, inclusive education may give students from all backgrounds a place to learn from and interact with one another. This can facilitate intercultural understanding and tolerance while reducing stereotypes and prejudices (Alemayehu & Mitiku, 2016). Thirdly, by encouraging student-centered learning and customized instruction, inclusive education can raise the standard of instruction. To suit the various requirements of the pupils in the classroom, teachers might employ a number of instructional strategies and materials. Increased student involvement, motivation, and academic success may result from this (Mulugeta, 2018). Lastly, a skilled and varied workforce can be developed through inclusive education. Inclusive education can assist in addressing Ethiopia's skills gap and fostering economic development by supplying educational and training opportunities for all pupils (Alemayehu & Mitiku, 2016). In conclusion, inclusive education classrooms in Ethiopia offer a number of benefits, such as increased access to school, social cohesion and acceptance of diversity, enhanced educational quality, and support for the creation of a skilled and diversified labor force.

2.5.2. Disadvantages of Inclusive Education

The education of kids with disabilities alongside their peers without impairments in general education classrooms is known as inclusive education. There are several drawbacks to the idea of inclusive education, despite the fact that it has the potential to enhance educational outcomes and sociability for children with disabilities. The possibility of social exclusion and stigmatization for disabled pupils is a significant drawback of inclusive education. According to research, classmates frequently have unfavorable opinions about students with impairments, which can result in social marginalization and little possibilities for socialization (Lindsay, 2018). Additionally, students with impairments could experience anxiety and a lack of confidence in their talents due to their self-consciousness about their differences (Artiles & Trent, 2014).

The difficulty it presents for educators is just another drawback of inclusive education. It can be challenging for teachers in inclusive classrooms to deliver tailored teaching that meets the requirements of all children in a room full of students with a variety of abilities and learning preferences (Avramidis & Norwich, 2002).

Additionally, teachers may find it difficult to balance the demands of kids with disabilities with those of their peers who are not disabled, which may lead to either group receiving less attention (Lindsay, 2018). A third disadvantage of inclusive education is the possibility of lower academic accomplishment for all children.

According to research, teachers may find it difficult to give students with disabilities the extra help and adjustments they need to keep up with their counterparts without disabilities without jeopardizing the class's academic achievement as a whole (Kavale & Forness, 2000).

Overall, while inclusive education provides many potential advantages for students with disabilities, there are also a number of issues that must be resolved if it is to be successful. To provide tailored education and adjustments, teachers must have the necessary training and support, and efforts must be made to foster good attitudes and socializing among all kids in the classroom.

Also Ethiopian researchers studied: inclusive education is being promoted as a means of

enhancing disabled children's access to education and ensuring their inclusion in the educational system. There are, however, a number of drawbacks to this strategy. The absence of proper teacher support and training is one of the main drawbacks of inclusive education in Ethiopia. It's possible that teachers lack the information or skills needed to offer tailored instruction and appropriate adjustments to kids with disabilities in the classroom (Ayele, 2020). In addition, it can be challenging to address the variety of requirements of students with disabilities due to a lack of skilled special education teachers and insufficient resources in schools (Yilma, 2018).

Another challenge is the negative attitudes and stigma that students with disabilities may face from their peers and teachers. Research has shown that some teachers could feel burdened by inclusive education and be unwilling to use it in their classes (Bekele & Woldegiyorgis, 2018). Additionally, peer bullying and social exclusion for students with disabilities can have a severe effect on their self-esteem and academic success (Bekalu, 2020).

In addition, inclusive education in Ethiopia may also result in reduced academic achievement for both students with and without disabilities. It can be challenging for children with disabilities to stay up with their peers in the absence of specialized education and suitable accommodations, and it may also lead to a reduction in the focus on the needs of students without disabilities (Yilma, 2018). As a result of more distractions and disruptions in the classroom, some studies have indicated that inclusive education may reduce academic attainment for all children (Bekele & Woldegiyorgis, 2018).

Overall, while inclusive education has the potential to increase the number of Ethiopian children with disabilities who have access to an education, there are a number of obstacles that must be overcome if it is to be successful. Important aspects to take into account include attempts to foster good attitudes and socialization among all kids, adequate teacher preparation and support, and the accessibility of resources.

2.6. Teachers Expectation on the Students with Hearing Impairments' performance

Teaching students who are hard of hearing requires a unique set of skills, and teachers' attitudes can greatly affect how successfully these students learn. The educational system in Ethiopia has

many challenges when it comes to assisting students with hearing impairments.

Studies show that teachers' expectation toward students with hearing impairment have a big impact on how well they do in school. There is little information about regular teachers' views toward students with hearing impairments. Dibaba and Negussie (2017) looked into how regular and special education teachers felt about pupils who had hearing impairments. The study found that teachers in special education showed a positive attitude toward children with hearing impairments, whereas teachers in regular education did not. The authors explained this variance as the result of ordinary education teachers' lack of training in dealing with deaf or hard-of-hearing students. Wondie and Alebachew (2019) looked at Ethiopian teachers' attitudes about inclusive education in a different study. The study discovered that while teachers had a pro-inclusive education mindset, they lacked the expertise needed to properly help children with hearing impairment. The authors suggested that Ethiopia's educational system train teachers regularly in inclusive education, including how to work with pupils who have hearing impairments.

Training for Teachers

To change teachers' attitudes about pupils who have hearing impairments, training is essential. Regular education teachers in Ethiopia do not receive enough training on how to instruct kids who have hearing impairments. The effect of training on regular education teachers' attitudes toward inclusive education was examined in a study by Demoz and Sime (2017). The study discovered that teachers who had training were more open to teaching children with hearing impairments and had a more positive attitude toward inclusive education. In conclusion, the scant study on Ethiopian instructors' attitudes toward students with hearing impairments suggests that these kids are disliked by normal education teachers. However, teachers in special education and those who had received training had a more favorable outlook on inclusive education and were more eager to work with pupils who were hard of hearing.

2.7. Ethiopian sign language and its development

According to Alemayehu (2016) in Ethiopia, there is a lack of evidence. Moreover, researchers have discovered that interpreters commonly lack the subject knowledge, pedagogical abilities,

and Standard English language competency required for preparatory grades, which makes them ineffective. The educational background of the translators employed by the government in Addis Ababa public schools was insufficient for them to comprehend the content of the preparatory school subjects. The worst is that there are no interpreters at all available in schools, as in the case of the current study. The Subject matter instructors at the school do not have the sign language skills required for engaging students and imparting subject-matter knowledge. These teachers' classroom communications then are done directly in spoken English, in contrast to deaf students who communicated with their teachers in the classroom by translating their spoken English into sign language.

The "interpretation" of signs used in classrooms is literal (transliteration), coupled with either Amharic or English grammatical forms of signing and includes lexical phrases and finger writing. Teachers and classmates communicate with deaf students through gestures. Also, they have tried to translate sign language used by deaf pupils to communicate with hearing students and teachers Alemayehu, (2016).

Though encouraging track records on the education of deaf children have been documented, studies reveal that such children still face a number of challenges at upper primary school. For example (Alemayehu, 2000; Tadesse and Lynne, 2015, Aynie, 2016; Alemayehu, 2016), in their studies indicated that the status of sign language in Ethiopia is very low, though teachers were caring and accepting. The studies particularly revealed that some of the teachers were professionally unprepared /incompetent, and they lacked sign language competence. Furthermore, many of the sign language interpreters did not have subject matter knowledge and children faced a lot of challenges ranging from social to academics. As a result of the interconnected challenges mentioned; the number of deaf children currently in schools is declining significantly/ dramatically when looked from Kindergarten to higher education institutions (Alemayehu, 2016).

Tedla, T., & Negassa, D. (2019) mentioned that school settings frequently require interpreting services in order for deaf students to participate fully in and benefit from the classroom instruction of all subjects. There must be a removal of social and communication barriers in order to effectively serve the needs of deaf students. Learning must be conveyed in order to

guarantee that deaf children have equal access to learning, social contexts, and communication with their teachers, peers, and the school community. In order to address linguistic access for effective learning for deaf students apply educated and experienced interpreters are required. "Interpretation" services are essential for deaf students. Interpreters believe that hearing pupils understand them better than they do spoken courses from subject instructors. The "interpretation" services offered to help deaf students with their communication needs, however, have a variety of shortcomings (Tedla, T., & Negassa, D 2019).

2.8. Facilities of resource room

To address their specific learning demands, students with hearing impairment need particular help and resources. One such resource is a resource room, a special area set aside for giving kids with disabilities help and teaching. Ethiopian authorities are beginning to realize how important it is to give deaf kids the amenities they need.

Numerous studies have shown how crucial resource rooms are for kids who have hearing impairments. For example, a study by Chen and colleagues (2018) found that Students with hearing impairment performed much better academically in resource rooms that had assistive technology and specialized teaching materials. Another study by Kretschmer and colleagues (2020) highlighted the necessity of resource rooms in order to offer a variety of services, such as tutoring, counseling, and social assistance.

