



College of Education and Behavioral Studies
Department of Special Needs Education

**Perceptions and Practices of Students, Teachers, Principals and Sign
Language Interpreters on Inclusive Education at
Menilik II Primary School**

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August, 2021

Addis Ababa, Ethiopia

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List of Acronyms

CRPD;	Convention on the Rights of Person with Disabilities
ESDP	Education Sector Development Plan
GCSE	General Certification of Secondary Education
IE	Inclusive education
SL	Sign Language
UNCRPD	United Nations Conventions on the Rights of Persons with Disabilities

Abstract

This study investigated perception and practice of inclusive education at Menilik II primary school. In this work case study research design was employed with a qualitative approach to enable in depth examining of the phenomena under investigation. The data was collected from Minilik II grade six to eight students, teachers, principal and sign language interpreter in inclusive classes of the school, purposively selected from the whole target population for this study and selected by their detail knowledge on the subject under investigations. The finding of this study identified perception both positive and negative towards the inclusion of deaf students in the school community of minilik II primary school. Practically the students are facing some challenges such as isolation from their hearing peers, limited music their favorite subject, lack of competences in spoken languages taught by deaf teachers, the educational materials such as text books preparation not considered deaf students, poor interpretation in some subjects such as mathematics, physics and chemistry, sign language is not properly designed for the academic purpose as well the interpreters are not acquainted with the knowledge of Ethiopian sign language. Special need education teachers are compulsarily assigned to teach other subject out of their professions, general teachers lacks proper sign language skills to handle inclusive classes, deaf teachers are hindered to properly deliver spoken language skills these are the major practical challenges found in site of this study. Like wise the practice of the school towards inclusive education indicates in negation to the principle of inclusive education which advice locating special need students in a regular classes, the practice in the school reveals few hearing students integrated in to the special classes. Additionally as a ratio of deaf to hearing students in their class is not proportional, the educational need of the deaf overwhelm their hearing peers thus delivery of equity and fair education become difficult in the school. Like wise the class size is very small therefore fair competition is not provided for hearing students with other hearing students in regular classes. In general this work conclude that though most school community especially SNE teachers and hearing students have positive perception towards the concept of IE it is practical implementation in the school had various shortcoming that hinders the program of inclusive education not to bear desirable fruit as intended.

Key words:- deaf, hearing, special needs education, inclusive education, sign language

Chapter One

Introduction

This chapter is an introductory part of the study it comprises, background of the study, statement of the problem, research questions, objectives both general and specific, scope, limitations significances, and organizations of the study. This chapter gives a clue of overall the research process.

1.1. Background of the Study

In an effort to implement vision of UN “Education for all”, Inclusive Education had adopted. The Idea of inclusion is necessitated as the need to address the variety needs of learners, such as learners with disability including those with hearing impairment, (Adoyo P, 2007).

Disability is any type of disorder or injury that impedes normal physical or sensory functioning. Disability can be categorized in to two major categories. These are physical and sensory disability. Hearing impairment is one of the Sensory impairments which are well recognized all over the world (Mohammedhayat, 2013, p. 1)

Several description of the term reveal that hearing impairment is a broad term covering all degrees and categories of hearing loss that result to diminished role of hearing as well understand speech and language resulted from auditory dysfunction or disorder (Dahl, 1994). Hearing-impaired student is a term that includes both the deaf and hard-of-hearing student (Moore, 2001) cited in (IbrahimA., 2012). Hearing loss is one of the significant public health concerns with substantial economic and social coasts. Loss of the ability to hear sound frequencies in the normal range of hearing is called hearing impairment (Duthey, 2013).

Minnesota legislative act defined Deaf and hard of hearing as a diminished feeling to sound, or hearing loss, that can be expressed in terms of standard audiological measures (Susan Rose,Lauren Barkmeier,Sherry Landrud,Valerie Klansek-Kyllo,Patricia McAnally,Kristen G. Larson,Valerie Hoekstra, 2008).

Hearing loss is also classified by severity from a range of mild to profound. People with no hearing ability are labeled as deaf (Case, 2005) the other scholars explain deafness as hearing impaired individuals to the level of 70dB and above (NorthernJ. & Downs, M. , 2002)

Deaf learners are those whose primary communication mode is in sign language and have limited access to the hearing world (Alemayehu, 2016, p. 103).

Scholars identified four different hearing damages include conductive hearing loss which is obstruction in outer or middle ear. Sensory neural hearing losses result from damage to the delicate sensory hair cells of the inner ear or the nerves that supply. It can range from mild to profound, affects person's ability to hear certain frequencies more than others. Thus, even with amplification to increase the sound level, successful hearing is hindered though there is aid the sound being distort. A mixed hearing loss refers to a combination of both a problem occurs in either the outer, middle or the inner ear. Finally a central hearing loss results from damage or impairment to the nerves or nuclei of the central nervous system, either in the pathways to the brain or in the brain itself (NICHY, 2010).

Globally, hearing impairment is a major disability which becomes a treat to a quality inclusive education (Sphiwe Wezzie, Khomera Moses Fayiah, Simeon Gwayi, 2020). Its implication is severe in developing countries. The pupils with hearing loss affects educational performance demonstrably (Susan Rose, Lauren Barkmeier, Sherry Landrud, Valerie Klanssek-Kyllo, Patricia McAnally, Kristen G. Larson, Valerie Hoekstra, 2008).

UN 2019 report reveals that peoples with disability encounter multiple barriers in terms of access to education, an inadequacy of special school, complete school, possesses basic skills and enjoys school year opportunities. The report further identified discrimination, prejudice, lack of specialized professional teachers, shortage of educational materials and disaggregated research data about disability continue to deny persons with disability the right to have quality education (UN, 2019). Innumerable problems inhibit learners with special needs education to attain their full potential by hindering their full participations. These include stigma or community attitude, inadequate specialist teachers and resource centers, shortage of teaching and learning resources and assistive devices, ignorance or unawareness of most people about disability is not inability are the main (Malawi, 2009). Hearing impairment negatively affects the developmental milestones of the pupils mainly language and communication development, speech and language abilities of students (IbrahimA., 2012).

The modern Education for disabled person was initiated in Ethiopia by the voluntary religious missionary of Mekane Yesus church in Western part of Ethiopia Dambi Dollo. This

service was provided to deliver education for visually impaired, hearing impaired and children with intellectual disability (Dagne, 2001). Government included concern for the disabled individuals following its 1994 education and training policy, in this regard the FDRE government issued inclusive education policy in 1996 to ensure education for all through inclusive learning.

As a result of “Education for All” motto, in Ethiopia, many deaf students (where the statistics is not available) may attend regular classrooms without teachers skilled in sign language or without sign language interpreters. These might have caused low participation of deaf students in their learning activities, inhibiting their natural right to education (Alemayehu, 2016, p. 104).