In Ethiopia, there is limited research on the facilities of resource rooms for students with hearing impairment. However, a study by Adisu and colleagues (2021) highlighted the importance of accessible classrooms and appropriate technology for students with hearing impairment. The study stressed the requirement that resource rooms contain specific teaching materials and the proper assistive technology, such as hearing aids and cochlear implants. Another study by Abera and colleagues (2020) focused on the challenges faced by students with hearing impairment in accessing educational facilities in Ethiopia. The study found that main obstacles to providing suitable facilities for students with hearing impairment included inadequate financing, a lack of knowledge and understanding of disability concerns, and poor infrastructure. In conclusion, resource rooms are essential for giving students with hearing impairments instruction and support. The literature emphasizes how crucial it is for resource rooms to be furnished with the

right technology and specific teaching aids in addition to offering a variety of services including tutoring, counseling, and social support. The difficulties that Ethiopian students with hearing impairments have in accessing educational institutions, including insufficient funding, a lack of knowledge and understanding of issues relating to disabilities, and inadequate infrastructure, must be addressed.

2.9. Potential Solutions to Decrease Educational Challenges of Students with hearing Impairments

Several potential solutions have been put forth to address the difficulties faced on students with hearing impairment in typical classroom settings. Using assistive technology to help children hear and interpret spoken language, such as hearing aids, cochlear implants, and FM systems, is one option. The provision of suitable accommodations, such as note-takers, real-time captioning, and sign language interpreters, can help students access material and participate in class discussions. A supportive and inclusive learning environment can also be developed by encouraging inclusive practices and increasing knowledge of the difficulties faced by hearing-impaired students among teachers and peers (Luckner, , & Muir,2001).

In typical classes, hearing-impaired children experience a number of issues, such as communication barriers, restricted information availability, and social isolation. It is crucial to offer suitable accommodations, encourage inclusive practices, and increase teacher and peer understanding of the difficulties faced by hearing-impaired pupils in order to overcome these obstacles. Hearing-impaired students can fully engage with the material, take part in class discussions, and succeed academically and socially by fostering a supportive and inclusive learning environment (Abera and colleagues 2020).

Chapter Three

3. Methodology

3.1. Research Design

This study was employed qualitative case study design; the design of case study research is a key technique for examining complicated phenomena in contexts that are relevant to everyday life. It enables researchers to thoroughly examine multiple data sources in order to get profound insights. (Yin,2018).

3.2. Study area

The study was conducted in Amhara region, Bahirdar city specifically at Yekatit 23 Primary School which is located in Fasilo sub city, kebele 03, Established on 1976 E.C.

There are only three educational institutions for integrated deaf in Bahir Dar. These are: Dona Ber primary School, Tsihay Gibat and Yekatit 23 primary school. In Dona Ber and Tsihay Gibat Schools, the deaf learners can attend pre-primary school with in special class. But when they passed in grade 5 those schools have not sign language interpreter, because of this Hearing impaired students decide to join Yekatit 23 primary school. The interpretation service is exercised at only Yekatit 23 primary school. That is way the researcher selected Yekatit 23 primary school to gain the appropriate information.

3.3. Target population

The targeted population in this study is all students, all teachers and school principals in Yekatit23primary school. Yekatit23primary School has 536 students (21 students with hearing impairments), 43 teachers, 3 Sign Language Interpreters and 2 school principals. The total target population in the study was 584.

3.4. Sample and sampling technique

In this study the total size of the participant was 21 respondents. Among these respondents 5 (M=2, F=3) students with hearing impairment from total of 21 based on the experience to learn in Yekatit 23 school and the severity of the impairment, 5 students without hearing impairment based on the experience to learn with them, 3 sign language interpreters based on their experience to interpret at this school, 4 teachers based on the experience and service to teach them and also 2 school principal and 2 special need profession purposely.

3.5. Data collection Instrument

The main tool in this study was semi-structured interview guide and observation with check list.

3.5.1. Semi-structured Interview Guide

For this study semi structured interview was employed. The most appropriate data collection strategy for a case study research is interview with open or semi-structured questions to investigate things in detailed manner. These types of interviews allow the researcher to address the phenomenon profoundly, providing a space of opportunity for the informants to express their experiences in detail. Interview question were given for students with hearing impairment, students without hearing impairment, sign language interpreters, teachers, special needs profession and school principal.

3.5.2. Observation with checklist

Observation was used as a support methods to the interview with the aims of gaining clarify or understanding the problem in detail. Observation is a type of data collection instrument that enables research to systematically observe and record people behavior, action and interaction. The instrument also allowed researchers to obtained detailed description of social setting or events in order to situate people behavior within their own socio cultural context (Bailey, Hennink and Hutter2011).

The focus of observations in this study was outside the classroom and inside the classroom such as teachers teaching methodology, sign language interpreter accuracy, interaction of teachers with hearing impaired students, and interaction of students without hearing impairment with pupils' with hearing impairment on playground and in classroom.

3.6. Data collection procedure

First all data collection tool was developing mainly focused on inclusion/exclusion education of hearing impaired in regular classroom. The letter would be secure from department of special needs education. After that the techniques was edited and review by the help of advisor. The researcher was gave letter for the school principal and telling the purpose of the study. After that communicated and introduced question by securing the participants and was started to collected data.

3.7. Methods of data analysis

The collected data was organized and analyzed in sequential interrelated activity process. These include transcription, translation, categorize, data reduction, conclusion and verification. The transcription and translation were carried out all the time immediately after the data collected.

Categorizing the conceptual relation of data gather would done by broken down into sub category in line with the research question.

This study used thematic analysis to organized data. Thematic organization and analysis is the process that identify analysis and report the accuracy of them in data collected from the research area.

3.8. Ethical consideration

According to Denzin and Lincoln (1994) states that ethical issue should be given serious attention in qualitative research. Taking this into account, The researchers informed the participants about, the purpose of research, expected duration and procedure, the right to decline, to participate and withdrawing from the research at any time if they decided and any prospective

research benefits and incentives for participants right.

The codes of ethics for this research was includes participation in this research study were on voluntary bases, participants were allow to withdraw from this research study any time they want, were given the participants honorable chance to ask about the study either before participation or during the time they are participating, Information that is give the researcher was secure, The researcher request the participants permission to record by the mobile and give chance to change idea, The researcher was use code or change name.

Chapter Four

4. Result

4.1. General Profile of Participants

This chapter presents the results of interviews and Observations on Inclusion/ Exclusion: Education of pupils' with hearing impairment in regular classrooms. And the data analysis was done thematically. Therefore, the central and most important research objective of this study was presented in this chapter.

Table1. Demographic characteristics of school principals

No	Code Name of the participants	Sex	Qualification	Profession	Experience
1	P1	M	BA	Economics	10
2	P2	M	MA	EDPM	22

Table 1, shows the Demographic characteristics of school principals who participated in the study. The educational background of the school principal is MA degree in EDPM, and the vice principal is BA holders in Economics. Regarding the experience of the participant principals, having 22 and 10 years of experience for main principal and vice principal respectively.

Table2. Demographic characteristics of Special Needs Education teachers

No	Code Name of the participants	Sex	Qualification	School	Experience
1	SNET 1	F	BA	Pre-primary	7
2	SNET 2	M	BA	Pre-primary	16

The above table 2 shows the Demographic characteristics of special needs education teachers who participated in the study. These teachers were selected from Yekatit 23 pre-primary school, one participant special needs expert was females and one participant was male.

Regarding the status of the qualification of the participant, both special needs expert were an BA holder The other important point presented in the table shows that the experience of teachers are Seven and sixteen years.

Table3. Demographic characteristics of Sign Language Interpreters

No	Code Name of the participants	sex	Qualification	Profession	Experience
1	SLI1	F	BA	SNE	4
2	SLI2	F	BA	SNE	1
3	SLI3	M	MA	SNE	3

The above table 3 shows the Demographic characteristics of sign language interpreters who participated in the study. These interpreters were selected from Yekatit 23 primary school, one participant sign language interpreters were men and the remaining two participants were female.

Regarding the status of the qualification of the participant, both special needs expert were graduated from department of special needs and Inclusive education and two female participants are an BA holder and one male participant is a MA holder. The other important point presented in the table shows that the experience of teachers are between 1 and four years.

Table4. Demographic characteristics of regular classroom teachers

No	Code Name of the participants	Sex	Qualification	Subject	Experience
1	T1	F	Diploma	English	17
2	T2	M	BA	Geography	11
3	T3	M	Diploma	Maths	10
4	T4	F	BA	Amharic	9
5	T5	F	BA	Physics	12

Table 4, depicts the characteristics of the research participants who participated in the study. These teachers were selected from different subject matters, three out of five teacher participants were females and the remaining two teachers were males.

Regarding the status of the qualification of the participant teachers, two teachers were diploma graduates and the remaining teachers are BA degree graduates. The other important point presented in the table shows that the experience of teachers ranges from nine to seventeen years.

Table5. Demographic characteristics of Students without Hearing Impairment

No	Code Name of the participants	Sex	Age	Grade	This school teaching Experience
1	SwoHI1	M	12	5	1
2	SwoHI2	F	11	5	2
3	SwoHI3	M	18	7	3
4	SwoHI4	F	15	8	4
5	SwoHI5	M	17	8	8

The above table 5 showed the demographic characteristics of students without hearing impairment who participates in the study. Two participants were male out of five and the remaining three students without hearing impairment participants were males.

Table6. Demographic characteristics of Students with Hearing Impairment

Name	Sex	Age	Grade	Teaching Experience at this school	Hearing Level	Onset of Imp.	Cause of Imp.	HI in family	SL Level	Parent Education Level	Parent occupation	Parents Economic level
Cas1	F	14	5	1	Profound	3	sick	No	good	G-8	trade	Medium
Cas2	F	14	6	2	Profound	0	unknown	No	Low	no	Lobbyer	Low
Cas3	M	18	8	3	Profound	2	sick	No	good	no	farmer	Low
Cas4	M	13	6	8	Profound	5	sick	No	medium	G-10	private	Low
Cas5	F	19	8	3	Profound	6	sick	No	good	no	Farmer	Low

Case 1

Case 1 is a female student; she is a 14-year-old student in the fifth grade. She has a profound hearing impairment in both ears. She can't hear sounds as well. She lost her hearing ability at the age of three because of sickness. Her hearing level is profound. Since she is post lingual, she has a little memory of spoken language. After the problem has happened her parents has tried many traditional and spiritual medicines but didn't succeed. Their complete effort was to open her mouth and enabling her to produce speech like normal children. They completely did not have best sign language understanding. She had no contact with adult deaf signers in

her village in helping her to sign. She has started signing at Yekatit 23 School. When asked about her family member's knowledge of sign language, she said that her Families do not know formal Ethiopian sign Language, but they try to communicate by gesturing/ pointing, body language and writing to communicate with her. She has complained about her parents that they are missing sign language training.

Case 2

Case 2 is a 14-year-old student in the sixth grade. She has a severe hearing impairment in both ears. She struggles to hear most sounds often rely on lip-reading and sign language. She starts Sign Language education after join Yekatit 23 School at Grade 5. Before that she can't sign language, because she was learnt at integrated school as hearing students without any educational modification. Currently she shows a progress on their sign language capacity.

Case 3

Case 3: is 18-year-old student in the Eighth grade. He has a profound hearing impairment in both ears and uses Ethiopian Sign Language (ESL) as his primary mode of communication. He is also fluent in written English. He starts Ethiopian sign Language education at Kindergarten; currently he have fluent sign language skill.

Case 4

Case 4 is a 13-year-old student in the sixth grade. He has a profound hearing impairment in both ears. His parents work low-wage jobs and struggle to make ends meet. Despite their financial struggles, they prioritize their son's education and have worked closely with the school district to ensure that he receives the support he needs.

Case 5

Case 5: is a 19-year-old student in the Eighth grade, she has a profound hearing impairment in both ears and uses Ethiopian Sign Language (ESL) as her primary mode of communication. They are also low-income and have limited access to resources to support their daughter's education. Despite these challenges, she is an excellent student and is determined to succeed. Her teachers have implemented several accommodations to support

her in the classroom, including providing all lectures and assignments in written format and providing access to an interpreter for any group discussions or presentations.

4.2. Teachers' Teaching Methodologies

The inclusion of pupils' with hearing impairment in regular classrooms presents unique challenges to teachers who must adopt appropriate teaching methodologies that cater to the learning needs of both students with hearing impairment and without hearing impairment. The research analysis details the difficulties that pupils' with hearing impairment encounter in the classroom as a result of the teachers' chosen methods of instruction. The majority of teachers employ auditory teaching techniques, which are not beneficial for students who have hearing impairments, and often give classwork, readings, and homework without taking into account the particular requirements of students who have hearing impairments.

The pupils' with hearing impairment were asked, "Do your teachers thought by varieties of teaching methodologies? Explain?" the result indicates almost all the children are not satisfied by their teachers teaching learning methodology. For example, respondent case 1 said:

The teaching methods frequently employed by most teachers are not very helpful to me because they do not help me to reach high academic standards and equal participation to that of hearing students. Even if they occasionally, I assumed, forget about the hearing-impaired students, they stayed depressed at that time for a very long period. The teaching methods used by teachers are frequently the same; they frequently assign class work, reading and homework. The majority of pupils' with hearing impairment want to participate in group discussions, but instructors are hesitant to set aside class time for them because they believe it will take longer to engage hearing students in conversation.

Nonetheless, Case 2 "asserted that,

Teachings become clearer when teachers include visual aids in their lesson plans. Teachers always use auditory teaching methods, I didn't participate as actively as other pupils," the respondent claimed. The school administrator determined that since there were only two hearing-impaired students in grade 6, sign language interpreters are not mandatory due to the lack of available interpreters. Communication problems might arise even when exchanging messages with teachers and classmates; in these situations, gesture and lip reading are the only means of

communication. Considering that, as the reply explicitly stated, not all teachers have any understanding of sign language.”

According to Case 3 response,

I have never longer ever approach me differently. I'm not happy since teachers don't use a methodology that works for me.

Case 4 said,

Most classroom teachers reportedly employ auditory teaching methods, which are designed to solely target auditory learners; these methods are not comfortable for pupils who have hearing impairments including me. I choose not to join because I feel it is inappropriate for me. I frequently participate in the HPE session outside of the classroom and taking notes only in other subjects in class room. Teachers do not employ teaching methods that are suitable for deaf students. But, very few teachers, like a geography teacher, employ visual aids to help me learn the subject matter (such as maps, gloves, and photographs).

The SNE experts mentioned something about instructional strategies, in a hot sound, SNE expert 1 stated,

In Primary school there is no any SNE expert, with in this gap it's shame even to talk about mainstreaming/inclusion; in my opinion pre-primary/special class education system is more comfortable than primary/integrated education system for hearing impaired students; because in special class the teacher is focused on their ability but, in primary school hearing impaired students may not get equal chance to learn based on their unique skills and attributes; meaning that regular teachers focus their teaching methods on the auditory approach and only utilize teaching aids during monitoring and evaluation times. Hearing-impaired students are exceptionally gifted at visualizing things. But in our school is still just at the theoretical level.

Also, ordinary classroom teachers were questioned about the instructional strategies they used with children who had hearing impairments. As a result, the majority of educators stated that their approach to teaching and learning is mostly auditory, or that they concentrate on students who can hear. Teacher 1 stated,

*I am not able to understand sign language, I focused on hearing learners.
The concern of hearing impaired students is for sign language
interpreters.*

During the observation period, the researcher found that

Several teachers had poor teaching techniques and that there was no teaching material available in the classroom. The teacher talks very quickly while the students are studying, and no notes or summaries are written on the board. The study also revealed that when hearing-impaired students are not provided with note-takers during lectures, there is no different of mechanism. The inability of interpreters to keep up with the teacher's pace results in their failure to translate. Also, they offer insufficient attention to Deaf learners and do not allow extra time for reading in class. However, some other educators are very motivated. These educators make every effort to accommodate Deaf students. They give Deaf students adequate time to ask questions, offer their answers, and wait for the interpreter to finish translating for them. If all teachers had the same traits, it would be a wonderful chance.

The findings of the observation showed that all teachers employed essentially similar teaching strategies. Teachers also lack basic Ethiopian sign language proficiency, attempting to communicate with deaf students exclusively through lip reading while providing written instructions and notes to support their instruction. To establish a successful learning environment for their pupils, teachers should try to combine a variety of various techniques. To make sure that their pupils are interested in and motivated to learn, teachers must to be flexible and adaptable and willing to try out new approaches and tactics.

The study reveals that pupils' with hearing impairment want to participate in group discussions, but teachers are hesitant to set aside class time for them because they believe it will take longer to engage hearing students in conversation. The lack of sign language interpreters in schools further exacerbates the communication gap between teachers and pupils' with hearing impairment.

The results also imply that teaching pupils' with hearing impairment with a mix of written instructions, visual aids, and sign language can improve their learning outcomes. To meet the specific learning requirements of deaf pupils, there is a need for more specialized teacher training and the supply of appropriate instructional materials.

According to the study, teachers should employ a variety of teaching strategies, such as visual aids and sign language, to meet the diverse learning needs of their pupils. Teachers should also undergo specific training to teach hearing-impaired kids successfully, and they should be open to changing their teaching strategies to foster a positive learning environment for all students.

The analysis as a whole emphasizes the necessity of inclusive teaching methods that cater to the special learning requirements of every student, including those who have hearing impairments. The report urges more funding and assistance for schools and instructors to raise the standard of instruction for students who have hearing impairments.

As the researcher understand on the interview and observation most class room teachers confused what mean inclusive teaching methodology, and many of them are not well trained about inclusive teaching approach. The study also noted that teachers did not provide enough teaching materials (textbooks, teacher guides, lesson plans, etc.) and did not employ sign language to assist students with hearing impairment.

4.3. Challenges of Sign language Interpretation

4.3.1. Interpreter's preparation and readiness on daily lesson

To ensure successful communication between the deaf and hearing individuals during everyday lessons, a sign language interpreter must be ready and prepared. Due to inadequate pre-class preparation, SLI have faced a lot of confusion,

SLI 1 reported that

During interpretation time, it experienced a lot of obstacles. Openly, the majority of regular instructors are not pleased when SLI enters the classroom; they frequently commented, "Today, I will check the students' workbooks, so you are not essential. She added that teachers typically entered the classroom with little to no preparation. Even when the teacher makes a mistake when assigning homework or classwork, I tried to correct them, but the teachers are uncomfortable with me.