In relation to hearing students the participation, social interaction and academic performance of students are under the required level due to barriers such as language and communication scarcity.

Due to low accessible opportunity for special needs education schools, in Ethiopia intellectuals in a field accept and suggest implementation of inclusive education as a means to ensure equal opportunity for all students with and without special need subsistence’s of special needs education. For instance, in Ethiopian framework, in the education and training policy 1994, growth and transformation plan a national plan and implementation in the education sector highlights inclusive education as precedence, with the end to provide all children access to education for all (Getachew Walelign and Muluken Ayalew, 2017).

As the field was resent phenomenon much was not investigated on the practice and perception of inclusive education in Ethiopia thus this work tries to asses practice and perception towards inclusive education in specific context of Menilik II Primary School’s Second Cycle inclusive grades target area.

1.2. Statement of the Problems

Internationally inclusive education is considered as a multicultural setting of locating diverse hearing community into similar educational setting. This attitude had it is own challenges for the deaf and hard of hearing students in their class. The problems are deep rooted in the least developed countries such as Ethiopia as their provision capacities are below the required level.

Ethiopia as a member after UN conviction on the right of persons with disability (CRPD) officially indoctrinated inclusive education policy in 1996 (Alemayehu T. ,2019). This comes with serious obstacles such as wrong attitude, lack of recognition or acceptance from the community surrounding them, including parents (Tesfaye, 2002) cited in (Mohammed H, 2013). The Current education system strongly challenges inclusive education from various dimensions, such as knowledge of the concept, negative attitude towards the persons with disability, inconvenient teaching environment and methods, poor assessment mechanisms and others (Adoyo P, 2007).

In Ethiopia the entire education set up does not sufficient support inclusive education, with no clear statistical numeric value in the country, few deaf students had provided occasions to join regular class, whereas majority of them have no access to regular or special education facilities totally. Though the number is not known, it is believed that significant number of deaf students attend regular classes with no backup in either material or non-material manner (Alemayehu T. , 2016). The students in inclusive class encounter deprived attitude, ,exclusion, inappropriate methods of receiving knowledge from teacher, suffer poor interpretation service, practical problems which arise from implementation, indefinable perceptions from the school community, The problem is not exceptional in Addis Ababa where as many hearing impaired students faced similar challenges. This leads their school life miserable and pursues them to have poor attitude towards education and school life practices as well less succeed in academic realms.

As concern for the inclusive education is low in the country, the city had very few schools with inclusive education and there is also scarcity of sufficient literatures on the subject. Though there is a limitation of scholarly discourse in the country some scholars investigated the concept from various dimensions for instance;

Alemayehu Teklemariam, (2016): investigated **Quality of Interpretation Service and Its Implication in Creating Inclusive Classrooms for Deaf Preparatory School Students**. His inquiry demonstrates that there are communication barriers between interpreters, teachers and deaf students. Interpreter's skill of the sign language is unsatisfactory to clearly understand subject matter, number of Sign word to teach regular curriculum, Educational Level of training of interpreters to properly translate oral words into sign word, awareness of

teachers where problems examined, finally he concluded the interpretation service is inadequate in school setting from the inclusive education view point (Alemayehu T. , 2016).

Getachew Walelign and Mullein Ayalew,(2017) studied Academic and Social Conditions of Deaf Children in Inclusive Educational Setting: The Case of Selected Primary Schools of North Gondar Zone, Ethiopia the scholars identified major problems were lack of attention, conducive classroom environment and sign language. Their finding specifies the problems lead the deaf students poor performance. Though their social science and language is relatively well their natural science subjects are worse. In their social interaction deaf students well interact with deaf equals than the hearing peers (Getachew Walelign and Muluken Ayalew, 2017).

Mohamed Hayat Ibrahim, (2013) investigated **Status of Inclusive Education of Hearing Impaired Students in Primary Schools: The case of Yekatit 23 Special Primary School and Mekanissa School for the Deaf in Addis Ababa** Concluded that implementation modality, and the facilities available within the schools do not serve the intended students (Mohammedhayat, 2013).

Though the investigations deeply explained quality of interpretations and its implication on inclusive Education, impact of communication barriers on subject matter understanding as well, social condition of the students and academic ability of the students as well their status in the school environment in a sufficient detail, all of them failed to explain the perception and practice of inclusive education in a sufficient depth.

Thus this study found a gap in investigating perception and practice towards inclusive Education. No prior study had attempted to investigate student's perception and practice towards inclusive education. Challenges of the students were not elaborated in a sufficient detail before this study. Therefore this thesis intended to assess the practice and perception of inclusive education in Menilik II Primary school second cycle inclusive grades.

1.2. Research Questions

The research employed the following research questions;

1. What were the practices of inclusive education in Minilik II primary school second cycle inclusive grades ?

2. What were the perceptions of the deaf and hearing students about inclusive education in Minilik II primary school second cycle inclusive grades?
3. What were the perception of teachers, sign language interpreter and principals towards inclusive education in the Study area ?
4. What were the challenges affecting inclusive education in teaching and learning process at the target site of the study?

1.3. Objectives of the Study

1.3.1. General objective of the study

A general objective of the study was to assess the perceptions and Practices of inclusive education in Menilik II Primary School.

1.3.2. Specific Objectives of the Study

The specific objectives of the study were to;

- Identify the practice of inclusive education in Minilik II primary School second cycle inclusive grades .
- Explore the perceptions of deaf and hearing students towards inclusive education in the Minilik II primary School second cycle inclusive grades.
- Clarify practice of inclusive education and perceptions of teachers sign language interpreters and principals in the Minilik II primary School towards the inclusive education.
- Explian practical and perceptional challenges affecting overwhole inclusive education in the target area.

1.4. Significances of the Study

In addition to the basic purpose of the study, specified in the objectives of the study. This work assists the beneficiaries in various ways. It enables policy designers, the school, teachers, students and researcher in several ways. It add an ingredient to the policy designer to consider challenges of the deaf students in curriculum designing, it also enables the hearing teachers and deaf teachers to device an appropriate methods, methodology and teaching aid for effective delivery of subject matter contents. It mainly helps the students

well understand contents of the subject knowledge and enhance their academic performance and achievements, it also put clue for the school administration to whole-heartily consider practical and perceptual challenges of the deaf students in the Menilik II primary school effectively plan varieties of scaffolding means required to be provided. Finally this work lays foundations for further investigation on this topic.

1.5. Scope of the Study

This study investigates perceptions and practices of inclusive education in Menilik II primary school second Cycle inclusive grades. It is bound geographically, as well in content coverage. Geographically it only examines trends in Menilik II primary schools second cycle grades students in integrated classes of grade six, seven and eight. Issues of the deaf and hearing students in the mentioned classes the cases of students in grade four are not assessed as the hearing student in that grade left out the class. Regarding to content coverage it only assess practice and perceptual trends the teachers, students, principals and sign language interpreters had been encountering in the target site. This study also where restricted in time as it only evaluates current situation of the topic. It never touches historic attempts of inclusive education insight and actual implementation of the community outside Addis Ababa which the perception is completely different from the city.