SLI 2 added that

Because of the shortage of interpreters, there was no preparation for the daily lecture and no co-interpreting was done in class, which was a significant obstacle. As the teachers themselves lacked even the most fundamental knowledge of sign language, it was unavoidable that the majority of interpreters worked alone with no guidance from the teachers. In each of the four grade level classrooms with seven periods, there were only three interpreters on duty. The prospects of a proper preparation were lost due to the scarcity of interpreters

According to SLI 3,

Many teachers were not found usually in the compound beyond official school time, thus we could not have adequate time to prepare for the next lessons." Even if the subjects in grades 7 and 8 are particularly difficult to translate, there is no open forum for discussing regular teachers and SLI before entering the classroom. Every teacher enters the classroom with complete preparation, and SLI must equally prepare for their classes as regular teachers.

According to the SLIs, insufficient pre-class preparation posed a substantial barrier to efficient interpretation. They claimed that the regular teachers did not appreciate their presence in the classroom and frequently made remarks implying that they were not necessary. The teachers' own lack of even the most basic understanding of sign language made it difficult for the SLIs to offer effective interpretation support.

Additionally, it was challenging for them to prepare for daily lectures and co-interpret in class due to the lack of interpreters. Only three interpreters were on duty in each of the four grade level classrooms, making it difficult to provide all kids who required support with it. Additionally, some teachers were not accessible outside of scheduled class hours, which restricted SLIs' ability to effectively prepare for upcoming classes.

Overall, the research analysis indicates that major obstacles to efficient interpretation in the classroom include a lack of interpreters, a scarcity of interpreters, and a lack of support from regular teachers. The results emphasize how critical it is to provide SLIs with enough support and to make sure that ordinary teachers have the proper training to collaborate with interpreters and offer the support required for students with hearing impairments.

4.4. Educational Background and Capacities of Sign Language Interpreters

The educational background of sign language interpreters can affect students with hearing impairment educational outcome.

Clearly stated in Case 3

Due to sign language interpreters' low interpretation ability; I had a lot of difficulty learning chemistry because they didn't understand the proper meaning of many things or how to translate them into suitable sign language. As a result, sign language interpreters utilize fingerspelling for unfamiliar words. With these issues, it is really challenging for me to comprehend the lesson. And sometimes, SLI will remain silent even when the teacher is speaking. Also they are not qualified professionals like those who teach which courses. If interpreters have adequate training in the subjects they deal with, they are a good choice. According to SLI 2, "educational background is needed to translate good language with context. For example, I had significant difficulties while translating natural science courses, such as Biology, Chemistry, and Physics.

SLI 3 reported that,

This school employs three sign language interpreters; none of them have had the proper training. We all hold bachelor's degrees from the department of Special Needs and Inclusive Education. Because we only take one course in the SNE department's degree program only a semester, we lack fluency in interpretation skills and are undertrained in sign language. As a result, this is not enough to correctly interpret because there are many hurdles to communication between the teachers and the Deaf students in this situation.

Also the school principal clearly mentioned

The issue of sign language interpreters' educational background is always a question for me. Because most interpreters are confused even what does mean that word. So higher education should be classified sub department under sign language at least like, natural science and social science sign language department.

According to the Observation, most sign language interpreters get confused during interpretation time, especially when they are trying to sign new things like formulas and symbolic words in the sciences like physics, chemistry, and geography. This demonstrated that SLI lacked subject-matter expertise.

The analysis draws attention to the difficulties Deaf students encounter when learning disciplines like chemistry due to the inadequate sign language interpretation. The school's sign language interpreters lack the expertise, educational background subject matter and experience needed to accurately translate scientific terms and concepts into sign language, which makes it challenging for the Deaf pupils to understand the lesson. Communication difficulties are increased when sign language interpreters are silent in particular situations. According to the investigation, sign language interpreters need to have the right education and training in order to effectively provide interpreting services for Deaf pupils.

4.5. Students with Hearing Impairments Sign language skill

The deaf students were answered about their sign language skill, the researcher learned from this interview and Observation that the majority of hearing-impaired students, in particular those who receive their pre-primary education in a conventional setting, have inadequate sign language proficiency due to the lack of sign language education.

According to Case 1,

I began learning sign language at the starting grade in a special class; she has a strong grasp of the language and can simply understand it.

The other Case 2 stated,

I didn't receive any sign language instruction in either pre-primary or primary school; after enrolling in this school, I only learned sign language informally from hearing-impaired classmates. As a result, I have very weak reading and writing skills. Teachers want their sixth-grade students to have outstanding writing skills, but I write very slowly and with poor handwriting. Particularly when I first enrolled in this school in fifth grade, I had restricted choice but to sit in class and was unable to interact with my peers outside of class during break and sport periods.

This research analysis highlights the issue of inadequate sign language proficiency among hearing-impaired students who receive their pre-primary education in a conventional setting. The researcher found that lack of accessibility to sign language education is the main reason behind this problem. Also the research analysis highlights the importance of accessible sign language education for hearing-impaired students. It also emphasizes the need for early intervention to

improve language proficiency, which can have a significant impact on the student's academic success and social interactions.

4.6. Evaluation Mechanism for Sign Language Interpreter's skill

How to assess a sign language interpreter's proficiency? Was a question the researcher posed to special needs experts and school administrators? All respondents said there isn't a structured evaluation process.

The school's principal 1 stated,

At our school, there is no formal evaluation process for sign language interpreters, but I try to evaluate their capacity just by their facial expression because I don't have the sign language knowledge to evaluate them.

Furthermore, the SNE expert1 shared that

Most sign language interpreters have weak interpretation competence, especially at beginning hired time. Informally, I attempted to evaluate a sign language interpreter's capacity throughout a flag ceremony and other meetings. They typically take official tests while they are employed and pass within their ability gap. The majority of interpreters openly study alongside deaf students.

The research analysis highlights the lack of a structured evaluation process for sign language interpreters' proficiency, as confirmed by special needs experts and school administrators. The principal of the school mentioned in the analysis stated that they try to evaluate the interpreter's capacity by their facial expressions since they lack the sign language knowledge to assess them formally.

Overall, the analysis suggests a lack of a formal evaluation process for assessing the proficiency of sign language interpreters, which could affect the quality of interpretation services provided to the deaf community. The analysis also highlights the need for a more comprehensive and structured evaluation process to ensure that sign language interpreters' skills match the requirements of their job.

4.7. Teachers Expectation /Attitude of the deaf student's performance

The researcher asked regular teachers, sign language interpreters, SNE teachers and their peers: What are the attitudes of teachers and peers towards pupils' with hearing impairment in upper primary schools?

In upper primary schools, teachers' and students' attitudes toward kids with hearing impairments can differ.

The sign language interpreter¹ highlighted that

Some teachers were dissatisfied with having to teach deaf students alongside their hearing colleagues. This situation led to negative attitudes towards students with hearing impairments.

On the other hand T2, suggested that

Many teachers actually hold positive attitudes towards hearing-impaired students. They actively work to create an inclusive environment by providing necessary accommodations and engaging in focused group activities.

SNE1 mentioned that

Some teachers may lack training or expertise in supporting students with hearing impairments. However, they are willing to learn and deepen their comprehension. Teachers who are compassionate and patient tend to have a better understanding of the difficulties faced by hearing-impaired students and make efforts to establish good communication and encourage learning.

The researcher observed that

Some peers may have limited exposure to individuals with hearing impairments, leading to misconceptions or a lack of understanding. This could result in unintentional exclusion or hesitation in interacting with pupils' with hearing impairment. However, there are also classmates who genuinely want to learn about hearing impairments and befriend students who have them, which promote a welcoming and happy atmosphere.

The analysis concludes that schools should encourage inclusivity, education, and awareness. Teachers and peers play a crucial role in creating a welcoming atmosphere for hearing-impaired students in upper primary schools by building an inclusive culture, offering support, and encouraging empathy.

Overall, this research analysis highlights both challenges and positive aspects related to the attitudes and experiences of teachers and peers towards students with hearing impairments. It

emphasizes the importance of fostering inclusivity, education, and awareness to create a supportive and welcoming environment for all students.

4.8. Facilities of resource room

This study indicated there is a shortage of resources and facilities for people with disabilities, including those with hearing impairments.

According to the special educational professional's responses, some of their opinion revealed that,

There is a resource room in the pre-primary school where some of the necessary supplies are kept, such as books, pens, and paper. The resource room's available contents are insufficient to meet the needs of the students. More support items that relate to the educational needs of Deaf pupils should be added by the school. The resource room is occasionally used for tutoring, counseling, group discussions for Deaf students, and sign language instruction for Deaf students' teachers and hearing classmates. The National Association of the Deaf must collaborate with the Ministry of Education, the Education Bureaus, and other interested parties in order to effectively implement inclusion for Deaf children, according to the school principals.

During observations, it was discovered that the school's resource center lacked sufficient backup supplies and appeared to have stopped working. However, on sometimes, Deaf students use that room during breaks. In that resource room, they also engage in group discussions and do their homework. The researcher also found that pupils' with hearing impairment do not enjoy studying in the library and that the resource room is not appropriately stocked for their education.