1.6. Limitations of the Study

Limitations of documented materials, administrative flaws towards the inclusive education, mismatch of practical observation and responses of the respondents were the major limitations of this study. The researcher cross chalk different response at different time as well practical observation regarding administrative, students, teachers and sign language interpreter of the inclusive classes as well focus observation on the available materials on the ground. Thus the researcher triangulate data from various sources and diverse study population to ensure provision of accurate academic information.

1.7. Organizations of the Study

The investigator had organized the whole study into five mutually interrelated chapters. The first chapter deals with an introductory parts of the research comprises background of the study, statement of the problem, research questions, objectives, significance, scope and

limitations of the study . Chapter two entails literature Review, theoretical and conceptual frameworks. This provides literature previously done by other authors on inclusive education. Chapter three is about methods and methodology of the study it consist research design, sampling procedures, methods of data collections and analysis. The fourth chapter is about result and discussions of the study. The final chapter five is about summary of the finding, conclusions and recommendations of the study.

Chapter Two

Literature Review

Theoretical and Conceptual Framework of the Study

2.1. Introduction

This chapter contains various concepts and definitions of the hearing impairment and deafness, concepts of inclusive education, importance of inclusive education, overview of the concept evolution in Ethiopia, current context of inclusive education in Ethiopia, some international conviction and frameworks toward inclusive education as well as Ethiopian policy frame work towards the concept of inclusive education.

2.2. Concept and Definitions of Hearing Impairment

Hearing impairment is a broad term that comprises hearing loss ranged from mild to profound, the term comprises various degrees and types of hearing loss as well diminished role in hearing, understanding speech and communication or linguistic information that result from auditory disorder, hearing impairment include both deaf and hard of hearing (Moores, 2001).

The degree of hearing loss, measured in decibels (dB), is categorized in the subsequent manner. Mild hearing loss: 21-40dB. Moderate hearing loss: 41-70dB Severe hearing loss: 71-95dB Profound hearing loss: in excess of 95dB (GoW, 2019).

World Health organization estimated that there are around 120 million people with a hearing impairment across the globe out of this number around 78 million are from least developed countries of Africa, Asia and Latin Americas. In sub Saharan this number is high more than 1.2 million children ranged from 5- 14 years suffered from moderate to severe hearing loss in both ears which arise from ear infection and lack of hygiene as well poor treatment (WHO, 2012).

Deafness as severe hearing impairment that reduce an individual's processing of linguistic information transferred through hearing with or without sound amplification. Deafness as Viewed by American National Dissemination Center for children's with Disability, is defined as a condition that inhibits a person from reception of sound in all or most of its forms

(NICHY, 2010). Alemayehu view deafness as restricted access to hearing and deaf students as learners whose primary communication means is sign language and has restricted access to the hearing world in education and other aspects (Alemayehu, 2016). North and Down defined deaf student as the one whose hearing is impaired to the extent of 70 dB and above, while hard-of-hearing student is viewed as the one whose hearing disabled to the extent of 16-69 dB (Northern J. & Downs M., 2002).

2.3. Concept of Inclusive Education

Inclusive Education is practice of educating students with hearing impairment in classroom together with students without disabilities (Kigotho, 2016). Locating deaf and hard of hearing in the similar school setting is mainly due to the development of the international legislation that supports inclusive education for students with disabilities (Stinson, M. & Antia, S.D. , 1999). It is an implantations of World Conference on EFA (1990) that necessitated the need for the inclusive education (UN, 2006), For example, inclusion of d/Deaf and hard of hearing students in the United States began when the Disabilities Education Act (IDEA) (Villa & J. S. Thousand, 2000). In Kenya the government as a signatory to various international instruments such as World Conference on education for all (1990), World Conference on Special Needs Education (1994), Dakar Forum for Action (2000), and others, including government adopted conventions of person with disability act of 2003 (GoK) cited in (Kigotho, 2016) as well in Ethiopia after various international conference FDRE Government adopted 1996 inclusive education policy. It is important that all staff in schools, particularly teachers, who work in the inclusive education classroom, create conditions and develop a variety of strategies that eliminates barriers facing d/Deaf and hard of hearing students' participation (Khalid N. Alasim, 2018).

UNESCO viewed inclusive education as locating all the students with diverse, need and interest, irrespective of hitches or variances they ought to have. Inclusive institutes should recognize and respond variety of needs of their shareholders, accommodating, varied styles and degrees of learning as well ensuring weather appropriate curricula, institutional arrangements, teaching strategies, where silted with an elements of a continuum of support and services to match the spectrum of special need (UNESCO, 1994), it creating an inclusive learning environment .

The eventual target of inclusive education is provision of access to inclusive education and opportunity to become recognized and industrious member of the society. This enables the students with disability to have improved academic performance and social interaction (Getachew Walelign and Muluken Ayalew, 2017). The objectives of inclusive education are far beyond emphasis access rather understanding ways to increase accommodation of different learners' ability participation in learning.

2.4. Importance of Inclusive Education for Deaf Students

Inclusive Education provides the deaf students' an opportunity to interact with the school community in their daily life in this regard students with disability share an experience (IbrahimA., 2012). Successful inclusive education enables students with hearing impairment part of a classroom and makes them active learners. It is benefits also related to academic, personal, social and communication language skills (Asiif, 2008).

Inclusion Education in class have shown stronger academic result and increased their performance as result of interaction with an higher achiever they never feel excluded from their peers (Antia, S. D., Jones, P. B., Reed, S., & Kreimeyer K. H., 2009). This way they enhance their acceptance in the school community in this way they develop feeling of self-esteem. Special need educator in the inclusive class made adaptation to the environment surrounding them. The benefit of inclusive education extends also for teachers in order to effective and efficient delivery of the lesson for diverse groups as well achieve deaf students academic and social integrations (Stinson, 1999). Teachers make satisfactory arrangements of academic and social life using different teaching strategies and techniques to new topic and concept in easy way for deaf. This way the hearing students can also benefited from this opportunity for better understanding. Inclusive education creates equal partnership to offer suitable education within the regular classroom for deaf children (Adoyo P, 2007). Thus, both classroom teacher and teacher of the deaf can develop collaboration or team working sprite, this develops students' expectations on their abilities level rather than considering their differences (Asiif, 2008). Students learn how to communicate and work their peers as well develop problem solving skills from successful inclusive classroom. In this way the classroom

develops deaf culture. This could promote to be more open to the challenge and overcome it in their class, this way they enhance experience how to deal with challenge they could face (El-Zraigat, 2012).