4.9. Strengths of Students with hearing Impairment

I asked, for SNE Experts SLI and teachers, "What are the strengths of students with hearing impairment?"

According to SNE expert 1,

Most students with hearing impairments have outstanding math skills but struggle with language areas. Activities involving Amharic phonetic translation are particularly challenging for those students.

SLI 3 explicitly stated,

SWHI has exceptional sporting talent. Students who are hard of hearing have achieved athletic and circus competitions in our school. The region looks to us as a role model and hosts frequent visits from regional stakeholders for sporting events. Hearing-impaired students are really very self-assured; they can express what they want without being shy or hesitating.

Regular teacher 1 asserted,

There is no exceptional strength compare to hearing students.

Regular Teacher 3 asserts that

The initiation of students with hearing impairment participation is very attractive to teachers; especially me, I'm glad when try to participate whether they know the answer or not. Also, their exam performance in mathematics is superior to that of other pupils, which makes me glad as a math teacher.

The school principal also remarked on

The handwriting of students with hearing impairment is fascinating and appealing. Additionally, I think those students should not be completely dependent on regular education because they are gifted in practical skills like woodworking, fashion, and salon work. As a result, I think the curriculum should also include other TVET subjects because those students do not have the same opportunities to put their skills to use outside of the school environment. If they do not succeed in their regular education, they suffer psychological, mental, economic, and societal harm.

The researcher Observed Deaf students engage in play, extracurricular activities, sports, and painting.

The research analysis suggests that students with hearing impairment at the school perform well in math, but face challenges in learning languages, particularly with Amharic phonetic translation tasks. The students' exceptional athletic and circus abilities have been recognized, and the school is regarded as a role model for sporting events in the area. The teachers and principal value the pupils' with hearing impairment participation and abilities, as evident from their acknowledgement of the students' practical expertise in areas such as woodworking, fashion, and salon work. The school is considering introducing more practical subjects to support their success outside of the classroom. The pupils' with hearing impairment are also actively involved

in extracurricular activities, athletics, drawing, and play. In summary, the school recognizes and encourages the students' special abilities and talents, while also working to address their academic difficulties and provide them with the necessary tools and opportunities to succeed in and beyond school.

4.10. Educational Modification for Students with hearing impairment in Regular Class room

“How you help students with hearing impairment who taught in regular classroom? I asked the special needs professions. In response to the question, both special needs experts said that there are no special needs professionals in primary schools. Instead, these professionals are exclusively in charge of the special education students in the pre-primary grades. According to respondent 1, pupils' with hearing impairment faced many challenges in primary school; even after entering primary school, their reading ability gradually decreased; because after this, the follow-up of special needs professionals is stopped automatically, then they adapt silent during teaching and learning processes.

I also questioned SNE experts, “What modifications help students who are pupils' with hearing impairment in regular classroom?” SNE Expert 2 mentioned their ideas as follow:

Depending on each learner's unique talents, modification is essential for pupils' with hearing impairment. For instance, develop alternate exam and assignment questions, offer alternate books in the library, rewrite questions in an easier manner, and provide daily feedback to the students are part of modification.

The research analysis provides insights into the perspectives of two special needs professionals on the topic of special education for pupils' with hearing impairment in primary schools. The first respondent identified a significant challenge for these students due to the absence of special needs professionals in primary schools. This absence results in pupils' with hearing impairment facing difficulties in their education and a gradual decrease in their reading abilities. On the other hand, the second respondent discussed practical modifications that can be made to support hearing-impaired students in regular classrooms. These modifications include providing alternative exam and assignment questions, simplifying questions, offering alternate books in the library, and providing regular feedback to students.

Overall, the research emphasizes the need to address the challenges faced by pupils' with hearing impairment in primary schools through modifications to support their learning in regular classrooms. Means there is a need to take action to address the challenges faced by pupils' with hearing impairment in primary schools. The challenges identified include a lack of special needs professionals in primary schools and the resulting difficulties that pupils' with hearing impairment face in their education. These challenges can lead to a gradual decrease in reading abilities among pupils' with hearing impairment.

To support the learning of pupils' with hearing impairment in primary schools several modifications, including alternative exam and assignment questions, simplified questions, alternate books in the library, and regular feedback are mandatory. These modifications can help pupils' with hearing impairment overcome the challenges they face in their education and improve their academic performance.

Therefore, the research analysis suggests that it is important to take action by implementing these modifications to support pupils' with hearing impairment in regular classrooms. This would not only improve the educational outcomes for hearing-impaired students but also create a more inclusive learning environment for all students.

4.11. Facing Challenges on pupils' with hearing impairment during Taking Exam, Group work and discussion

The deaf children were asked, “What challenges you face during on exam in regular class room?” Most respondents replied that time constraints, absence of sign language interpreter during taking exam is the major challenge for us. As a result almost all the hearing impaired students were not satisfied by taking exam without sign language interpreter. This is made very obvious in Case 1 and 3 mention that

Reading words are difficult and that there was no sign language interpreter available throughout the exam.

Case 2 also openly stated that;

As our class there is no sign language interpreter even during teaching learning processes because in grade six total of Hearing Impaired students are only two, the school administrators says it' unnecessary to arrange interpreters for two students with in a constraint. Especially while taking exam even I didn't know

the teacher says finished exam time, at that time I sent the paper without finishing.

Case 4 was also included

During the exam, I suffered psychological harm, so even though it was transferred a message about question correction, I was unable to hear it, causing me to miss the answer. I always responded positively to the inquiry.

Case 5, mentioned

I typically utilize writing and body language to ask inquiries or respond to responses. Also, my colleagues who can read lips have assisted me in telling things.

Also Regular teacher 1 stated that

Hearing-impaired students face various challenges when taking exams in a regular classroom. These challenges include the absence of a sign language interpreter during exams, distractions from background noise, shortage of time and an inability to hear verbal cues, which can cause confusion and affect their ability to provide accurate answers.

The research analysis highlights the challenges that hearing-impaired students face while taking exams in a regular classroom. The main challenges are related to the absence of a sign language interpreter, distractions from background noise, inability to hear verbal cues, and limited time for reading questions. The absence of a sign language interpreter during exams is a significant challenge for hearing-impaired students, as they may have difficulty understanding the teacher's instructions and providing accurate answers. Also hearing-impaired students may have limited time for reading questions, which can be particularly challenging in timed settings.

Overall, the study shows how important it is for teachers to be aware of these issues and take action to support and accommodate hearing-impaired children so they can perform to the best of their abilities.

4.12. Social interaction

SNE2 explicitly stated

Communication is crucial for the growth of human social interaction; without a shared language, people cannot connect with one another. Hence, even if hearing-impaired kids attend regular classes with hearing students, social isolation still occurs as a result of communication difficulties. That is how the majority of deaf kids cultivate a deaf culture within the school.

Also SwoHI 1 mentioned

The social interaction ability of hearing impaired students are low, even they create a group. Also they play with only deaf students when break and sport time. Because of this Hearing classmates are far from those students.

On the other Hand SwoHI3Stated

In my experience, I have two best hearing impaired friends; they are happy to when to play with me and I try to communicate with them with signing. So they have good social interaction skill rather than communication gap

The researcher found that due to a communication gap, deaf kids are unable to create social interaction with hearing classmates in both the classroom and outside of it, and they participate at a lower rate than hearing peers. The findings of this study highlight the need for schools and educators to develop inclusive strategies

4.13. Best practices and strategies for promoting inclusive education for hearing impaired students

The following issues were identified by the study's participants as potential solutions to lessen the problems faced by Deaf students in conventional classrooms:

The majority of **Deaf pupils** said that,

We require tutorial classes, extra time during exams, and space to complete classwork. In addition, many of our school's sign language interpreters lack adequate interpretation skills. Thus, the management of the school should adequately oversee the capacity of sign language interpreters. Additional instructional materials, such as images, maps, and tactile materials, should be provided in the resource room to help children with hearing impairment. Also the school should hire enough and properly train sign language interpreters, and ordinary teachers could also train in Ethiopian sign language.

A **special needs education expert** thought that,

SNE expert should, following those pupils through primary school would be preferable because it would provide them the same opportunity to receive instruction as hearing students. The school should also take into account the sign language interpreter's background in the subject matter because they could not be well-versed in the subject. In order to address this issue, sign language training is required for those students who are hearing challenged and have recently transferred to a new school. The only solution is sign language training for hearing students in order to enhance the interactions between hearing impaired and hearing students and to increase hearing impaired students' participation in group activities and discussions. Also, the ordinary teacher should use a variety of instructional strategies, such as visual aids like photos and detailed explanatory maps.

About this, it was found in the study cited by Adoyo (2008) that when working with children who have hearing impairment, teachers should employ the most recent methodologies and instructional materials. Students should be shown practical examples more often so that the lesson is easier for them to understand. To demonstrate concepts, teachers should draw diagrams on the chalkboard. When a student with hearing loss asks a question, the teacher should maintain composure and answer slowly and clearly to provide clarification. It is important to promote student freedom of speech in the classroom. Instructors should make an effort to design activities that include all of the students. This keeps hearing-impaired pupils' interactions with their peers constructive and positive.

Regular teachers recommended

Using the most up-to-date technology in the curriculum, particularly during the radio period when pupils with hearing impairments were disregarded due to educational accessibility issues. Plasma may be a better solution to address this issue. Also, during breaks and in the mornings, teachers and administrators will strive to teach students new skills like computer usage. Also, teachers in the classroom should monitor those students throughout lecture periods and provide additional tutorial in the morning and weakened times to help them improve their writing and reading skills. Also, the school administrator should provide us with

sign language training so that we can facilitate interactions between teachers and students who are hard of hearing.

Sign language Interpreters said that,

The regular teacher and the sign language interpreter should talk before one day on the daily lesson, according to the sign language interpreters, in order to clear up any confusion that may arise during the interpretation period. Also, the school should hire more sign language interpreters because sign language requires more energy by nature, but there are often too many classes in a day for us to interpret correctly. All members of the school community, including school principals, should receive instruction in sign language as well.

The **school's principals** claim that

There is still a financial issue even though there aren't enough sign language interpreters and resources available to meet the demands of Deaf students. Thus, the federal ministry of education and the region education bureau should assume accountability for this. Also, in order to ensure the successful implementation of inclusive education for Deaf students, the National Association of the Deaf must work in partnership with the Ministry of Education, the Education Bureaus, and other governmental and non-governmental stakeholders. Without taking care of their own unique educational needs Politics and inclusion are similar. In addition, school administrators should take sign language training to assess interpreters' abilities.

According to the finding of the study, in regular classrooms deaf students experience a variety of difficulties, such as communication difficulties, limited access to information, and trouble keeping up with class activities. However, there are several possible best practices that can help decrease these challenges, including: use assistive technology, teacher training, and collaborative work with stockholders, use visualized teaching aids. By putting these ideas into practice, regular classrooms can be made more inclusive and accessible for deaf students, easing their difficulties and assisting in their academic achievement.

The analysis explores the challenges that Deaf students face in regular classrooms and proposes ways to enhance their academic performance and social inclusion. The study recommends the provision of tutorial classes, extra time during exams, and instructional materials like images, maps, and tactile materials to assist Deaf students in their learning. The report also emphasizes

the importance of sign language training for all students and teachers, the use of visual aids and practical examples to support learning, and the need for governmental and non-governmental stakeholders' involvement to implement inclusive education for Deaf students.

The research identifies the financial constraints of meeting the demands of Deaf students and suggests that both governmental and non-governmental stakeholders should be involved in implementing inclusive education for them. The analysis highlights the significance of acknowledging and addressing the unique educational needs of Deaf students to ensure their academic success and social inclusion in regular classrooms.

Overall, the analysis recommends various strategies to address the challenges Deaf students face in regular classrooms, emphasizing the importance of inclusive education and the involvement of stakeholders to ensure academic success and social inclusion for Deaf students.

Chapter Five

5. Discusion

5.1. Discusion

5.1.1. Teachers Teaching Methodology

The way that pupils are taught is an important component of education that can have a big impact on their learning. Teachers are essential in ensuring that all pupils, including those with hearing impairment, receive an equal education.

According to Mulugeta et al. (2020), teachers had difficulties such a lack of sign language training, a lack of suitable teaching resources, and a lack of administrative assistance. In order to guarantee students with hearing impairments receive an equal education, teachers are essential. In order to accommodate students with hearing impairment, a variety of instructional techniques, including the use of visual aids, textual communication, and group work, can be helpful. Teachers, however, also encounter a number of difficulties while instructing pupils with hearing impairment, including a lack of specialized training and a dearth of suitable instructional resources. Therefore, it is crucial to give teachers the knowledge and resources they need to create inclusive learning environments that meet the needs of all students, including those who have hearing impairments.

On the other hand study conducted by Tesfaye et al. (2020) in Ethiopia, it was discovered that teachers accommodated children with hearing impairments using a variety of instructional techniques. These techniques included group work, written communication, visual assistance, and sign language interpreters. To better meet the requirements of the students with hearing impairment, teachers also made an attempt to alter their teaching methods, such as speaking more slowly and using plainer language. The study also revealed that educating kids with hearing impairment presented a number of difficulties for teachers. These difficulties included a lack of specialized training in instructing pupils with hearing impairment, a scarcity of sign language interpreters, and restricted access to adequate instructional resources.

Another study by Kebede (2019) explored the efficiency of teaching techniques employed by educators in Ethiopian schools to accommodate pupils with hearing impairment. According to

the study, group work, written communication, and the use of visual aids are good teaching methods for students who have hearing impairment. The study also emphasized the significance of developing a welcoming learning environment for pupils with hearing impairment.

This study suggests, hearing-impaired students want to participate in group discussions, but teachers are hesitant to allocate time for them because they think it will take longer to engage hearing students. The lack of sign language interpreters in schools worsens the communication gap between teachers and hearing-impaired students. Using a combination of written instructions, visual aids, and sign language can improve learning outcomes for hearing-impaired pupils. To meet the specific learning needs of deaf pupils, there is a need for more specialized teacher training and appropriate instructional materials.

5.1.2. Challenges of Sign language Interpretation

The approach of providing equal access to education for students with a variety of requirements, who have hearing impairments, is known as inclusive education. The findings showed Communication between deaf pupils and their peers and teachers is greatly aided by sign language interpreters. However, there are significant elements that influence the quality of education for students with hearing impairments, including the capability and preparedness of sign language interpreters in conventional classrooms. The proficiency, training, and credentials of sign language interpreters are referred to as their capacity.

Similar Study by Tamiru and Shimelis (2018), the majority of sign language interpreters in Ethiopia lack the professional training, credentials, and expertise required to deliver efficient interpretation services in educational settings.

5.1.2.1. Readiness of Sign Language Interpreters:

The capacity of sign language interpreters to adjust to the demands of children with hearing impairments and their familiarity with the curriculum are referred to as preparedness. Due to a lack of possibilities for training and professional growth, the readiness of sign language interpreters in Ethiopia is constrained. According to a study by Kibret et al. (2019), In Ethiopia, sign language interpreters encounter a variety of difficulties, such as a lack of resources and

training, a lack of educator support, and an absence of appreciation for their contribution to promoting inclusive education.

Impact on Students:

How well pupils' with hearing impairment are educated is greatly influenced by the aptitude and preparedness of sign language interpreters. Due to a lack of qualified sign language interpreters, communication between pupils' with hearing impairment and their peers and teachers has been an issue in Ethiopia. Academic success, opportunities for social interaction and participation in extracurricular activities have all decreased as a result (Tamiru & Shimelis, 2018).

The research analysis indicates that major obstacles to efficient interpretation in the classroom include a lack of interpreters, a scarcity of interpreters, and a lack of support from regular teachers. The results emphasize how critical it is to provide SLIs with enough support and to make sure that ordinary teachers have the proper training to collaborate with interpreters and offer the support required for students with hearing impairments.

5.1.3. Challenges of Hearing Impairment in Regular Class rooms

According to the finding of the study, in regular classrooms, deaf students experience a variety of difficulties, such as communication difficulties, limited access to information, socialization and trouble keeping up with class activities, which can significantly impact their educational outcomes and quality of life. One of the major challenges faced by students with hearing impairment in this School is the lack of access to appropriate educational resources and services.

Similar Study supported by Abebe and Berhane (2018), the problem is further exacerbated by the insufficient provision of government support and funding, resulting in a small number of specialized schools and programs for students with hearing impairment. Most schools in Ethiopia lack the resources, including trained teachers, assistive technology, and accessible learning materials, to support students with hearing impairment effectively.

Furthermore, another significant difficulty experienced by children with hearing impairment is the communication barrier. It may be difficult for many of these children to comprehend and adhere to verbal instructions, making it difficult for them to participate in class discussions and

communicate with peers and professors (Mulugeta & Bekele, 2017). The lack of sign language interpreters and captioning services in most educational settings further exacerbates the communication barrier and limits access to information and knowledge.

Positive attitudes toward people with disabilities can prevent stigmatization, discrimination, and exclusion from educational opportunities, limiting their opportunities for socialization and academic success. Negative societal attitudes and stereotypes toward disability can also have an impact on how students with hearing impairment experience education (Kassa & Kebede, 2016).

This Study suggest, students in Ethiopia who have hearing loss have a variety of difficulties in the classroom, such as restricted access to educational resources and services, communication difficulties, and societal views regarding disability.

5.1.4. Challenges of pupils' with hearing impairment during taking exam:

Pupils' with hearing impairment encounter several challenges when taking exams. They require special accommodation to ensure a level playing field. The study suggests that accommodations such as an interpreter or a sign language interpreter could be useful for hearing-impaired students to ensure their understanding of exam instructions

Similarly, a study by Mousavi et al. (2020) found that pupils' with hearing impairment encountered difficulties in understanding exam questions and following the exam instructions. The study recommends that universities and educational institutions should provide hearing-impaired students with assistive technologies such as hearing aids and cochlear implants. According to a study by Chung and Leung (2018), pupils' with hearing impairment faced difficulties in hearing instructions, questions, and answers during the exam.