2.5. Brief History of Special Education in Ethiopia

In Ethiopia before modern secular education traditionally education transferred through religious institution such as church and mosques that had been accessible for visual and physical impairment before 1917. Blind persons have good opportunity than any other in traditional church education. However due to lack of awareness and attitudes for other disability groups where oppressed and mistreated (MOE, 2011).

Missionary organization had tendency to establish schools including special education for in need students. In Ethiopia around 1917 the special school for deaf, blind and students with intellectual disability was first started in Dambi Dollo (Dagne, 2001). Then Mekanisa special school for the deaf was established by American church of Missionaries in 1963, the other Deaf school Alpha was established in Addis Ababa in 1967 by American Emanuel Baptist Mission, in 1981, Hosaina special boarding school for the deaf was established by the Ethiopian Evangelical church of Mekane Yesus which deliver primary Education from grade 1-8, regarding the high school Entoto vocational and technical special secondary school was the prime school for the students with a hearing impaired in 1986, this is an African outreach of the missionaries in addition with gospel of life. Prior to the Entoto School there is no secondary school for deaf and hearing impaired students (Alemayehu T. , 2000).

In 1974 after the downfall of the monarchy, the ministry of Education of Ethiopia show progressive trend to special education program in 1976, it officially recognized and gave attention to the program in the country. Before 1990 there was no formal organizational teacher training center for special needs in the country. It is World Bank and world health organization jointly provided short term training and workshop to prepare teachers for the special need class. Though such a support from the donor is essential in attracting attention of the government however it is not sufficient till the government integrate into the FDRE Education and Vocational training policy of 1994 (MOE(i), 2015).

1993 the preliminary structured six month training for the bachelor’s degree and master graduates was given in Adama. This enhances practice of integration of special need in school environment more than earlier experiences. Two years after 1995 the first special need teachers education center was inaugurated in Sabata and offer ten-month training for the special need teachers particularly blind. It is this Sabata School which promoted the development of inclusive education program in the country. Then after, other colleges and university followed that path in the subsequent years. Government teachers training institute gave special need course but there were no deaf people trained as teacher indeed trained teachers by themselves are not qualified teachers to teach deaf specially those hearing teachers lack sign language proficiency thus they rely on oral use of their spoken language (Tilahun, 2002).

In the year 2008 totally there are around 101 schools for deaf, out of this 5 special and 3 boarding school and 93 special classes in regular schools there are 6 boarding school from 49 schools for visual impaired. Similarly there were 31 special classes for the students with intellectual disabilities and 1 boarding School for children with autism (MOE(i), 2015).

2.6. Current Situation of SNE in Ethiopia

From the year 2004/5- 20012/13 the net enrolment of inclusive education in has been in increase by 68.5 to 85.7 % in Ethiopia. In the year 2016 the government set a plan of 75% of children with special need will attend the class however actually 4% of the students were appearing the school (MOE(ii), 2017).

Table 1 Students with Disability, Attending School in 2011 E.C.(2018/19)Academic Year)

	Pre-primary		Primary Schools		Secondary Schools (grades 9-12)	
	M	F	M	F	M	F
Students with Disability	9,081	6,863	178,535	137,736	21,545	15,923
Total	15,944		316,271		37,468	

Source: Education Statistics Annual Abstract, 2011 E.C. (2018/19)

2.7. International Convention on the Rights of Persons with Disabilities

UN convention on right of children guaranteed universal Education for the entire child without any discrimination on the ground and stipulated the right of children with disability to education with no discrimination or exclusion. UNCRPD paragraph 2 of article 24 stated that state members shall ensure non exclusion of persons with disability from the general Education system on the basis of disability which is free and compulsory primary and secondary. State parties to ensure the right of person with disability to a free, inclusive, quality primary education and reasonable accommodation students with disabilities requirement and effect support. Vis-à-vis the provision of specific impairment in paragraph 3 article 24 of UNCRPD a person who are blind, deaf or deaf blind is delivered in most appropriate languages and modes and means of communication for individuals, in environment which maximize academic and social development they have the chance to learn sign language and have their linguistic identity promotion. Paragraph 4 article 24 clarify that state parties had responsibility to train professionals and use of augmentative or other alternative modes, format of communication, education technique and material support for people with disabilities who are trained in sign language, brail, train professional and staff who work at all levels of education (UN, 2006).

The Salamanca statement reaffirms concern on special needs education, the right of every one to education and educational institution should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic and other condition and provision of support service is paramount importance for access and success in education for all (Framework, 1994)

The objectives of Salamanca statement is to reconstruct the provision of education for students with disability and expand learning opportunity to marginalized groups who had little or no chance of learning historically (UNCRPD, 2006). The statement outlined the social benefits associated with inclusive education include increased acceptance, appreciation, improved communication skills, enhance moral standard and develop self-esteem (Schirmer, 2001).

2.8. Ethiopian Constitutional Frame work on Education of persons with Disability

In December 1991 Ethiopia accepted right international conviction on rights of children, Ethiopia ratified 1948 Universal declaration of human right, 1989 child right, 1993 standard rule ,1994 Salamanca framework on inclusive education and 2006 conviction on right of peoples with disability in provision of rehabilitation service, improved access to education and social services in the inclusive setting.

FFDRE education and vocational training policy had given emphasis to the provision of education for both handicapped and gifted in their prospective potentials and needs. Considering special education and training were believed as it could be provided for special needs. The provision of basic education for all regardless of types and level of disability of the special needs, the provision of basic education implies provision of necessary resources for education for all children weather students with disability or not (Alemayehu T. , 2019). Ethiopian Ministry of Education adopted its strategies of special need education in 2006 to help ensure access and quality education for marginalized students specially children with disability (UNESCO(i), 2007).

FDRE constitution article 41 and 91 stipulated that state is responsible for the provision of necessary backup and rehabilitation service for the people with disability. Furthermore Education and training policy purposely drew the principle of special need education as the essential for all children indeed for persons with disability to learn in their full potentials.

In this regard the Ethiopian 1994 Education and training policy of explicitly devised quality primary Education as their right to assure development it intended provision of quality primary Education for all regardless of any discrimination (MoE, 1994). It lay its foundation on FDRE constitution article 45/5 which bear state parties as the responsible to ensure persons right of persons with disability to have access to primary, secondary and tertiary inclusive education (Constitution, 1995) According to Alemayehu it is Education Sector development (ESDP) III which sufficiently consider issues of special need students. He further asserted that ESDP V and Growth and transformation plan diversified the concern for various needs and disability types though the implementation follow up is below the required level, MoE,2005 and ESDPIV cited in (Alemayehu T. , 2019).