5.1.5. Challenges of pupils' with hearing impairment during Group work and Discussion:

The study found that, Group work and discussion are integral components of the learning process. However, for pupils' with hearing impairment, these activities can be challenging. They may face difficulties in communicating with their peers, which can hinder their ability to contribute to group discussions.

Similar study by Jaiswal and Tiwari (2021) found that pupils' with hearing impairment encountered challenges in group work due to the communication gap. They recommend that universities should provide accommodations such as sign language interpreters and note-takers to facilitate communication during group work.

In Ethiopia, research on the challenges faced by pupils' with hearing impairment during group work and discussion is limited. However, a study by Abebe (2014) found that hearing-impaired students in Ethiopian universities faced communication barriers, which affected their ability to participate in group work and discussions. The study suggests that universities should provide hearing-impaired students with assistive technologies such as hearing aids and sign language interpreters.

This study suggests that, pupils' with hearing impairment presents significant challenges for students during exams, group work, and discussions. These challenges can affect their academic performance and hinder their ability to succeed in their studies. Accommodations such as assistive technologies and sign language interpreters can help to overcome these challenges. Universities should strive to create an inclusive learning environment that caters to the needs of all students, including those with hearing impairments.

5.1.6. Teachers Expectation / Attitude of the deaf student's performance

The findings of the study confirmed that instructor expectations have a significant impact on the academic progress of pupils' with hearing impairment in schools. Although some teachers might have low expectations for these students, with the correct attitude and adjustments, they might perform far better. Teachers must be aware of their biases and work to provide a welcoming learning environment for all students.

Similar reported by Getachew and Tafere (2018) examined how deaf pupils are treated and what is expected of teachers in four inclusive schools in Ethiopia. The study indicated that teachers' attitudes about deaf pupils were inconsistent, with some professors having unfavorable opinions about their academic ability and achievement. The survey did, however, identify a number of educators who had favorable attitudes about deaf children and believed in their capacity for academic and social success.

Similar on the other Hand, pupils' with hearing impairment in Ethiopian school frequently have challenges as a result of a lack of understanding and proper adjustments from their teachers. According to research, hearing-impaired children's academic achievement can be significantly impacted by their teachers' expectations (Hussein, 2018). But according to other studies, teachers may have low expectations for pupils who have hearing problems, which would lead to worse academic accomplishment. Gudina (2016) observed in one study that teachers generally had low expectations for children who had hearing impairments and did not believe they were capable of academic success. Due to this negative attitude, hearing-impaired students were given insufficient support and resources in the classroom, including limited access to assistive technology and little opportunities for peer involvement. Because of this, hearing-impaired students frequently felt isolated from their peers and had difficulty catching up academically.

On the other hand, Belayneh (2020) investigated the attitudes of teachers in Addis Abeba, Ethiopia, toward deaf students. According to the study, teachers typically had a good attitude toward deaf pupils, but they also failed to recognize their special requirements and difficulties in the classroom. The study suggested that in order to improve instructor attitudes and support for deaf students' achievement, teacher training programs should include instruction on their requirements.

However, teachers have high expectations for their pupils' with hearing impairment, according to earlier research that have emphasized this. Hussein (2018) discovered that when teachers were held to high standards, they were more likely to offer the appropriate modifications and assistance to their pupils' with hearing impairment. This improved academic performance. Pupils' with hearing impairment felt respected and valued in the classroom because of the positive teacher expectations that were fostered.

According to this research, deaf students' academic outcomes are significantly influenced by the attitudes and expectations of their teachers. Giving instructors the support and training they need to better understand and be aware of the specific requirements and problems of deaf children in the classroom is crucial for ensuring the success of deaf students

5.1.7. Facilities of resource room

The study found students with hearing impairments face a variety of challenges when it comes to accessing education. Resource rooms are a type of support that can be provided to students with hearing impairments in order to help them succeed academically. Resource rooms are designed to provide students with specialized equipment and resources that can assist with their communication and learning needs. Resource rooms for students with hearing impairments typically contain a range of facilities that are designed to support their learning needs. In this school the resource rooms like a sample because there in not available assistive technologies like visual aids, such as captioning, sign language interpretation, and video conferencing.

Similar study conducted by Teshome and Berhe (2017) examined the challenges faced by teachers and students in teaching and learning in inclusive classrooms. The study found that teachers often lack the necessary resources to support students with hearing impairments, including assistive technologies and specialized software. In addition, the study found that the physical environment of classrooms often presents challenges for students with hearing impairments, such as poor acoustics and inadequate lighting.

Another study by Molla and Asnake (2016) examined the challenges faced by students with hearing impairments in accessing education in Ethiopia. The study found that students with hearing impairments often face social and cultural barriers that prevent them from accessing education, including stigma and discrimination. In addition, the study found that the lack of resources, such as assistive technologies and specialized software, was a major barrier to learning for students with hearing impairments.

Over all, resource rooms can be an important support for students with hearing impairments in accessing education. These rooms are designed to provide specialized equipment and resources that can assist with communication and learning needs, as well as creating a supportive learning environment.

5.1.8. Strengths of Students with hearing Impairment

The study found that, hearing impairment is a disability that affects the ability to hear sounds. It can have significant effects on communication, social interactions, and educational attainment.

However, students with hearing impairment have unique strengths that can be leveraged to promote their academic and social success. Hearing impaired students have good visual-spatial ability and ability to concentrate.

Similar study supported by Aparna & Venkatesh, (2020) one of the strengths of students with hearing impairment is their visual-spatial abilities. Studies have shown that deaf and hard-of-hearing students have enhanced visual-spatial processing abilities. This strength can be harnessed in academic settings to facilitate learning, particularly in subjects like mathematics and science that require strong visual-spatial skills.

Other strength of students with hearing impairment is ability to concentrate on tasks. Studies have found that students with hearing impairment can concentrate for longer periods compared to their hearing peers (Ayalew & Worku, 2018). This strength can be useful in academic settings where extended periods of focused attention are required.

Also students with hearing impairment tend to be more independent and self-reliant. A study conducted in Ethiopia found that deaf and hard-of-hearing students exhibited higher levels of self-reliance compared to their hearing peers (Asmare, 2019). This strength can be leveraged in educational settings to promote self-directed learning and independence.

Lastly, it has been discovered that hearing-impaired pupils are more culturally conscious and supportive of diversity. Research has shown students with hearing impairments appreciate cultural variety better and have more favorable attitudes about people from other ethnic origins (Teferra&Fenta, 2020). This power can be used in educational contexts to advance inclusivity and cultural diversity.

The research analysis suggests that hearing-impaired pupils at the school perform well in math, but face challenges in learning languages, particularly with Amharic phonetic translation tasks. The students' exceptional athletic and circus abilities have been recognized, and the school is regarded as a role model for sporting events in the area. The teachers and principal value the hearing-impaired children's participation and abilities, as evident from their acknowledgement of the students' practical expertise in areas such as woodworking, fashion, and salon work. The school is considering introducing more practical subjects to support their success outside of the classroom. The hearing-impaired students are also actively involved in extracurricular activities,

athletics, drawing, and play. In summary, the school recognizes and encourages the students' special abilities and talents, while also working to address their academic difficulties and provide them with the necessary tools and opportunities to succeed in and beyond school.

5.1.9. Best practices and strategies for promoting inclusive education for hearing impaired students in regular class room

Inclusive education is a process of providing quality education to all students, including students with disabilities, in regular classrooms. The implementation of inclusive education for hearing-impaired students in regular classrooms requires a comprehensive approach that involves various stakeholders, including teachers, school administrators, parents, and community members.

In Ethiopia, there is a growing recognition of the importance of inclusive education for hearing-impaired students. Several studies have been conducted to identify the best practices and strategies for promoting inclusive education for hearing-impaired students in regular classrooms.

One of the best practices for promoting inclusive education for hearing-impaired students in regular classrooms is the use of sign language. According to the study conducted by Girma (2019), students who have hearing loss may benefit from improved communication and learning through the use of sign language in the classroom. Girma (2019) emphasized the importance of training teachers on sign language and promoting the use of sign language in classrooms. Hearing-impaired students can benefit from this technique by understanding the teachings, interacting with their peers and teachers, and actively participating in class activities.

The use of assistive technology is another method for supporting inclusive education for children who have hearing loss. The study by Tsegaye et al. (2020) found that students who have hearing loss can study more effectively by using assistive technology including hearing aids, cochlear implants, and FM systems. The study stressed the value of providing teachers with the requisite training and assistive technologies for use with hearing-impaired children.

Additionally, it is critical that parents and community members promote inclusive education for students who are deaf or hard of hearing. The study by Almaw et al. (2021) found that Parents' involvement in their children's education helps improve hearing-impaired students' academic and social abilities.

The study suggested the necessity for community members to understand the value of inclusive education and to support the education of pupils who are deaf or hard of hearing.

In order to promote inclusive education for hearing-impaired pupils in regular classrooms, a comprehensive strategy including a range of stakeholders including teachers, school administrators, parents, and community members is necessary. The greatest methods and tactics for fostering inclusive education for kids with hearing impairments in regular class rooms include the use of sign language, assistive technology, and community participation.