2.9. Factors Influencing Academic Performance of Deaf Students

Hearing ability is crucial for the teaching and learning process through communication, speech and language development. Hearing impairment or Deafness affect hearing response, leads to delayed response in development of speech this leads to learning problem and active participation (Asiif, 2008) the impact ranges to hamper cognitive development of the learners (Qi, S and Mitchell R.E., 2011) . In the absence of sign language it delays poor reading achievement, difficulties in understanding people's motivations and actions. Delayed language development of deaf children, hitches in making discussion on academic issues. This adversely affects their learning and final academic performance of deaf students lags below in relation to others (Asiif, 2008). According to hear it in German students with hearing difficulties had lower grade point average than their school mates especially in math ,language, physical education, in England hearing impaired national average falls behind 32.9% in relation to 57.1%. In Northern Ireland hearing impaired children falls 25% behind their peers national achievement and social integration are not satisfactory too (Hearit, 2017), (Shield, 2006).

2.10. Perceptions towards Deaf Learners

2.10.1. Students Perception

Student's perception had both pros and cons in other learner's life; it may lead for both success and failure. The way students' view their peers had a profound impact in the students life, effective communication enables listening and respond accordingly as well teachers better understanding. Some students negative attitude may develop lack of interest in that class, as well teachers if not listened that can be expressed by reflection it may view the students in negative dimension which may affect teachers judgment about deaf students (Pwokah, 2016).

Environment in which the school set up could lead the pupils with hearing impairment to react hostile to the idea of inclusion as well behavioral outcome of the students. Adaptation to the situations, assumption of deafness as well loss of self-esteem may develop in this way. This overall scheme may affect both the stake holder of hearing and non-hearing students (Eileen Winter and Paul O'Raw, 2010).

The problem is similar in Ethiopia where successful inclusive education is not far beyond assumption till now, negative attitude exist still, and poor myth and other hamper perceptual factor affect student's achievement (RuthM., 2009).

2.10.2. Teachers' Negative and Positive Perceptions

Fundamental teacher attitudinal shift towards their students will affect students' academic profound this will result in effect either positively or negatively on students' academic performance (Aseery, 2016). Wubshet asserted that precondition for improving disabled students (hearing impaired) academic performance in inclusive setting ought to set in teachers mind through curriculum adaptation as well teachers training which had tremendous impact on school environment (Wubshet, 2014).

Teacher's attitude, belief and perception plays a crucial role in achievement of inclusive education for disabled students in mainstream classrooms Aseery, identified three major variables that influenced teachers' attitudes toward inclusion.

First regular teachers', concerns about the academic success of students with disabilities in general classroom. Second, teachers concern about the lack of administrative support or availability of supportive services. Third, concerns about the teachers' ability, skills, training, and experience that are essential to teach students with special educational needs (Aseery, 2016, p. 4).

In Ethiopia attitude of the teachers reveal mixed sentiment and uncertainty towards the idea of inclusion. Though teachers seems as they hold positive attitude towards the notion of at the inclusion implementation level the problem of teachers attitude lacks uniformity and amalgamation of both positive and negative attitude is affecting students' performance. Participation in the class is highly oriented to the teacher's inclination, poor teachers attitude are the major challenges of the inclusive education (Gezahegne Beyene and Yinebeb Tizazu, 2010).

There are some teachers who recommend deaf students to stay at home instead of coming to school assuming them as in capable as well denying their right to learn in addition there in regular class teachers forgot goal of deaf interest of deaf student to join university another higher education (Arkato, 2016).

It was wastage of time for deaf students to attend the class in integrated arrangement and an effort to assist deaf students was also mentioned as additional burden (Tirussew, 2005, p. 4)

In this way the students develop hostility, anxiety or calmness this would affect practice of teaching in classroom. Teachers who lack experience in teaching, had low efficiency of the profession, lacks open mindedness and as well less cooperative teachers. Indeed teachers with little knowledge of working with disabled students, less trained teachers were not interested to work with students with disability especially with deaf (Blacki, 2010), (Tirussew, 2005).

Teachers intentional and unconscious had negative attitude towards teaching students with disability in mainstream classroom this could adversely affect students learning experiences. For example, deaf students interviewed in Taddese and Dawit about teacher perception stated below:

Many teachers know I have language problem and have already perceived that as a result, my participation is low. They do not think I could progress like other students. They doubt the fact that less attention is paid to deaf students by different stakeholders (Tadesse Tedla and Dawit Negasa, 2019, p. 178).

According to schiemer teacher's low perception arise from their commitment and will to invest resource and share time. Teachers are not willing to spend more time than mandatory and necessary however teaching students with disability require close inquiry in their everyday life ,which the teachers are not willing to do so (Schirmer, 2001).

Hearing teachers may not fully buildup deep in deaf culture which may develop attitudes and perception towards deaf scarcely (Jubran, 2015).

Mainstream teachers having negative attitudes toward inclusion are conservatives in their teaching and learning style, assessment and evaluation strategies. Reveal unwillingness to sustain communication with families and make their involvement motionless in the instructive progress (Vermeulen, J. A., Denessen, E., Knoors, H., 2012).

Generally perceptions and attitudes of teachers require evolutionary steps through training, adopt curriculum, material provision and financial support (Wubshet, 2014). School location are responsible for providing instructional needs and quick response (Mann, 2016).

Positive teacher's attitude and belief to inclusion could influence the educational outcome of children with special educational needs (Wubshet, 2014). It is influential in policies designing and enhancing skills of the other stakeholders such as administrations to get attention of inclusive education (Blacki, 2010). They provide educational reform input to the concerned organs. Teachers' knowledge willingness and attitudes, concerning inclusive education had a crucial role in scaffolding students with special needs in regular classes. Teachers' positive opinions of inclusive education had more confidence in their ability to back up students in inclusive classes, and to adapt classroom materials and procedures to accommodate their needs (Abebe, 2014). Instructors who were aware and cooperative with communication needs of deaf students could facilitate their education access, success and took positive steps towards the inclusive education intense result (Aseery, 2016). Teachers positive attitude leads to developing innovative and inclusive practice, when teachers engage with idea of lesson delivery means modification as to engage all the students in the regular classes, they also provide awareness information to hearing and hearing impaired students in order to improve the concepts (Magongwa., 2008).

2.11. Practice of Inclusive Education

There are a various areas pro inclusion adapting education for learners with disabilities such as in relation to builds up of self-image, social interaction, communication and identification of need for tuition in the class (EADSNE, 2004). Smooth learning environment and comfortable classroom as well enthusiasm, democratic engagement promote responsibility to properly participate. In order to bring good practice of inclusive education for hearing impaired factors such as class size and setting, communication, co-teaching, inclusive pedagogy, peer-peer teaching method and coordination of teacher to parents robust in teaching and learning practice and perception (Asiif, 2008)

2.11.1. Communication

Communication and individualized coaching is predominant in inclusive instruction with deaf students, focus to deaf culture could improve their instruction with deaf. The communication barriers between various stakeholders are among the implementation level communication encounters for deaf students.

The communication between the teachers, interpreters and deaf students is not satisfactory to induce efficient understanding of the subject matter. The number of sign words to teach the regular curriculum, the level of training of interpreters to carry out their job, the teachers' awareness about the problems and their attempt to mediate were not successful to the level expected. Results to the lowest marks in their study of various subjects, compared to hearing students of the same class (Alemayehu T. , 2016, p. 103).

Daily interaction with hearing peers boosts communication skills of hearing impaired and deaf learners as regular class offer more prospects for learning skills through interface with hearing students. The development communication skills and academic performance of a deaf student positively, develop self-esteem and eliminate the spirits of exclusion. These enables well understanding of subject matter, and improve academic performance (Asiif, 2008).

2.11.2. Co-teaching

Co Teaching permits more contact and provide teachers more opportunity to know learning style and needs of students as well create chances for students to get more relaxed and flexible atmosphere (WellerD., 2000). Co-teaching According to EADSNE influence teaching and learning community in the following six theme ; Teachers contribute a lot for the success or failure of co-teaching their school wide commitment to inclusive education had significant impact. Teachers assumed that both teachers and students benefited from co-teaching. They assume they could learn a lot from each other, the teachers' flexible engagement is believed to be very vital. The process of inclusion ought to democratic and willing based no one could be forced in to co-teaching or inclusion. , teachers access themselves for the co teaching partnership altering its status, Teachers were not always equal partners as they are giant actor in the process performing clerical duties, its implementation involves overcoming deep root in community perception administrative hindrances (EADSNE, 2004).

2.11.3. Inclusive Pedagogy

Instructional technology and teacher's methodology as well associated with learners affect their behavior towards their academic outcome. Inclusive education inclined pedagogy is desirable for teaching inclusive class however methods worked for one student may not work for another student. The strategies and techniques used by a class teacher to upgrade the

interaction among the students may not work for all deaf students. Thus teachers of deaf must acquainted with diversity of techniques to overcome individual characteristics hindrance to provide suitable support and instructions to deaf and hard of hearing students to enable them to function effectively in regular classrooms (Antia, S. & Stinson M. , 1999)

2.11.4. Class Size and Setting

Class size is impact the interface patterns of a deaf student in regular settings which means small group of students, teachers can easily know, understand its learning need and style of each. Thus it is logical to accept small size class would preferable for a deaf or hard of hearing student participation in activities and discussions (Asiif, 2008). Disable students may need someone with special skills and taught alone or as part of a smaller group (EADSNE, 2004). Making necessary changes in classroom settings had paramount impact on education of deaf students in regular (Asiif, 2008).

2.11.5. Peer Tutoring

Peer tutoring is increasingly attracting students in the mainstream education it improve quality of education they receive in the class, it also enhance cooperation between learners, and it also enhance test scores. It is child friendly teaching and learning methodologies it has an essential advantages for the students with disabilities as well students with hearing impairment (Catherine Howgego, Susie Miles & Juliette MyerInclusive, 2014).

2.11.6. Teachers and Parent Relation

Collaboration among teachers and parents of students is one of the robust shareholders influencing the process of understanding the learner's interest or needs, capabilities and disabilities (Ekandjo, 2018). In addition, The Pennsylvania Department of Education training and guidance in five major areas: collaboration and teamwork , curriculum based assessment, instructional techniques and variations, student motivation and learning strategies communication between teachers and parents result on improving achievements of the learners with disability positively (EADSNE, 2004).

2.12. Challenges of Inclusive Education

Numerous children having special need did not have access to education. The Rehabilitation council of India estimates 30 million children with special needs are in need of education (Draft National Policy on Special Education, 2002). Regular schools having inclusive orientation face many barriers and challenges. Some of this challenges include, lack of awareness, positive attitude and sensitivity on the part of teachers, classmates, parents and community as a result these children experience discrimination and stereotyping. Lack of trained teachers: Teachers lack competence and will to modify methodology as per the need of children with special needs and other children. In large class there are normally 60 to 70 students in a class which makes individualized attention very difficult and teachers find it all the more difficult is child-centered and relevant Curriculum. The curriculum lacks flexibility and does not provide choice to those children. The teaching learning material is also not appropriate for children with and without special need. Lack of proper infrastructure, Lack of participatory activities children with special need require such learning environment in which they can learn by participating in small groups (DNPOI, (2012).

2.13 Theoretical Frame Work of the Study

2.13.1 Vigotisky Theory

Vygotsky theory discovers the participation and interaction of students with disability factors in general education classes. This theory admitted that social interactions lead to cognitive developments specifically collaborations and interaction with more capable peers is an effective means of enhancing skills and strategies accordingly learning environment had an enormous influence on learning and development. Vygotsky acknowledges that in the particular setting or Zone of proximal development teachers are the huge share holder and responsible for inclusively designing instruction for multicultural educational stakes as well manage over all path of the educational practical operations. Accordingly it is essential to guide students through the tasks associated with learning. It is important to closely observe how d/Deaf and hard of hearing students participate and interact with their hearing peers in the school setting as well how teachers instruction and communication impact on the participation and students interpersonal skills (Vygotsky, 1987)

Chapter Three

Methodology

Introduction

This chapter precisely describes the design employed, target population, sampling size and techniques, instruments and procedures of data collection and analysis as well as ethical considerations to answer the basic research questions.

3.1. Research Design and Approaches

Case study research design was employed to assess perception and practices of inclusive education at Minilik II primary school. Case study is an ideal research design for this study as it can provide essential insight into the situations and in-depth understanding of the concept in a target area. It enables the researcher to find accurate information and enables smooth sailing of the research process. It logically connects research question to the whole process of the inquiry and conclusion.

Qualitative approach was the main approach of data collection and presentation in this investigation. As it is an ideal means of data collection and presentation for such a designed social science inquiry. However, for certain numeric data quantitative explanation of data were not fully ignored in this study.

3.2. Target population of the Study

This study targeted teachers, students both (deaf and hearing), interpreter, principal and other stakeholders in Minilik II primary school. In the school there were 97 teachers (52 female and 45 male) and 681 (394 females and 287 males) students. Also there were two (one female and one male) sign language interpreters and four (two female and two male) directors.

The school adopted inclusive education in the school system. This work only scrutinizes the circumstance of inclusive education in grades six, seven, and eight since a high number of students and challenges in the school lies in those grades as informed from the school. There are 21 students attending inclusive education in grade six, seven, and eight. As well as 13

teachers teaching in these grade levels of Menilik II primary school. Grade four students were not included in these as they left inclusive class.

The following data presented in the table 1 indicated that total target population of the study.