Chapter Six

6. Conclusion and Recommendation

6.1. Conclusion

According to the researcher understanding the major challenges of to implement effective Inclusion for pupils' with hearing impairment are: teachers teaching methodology, sign language interpreter's educational background and preparation, teacher's attitude/ expectation about hearing impaired pupils, pupils' with hearing impairment sign language ability and absence of formal evaluation mechanism.

Teachers Teaching Methodology: The inclusion of hearing-impaired students in regular classrooms poses distinct challenges for teachers, requiring them to implement suitable teaching methodologies that address the learning needs of both pupils' with hearing impairment and without hearing impairment. This research analysis sheds light on the obstacles faced by pupils' with hearing impairment in the classroom due to the predominant use of auditory teaching techniques and the lack of consideration for their specific requirements. To create an inclusive learning environment, teachers must adopt alternative strategies and provide tailored materials and assignments that accommodate the unique needs of pupils' with hearing impairment. By doing so, they can ensure equitable access to education and promote effective learning for all students.

Pre class preparation: Also the significant barriers faced by sign language interpreters (SLIs) in providing efficient interpretation support in the classroom. The lack of pre-class preparation, coupled with the teachers' inadequate understanding of sign language and their negative attitudes towards SLIs, hindered effective interpretation. Moreover, the scarcity of interpreters and limited accessibility of some teachers outside of class hours further impeded the SLIs' ability to adequately prepare for lectures and provide support to all students in need. These challenges emphasize the need for improved support systems and resources to ensure inclusive education for students with hearing impairments.

Interpreters Educational Background: Other challenges faced by Deaf students in learning subjects such as chemistry, Physics, Biology primarily due to inadequate sign language

interpretation. The study reveals that the school's sign language interpreters lack the necessary expertise, educational background, subject matter knowledge, and experience to accurately translate scientific terms and concepts into sign language, thus hindering the Deaf students' understanding of the lessons. Furthermore, the communication difficulties are further amplified when sign language interpreters remain silent in certain situations. The investigation emphasizes the crucial need for sign language interpreters to receive appropriate education and training to effectively provide interpreting services for Deaf pupils. By addressing these deficiencies, educational institutions can enhance the learning experience and academic success of Deaf students in chemistry, Physics, Biology and other disciplines.

Hearing Impaired student's sign language ability: the significant issue of insufficient sign language proficiency among pupils' with hearing impairment in regular pre-primary education settings. The study reveals that limited access to sign language education is the primary contributing factor to this problem. Moreover, the analysis emphasizes the critical role of accessible sign language education for pupils' with hearing impairment and highlights the necessity of early intervention to enhance language proficiency. By addressing these challenges, there is potential to positively influence the academic achievements and social interactions of hearing-impaired students.

Evaluation Mechanism: the analysis reveals a concerning gap in the existence of a formal evaluation process for assessing the proficiency of sign language interpreters. This deficiency has the potential to negatively impact the quality of interpretation services available to the deaf community. The findings emphasize the urgent need for a more comprehensive and structured evaluation process that aligns with the specific requirements of sign language interpretation. By implementing such a process, it would be possible to ensure that sign language interpreters possess the necessary skills and competencies to fulfill their vital role effectively.

Overall, the research provides insights into the challenges faced by pupils' with hearing impairment in inclusive classrooms, the importance of appropriate teaching methodologies and support systems, the need for qualified sign language interpreters, and the significance of sign language education and evaluation mechanisms.

The research has concluded that the concept put forward is that inclusion, which is the integration of individuals with hearing impairments in regular class rooms that are considered mainstream setting, such as regular classes, goes beyond merely physical integration. The remark implies that merely including pupils' with hearing impairment in regular classes without attending to their unique educational needs may result in an exclusionary scenario as opposed to true inclusion.

When students with hearing impairments are placed in regular classrooms without adequate support, their individual educational requirements may not be met. This lack of attention to their specific needs can hinder their ability to fully participate in classroom activities, engage with the curriculum, and effectively communicate with their peers and teachers.

True inclusion involves more than just placing students with disabilities in the same physical space as their peers. It necessitates a comprehensive approach that considers the unique requirements of each student and ensures that appropriate accommodations, resources, and support systems are in place to facilitate their learning and participation.

For pupils' with hearing impairment, this might involve providing assistive listening devices, captioning or sign language interpretation services, modifications to instructional materials, or specialized teaching strategies. By addressing these individual educational needs, the goal is to create an inclusive environment where all students can fully participate, learn, and thrive together.

The study mentioned likely concluded that the education of pupils' with hearing impairment in regular classrooms, without fulfilling their individual educational needs, can lead to a sense of exclusion rather than true integration. This highlights the importance of recognizing and addressing the unique requirements of students with disabilities to ensure their full inclusion in educational settings.

6.2. Recommendations

The recommendations provided in the study are based on the conclusions resulting from the findings. The recommendations focused on two clusters: short term recommendations and long-term recommendations

A. Short term recommendations

- **To create an inclusive learning environment**, teachers must adopt alternative strategies and provide tailored materials and assignments that accommodate the unique needs of hearing-impaired students.
- Regular teachers should have to know sign language or there should be interpreter to help SWHI to interact with others and to have better understand lessons.
- The school should give training on sign language to the school community such as regular teachers, friends and their friends.
- **Monitoring and Evaluation:** the School principal and SNE expert should regularly monitor and evaluate the effectiveness of sign language education initiatives for hearing-impaired students.
- **Improve collaboration and communication between teachers and interpreters:** To ensure that sign language interpreters fully comprehend the instructional content, including technical vocabulary, teachers should collaborate closely with sign language interpreters. Regular gatherings and talks can assist close any knowledge gaps and advance efficient communication techniques.

B. Long term recommendations

- ✓ **Training:** training for teachers should be guided by specific principles rather than relying on the desire and willingness of the teacher only. There should be guidelines and principles to govern the teacher training and teacher preparation for teachers to teach pre-primary children with special education needs.
- ✓ The region bureau of education should employ at least two SNE expert for each primary school
- ✓ **Enhance the qualifications and expertise of sign language interpreters:** Educational institutions should prioritize providing appropriate education, training, and professional development opportunities for sign language interpreters. This should include specialized training in scientific subjects such as chemistry, physics, and biology or divided by Natural and social science. By equipping interpreters with the necessary subject matter knowledge, they will be better equipped to accurately translate scientific terms and concepts into sign language.

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Appendixes

Interview question and Observation Checklist for Inclusion/Exclusion Education of Hearing Impaired Students in Yekatit 23 Primary School:

Interview Questions

A. Interview questions for regular teachers

1. How are students with hearing impairment taught in regular class room?
2. How can you help students with hearing impairment?
3. How do you teach hearing impaired students?
4. How do students deal with hearing impaired?
5. What are the strengths of students with hearing impairment?
6. What kind of support needed for students with hearing impairment?
7. What teaching methods implemented for student with hearing impairment
8. What modifications help students who are Deaf?
9. What are the attitudes of teachers and peers towards hearing impaired students in upper primary schools?

B. Interview questions for Sign language interpreters

1. How to explain the student's sign language skill?
2. What is your educational background?
3. What are the measure challenges of students with hearing impairment in regular class room?
4. What are the attitudes of teachers and peers towards hearing impaired students in upper primary schools?
5. What are the best practices and strategies for promoting inclusive education for hearing impaired students in upper primary schools?

C. Interview questions for SNE teachers

1. How can you help students with hearing impairment in regular class rooms?
2. What are the strengths of students with hearing impairment?
3. What modifications help students who are deaf in regular class room?
4. How to evaluate sign language interpreters potential?
5. What are the attitudes of teachers and peers towards hearing impaired students in upper primary schools?
6. What are the best practices and strategies for promoting inclusive education for hearing impaired students in upper primary schools?

D. Interview questions for school principals

1. How to evaluate sign language interpreter's skill?
2. Have you considered the subject matter of sign language interpreters during recruitment?
3. How to checked student's ability of sign language skill?
4. What are the best practices and strategies for promoting inclusive education for hearing impaired students in upper primary schools?

E. Interview questions for Students with HI

1. What challenge you face during taking on exam in regular class room?
2. Can you access information as other students?
3. Have you sign language skill at pre-primary school?
4. Can you easily understand their interpretation?
5. How do you express the capacity of sign language interpreters?
6. Have you ever get special support separately for hearing students?
7. What are the best practices and strategies for promoting inclusive education for hearing impaired students in upper primary schools?

F. Interview questions for Students with HI

1. How you discuss with Deaf class mates?
2. What challenges face with Deaf students during group work?
3. How to explain your experience relation with Deaf students?

Observation Checklist

No	Observation category	Yes	No	Note
1	Are visual aids used effectively?			
2	Are hearing impaired students encouraged to interact and participate in social activities with their peers?			
3	Are peers educated about hearing impairments and encouraged to be inclusive and supportive?			
4	Are there opportunities for hearing impaired students to engage in group work, discussions, and extracurricular activities?			
5	Do teachers use appropriate strategies for students with hearing impairments?			
6	Do teachers provide clear instructions and explanations?			
7	Are Individualized Education Programs (IEPs) implemented for students with hearing impairments?			
8	Are students with hearing impairments socially included and accepted by their peers?			
9	Is there awareness and acceptance of diversity in the classroom?			