Table 2. Target Population of the Study

	Gender		Deaf	Hearing	Total
	Male	Female			
Teachers	6	7	5	8	13
Grade 4 students	2	8	10	-	10
Grade 6 students	1	6	5	2	7
Grade 7 students	5	2	5	2	7
Grade 8 students	2	5	4	3	7
Sign language interpreter	1	1	-	2	2
Principals	2	2	-	4	4

Totally, there are 31 students (25 deaf and 6 hearing students) in school grade (four, six, seven and eight) in inclusive classes. And out of this number (15 deaf and 6 hearing students) are the target population in this study since grade four students were not included in the study because the class was not include hearing students. Thus 21 students are the target students in the study from the mentioned classes.

3.4. Sampling Techniques and Size

Purposive sampling technique was employed in this study. The individuals selected in this study were those who have detail information of the implementation. They are directly located in the target area learning in the situation and well aware of perception and practice affecting inclusive education in Menilik II primary school. The sample for this study are classified into deaf and hearing for all participants.

Table 3 Sample respondent of the study

	Respondents		Total	Selected respondents		Total
	Deaf	Hearing		Deaf	Hearing	
Teachers	5	8	13	2	3	5
Grade 6 students	5	2	7	1	1	2
Grade 7 students	5	2	7	1	1	2
Grade 8 students	4	3	7	1	1	2
Sign-language interpreters	-	2	2		1	1
Principals		4	4		1	1
						13

Three hearing and three deaf students in each class and one sign language interpreter were selected purposively from inclusive classes. Two deaf and three hearing teachers were also selected from the same target in a similar manner. One principal is selected out of four for its close observation of inclusive education phenomenon informed from students and teachers .

3.5. Methods of Data Collection

In this study, the data were collected from primary and secondary source of data collection using two instrumental tools of interview and observation (participatory and non participatory) intentionally observing the situation while non participatory observation was conducted unintentionally observing the situation during the field work for data primary source data. Data from secondary sources were collected from journal articles ,book, reports of the institution and scholars stipulated in the form of document analysis.

3.5.1. Interview

Interview was the main data collection instruments in this study. It was utilized to assess perception of teacher, sign language interpreter, principal , deaf and hearing students towards inclusive education in Menilik II primary school. it designed for each group of respondent in a suitable way for the respondents to reflect, explore their perception towards inclusive education. The study used Semi-structured Interview style in order to address key themes of the study topic. In addition, it helps to allow flexibility for the researcher to reply to the answers of the interviewees. The interview questions comprises open ended questions. In

order to enable respondents provide clarification on challenges of inclusive education, perception of participants toward inclusive educations and their practice.

3.5.2. Observation

Observation is the other instrument of data collection employed through participatory and non participatory observation in this work. Participant observation method was the key for collecting crucial information for practice of inclusive education in the target school through informal communication with stakeholders of the research, direct observation, participation in deaf culture and evaluate deaf students' notes. Participant observation was conducted to obtain more detailed and accurate information on inclusive education practice and explore additional information on the subject of investigation. During the field work observation the researcher took notes in phenomenon observed then it narrate data observed from field. However non participant observation while unintentionally observing deaf students in the school as well their class situation had also added insight in this work.

3.6. Data collection procedure

Procedure of data collection is linked with requesting for permission of the administration through the formal letter guaranteed from Addis Ababa university. Then deliberately contacts were made in the target site. Then documented data of principals, deaf and hearing teachers, sign language interpreters, hearing and deaf students as well those participants' were selected by purposive sampling. Then judiciously respondents were screened to administer the interviews for hearing teachers, students and sign language interpreter. Then the investigator arranged a free time interview at lunch time. Interviews were conducted in 7:00 -7:45 AM in the arranged class for teachers, students and sign language interpreter. Principal interview was conducted in his own office for 40 minutes.

During the interview time the researcher explained the objectives of the study in Amharic language and/or sign language for all participants except the principal, requested all participant permission to video and/or audio records. Hence, the researcher, who can sign language and teach inclusive education in study school, was explained and ask each idea of interview item for deaf students and teachers in sign language in an understandable manner then the answers were recorded in both video and note.

To assess practice of inclusive education in each class two periods totally six periods observation was conducted for 20 to 25 minutes in each period the memo notes and context observation were used as an insight input for this research.

3.7. Data Analysis

Data collected from various sources were processed and analyzed in a coherent format. This data from the field work were described in explanatory narratives such as classifying nature of the response, identifying central tendency, describing factors influence the situations, challenges they view in their response and categorizing observed phenomenon into their respective sort of data, and other qualitative information were described in narration. This data obtained from interview respondents, teachers, students, sign language interpreter, and principals and observation were interpreted and analyzed in text format. This categorization was conducted repeatedly listening the recorded audio/video of their responses.

The seven steps approach of data analysis noted down by Colaizzi as follows:

- Listened several times recorded interviews audio/video then write down
- Unrelated and unnecessary redundancy data were reduced
- Formulated significant statements from the interviews
- Significant meanings are collected into developing themes
- Important participant experiences description are put using exact quotes
- The findings results are put into short and clear statements
- The research participants were asked to validate the findings.

These seven processes were employed to analyze the interview data throughout the study (Colaizzi 1987 cited in (WellerD., 2000).

Narration of participants' views were taken as the main qualitative data analysis. Besides of this, the participants' actual statements from interview were reported as quotes and participants' own language and Sign language translation into the English.

3.8. Trustworthiness and Authenticity

Trustworthiness and Authenticity is common to test validity and reliability in qualitative research. Qualitative study can establish honesty and genuineness by addressing the credibility, transferability, dependability and conformability this demonstrates the

trustworthiness and authenticity of this research. Interview items were defined clearly for the participants by their language. The researcher followed a similar manner to the study interview in order to verify the accuracy of the result. Lastly, similar interview questions were asked twice for the same group of participants in order to vary the reliability result.

Data were triangulated to test validity and reliability, the researcher cross-checked responses of different respondents as well as earlier and recent responses to test trustworthiness and authenticity.

3.9. Ethical Consideration of the Research

Ethical approval of the research was obtained from the ethical review of College of Education and Behavioral Studies. The researcher got a support letter from the Special Need Education Department of Addis Ababa University in order to get permission from the target area and population of the study. In this regard, the investigator acted in a professional manner, thus avoiding bias towards the subject or individuals.

The study confirmed confidentiality of the response, ensuring reliability and validity of the findings by cross-checking each response. Overall, the research process was conducted with civility; communications took place in a polite manner, guaranteeing security and permission of the respondents and school. Finally, the researcher requested their permission to tape-record the interviews; hence, all interviews were recorded by the will of respondents. Thus, all the information is promised to be used for academic and knowledge construction purposes.

Chapter Four

Result and Discussion

Introduction

This chapter presents, organizes and analyzes the results about school community perception towards inclusive education and its practice in the school. It also the results and discussion of those findings.

4.1. Results of the Study

4.1.1. Background of the Participants

The interview was conducted among the school community of Menilik II primary school thus 13 interviewees comprising school administrator, teachers, sign language interpreter and students enrolled in inclusive education from data grade six to eight. Accordingly five teachers (two deaf and three hearing), six students (three deaf and three hearing), one sign language interpreter and one school principal were included. Student participants were those enrolled in grade six to eight aged 12 to 16 years, Teacher participant age ranged between 30 to 59 years with experience range of six to 35 years. Perception and practices of respondents toward inclusive education have been analyzed from interview and observation. In addition, each section of the themes describes the participant views and their words quoted.

4.1.2. Perception of Teachers', Principal's, Sign language Interpreter and Students' Towards Inclusive Education

4.1.2.1. Teachers' Perception

Teacher's response reveals perceptions of teachers toward IE were blameless for teaching and learning process between teachers and students though they never deny the situation in their school lacks fertile operational foundations. Along with the data of the interview, all teachers responded that the philosophy of inclusive education is very important for both deaf and hearing students. Special need teachers argued that inclusive education helps to spread sign language communication to the school community. One special need teacher described his view as follow:-

“Inclusive education is important to reduce social and academic barrier of deaf students through sign language communication as well as it helps to create responsibility for school community and society.”

Teacher’s perception is crucial point in inclusive education for deaf students because it enhance development of sign language among hearing and deaf community in the school that benefits students to progress their social life easily.

On the other hand there are other teachers who perceive the idea of inclusive education negatively. For instance, two SNE teachers said that they were assigned in integrated class by principals and Addis Ababa educational office because of their sign language skill who understand deaf students rather than general teachers. This perception is disclosed as follow:

“I got my degree in special need education but I have been teaching English subject without my profession. In addition, many of my colleagues have been teaching integrated class without their profession.”

These respondents viewed the perception of inclusive education in their school as nominal function. It accordingly exists for symbolic political consumption though its implantation lacks details of professional operation misdeed.

In contrary to the SNE teacher’s response quoted above, the school principal argue that teachers are assigned by their interest rather than coerced by school leaders and Addis Ababa educational bureau. According to the principal perceptions. Even, though the school is facing material scarcity, inclusive education is well operating in Minilik II primary school bearing necessary fruit for the stakeholders in that primary school and is doing for the betterment of human capital. In other word the sign language interpreter perceive the practice of inclusive education in their school as positive starting though he deny that the inclusive education in the school is bearing fruit as it intended.

The data from the principals, teachers and sign language interpreter indicates that all the stake holders perceive the concept of inclusive education as a holly idea its operation in the Menilik II primary school faced some practical drawbacks.

4.1.2.2 Principals’ Perception

In principal opinion inclusive education had advantage for both hearing and deaf students, hearing students to obtain opportunity to learn sign language, deaf culture, and socialization. Moreover Deaf students can learn hearing culture, cultivated socialization skill and

competition. Principal defines IE as a system that welcome a diverse students in a regular or mainstream class regardless of ethnicity, religion, color, gender and disability. It provides equal access to education fulfilling the need of disability in parallel with others.

The school principal further explain this do not mean that IE provide fair and equity benefit for all student (deaf and Hearing) as quoted in the below manner:

“In integrated class, when hearing students overshadowed by deaf student, teachers do not address hearing students’ educational needs. Simultaneously when deaf student overshadowed by hearing students, they do not get fair educational need like hearing students.”

In view of the respondent principal IE have limitation to address equity and fair educational need of both hearing and deaf students at the same time though it never exclude disabled students from their able peers. In principals statements hearing students are overshadowed by deaf students then teachers do not address hearing students’ educational needs like regular class. During field work each integrated class intentionally observed encompasses more deaf students than hearing students.

The principal perception revile between ratio of deaf and hearing students. Hearing students in the class are few so it may overwhelm by the majority deaf students?

4.1.2.3 Students’ Perception

The student’s perception comparatively explains perception of both hearing and deaf students in integrated classes of inclusive education in Menilik II primary school.

4.1.2.3.1 Deaf Students Perception

Deaf students perceive that learning in integrated class has benefits for both deaf and hearing student. The benefits for hearing students, include learning sign language which enables them easily communicate with deaf students, maintains multicultural setting in the school and class, develops habit of living with deaf, they also helps them to fill instructional communication gap or misunderstanding between deaf and teachers. In this way they can advance experience of voluntarism and discharging responsibility. Hearing students assist deaf students during and after the lecture incase deaf students missed important points.

Likewise deaf students entirely induce that inclusive education could enhance their social interaction and spread sign language among school community, ensure equal access of

education for deaf and improve their academic performance. Hearing students assist deaf students during and after the lecture in case deaf students missed important points.

Totally all deaf students participated in this work their perception understood during interview is positive; they argue inclusive education has advantage for both hearing and deaf community in the school when investigated from various dimensions.

4.1.2.3.2. Hearing Students Perception

Perception of hearing students during interview was different from that of deaf students. They respond in a different ways in that they wholly perceive the advantage of inclusive education is learning sign language. Along this, students of Grade six and eight are pleased and prefer learning with deaf students as they love their peers. Two of the hearing students explain learning in inclusive class is more beneficial for deaf than hearing students since deaf students got assist and support from hearing students as well exchange experience. For instance, grade seven students said

“I am happy to learn with deaf students as it gives me the opportunity to be acquainted with helping others as we usually offer our support to deaf student.”

Other hearing students, who are grade six, perceive IE in other dimension reflected as follow;

“Inclusive education is important because I get food (biscuit), deaf students are disciplined, the class size is small, there is no bad smell, the class is very clean, and deaf students neither disturb nor beat me.”

In other word contradictory to above views, grade seven hearing student wants and preferred learning with regular class as it enables her to make discussion with numerous students. As data collected from the students entails that most hearing and deaf students have positive perception toward IE.

In this section majority of the hearing students positively viewed the inclusive education in their school though they totally agreed they benefited from learning sign language, they all drawn in a perception of serving the vulnerable not in a sense of equally benefited from the inclusive education system except grade six student who observed from the dimension of being beneficiary of biscuit, disciplined small size class....

4.1.3 Challenges of Teachers’ and Students’ Towards IE

Regarding challenges on perception toward IE, teachers and students, different issues were raised. Among these challenges the major ones are summarized as follows;

4.1.3.1 Challenges of Teachers towards Inclusive Education

The challenges asked for two SNE teachers said they are assigned out of their professional training. They teach other subjects instead of their professional serving special need. They are assigned to the general education for integrated class. Different challenges of SNE teachers responded during interview;

‘I got my degree in special need education but I have been teaching English subject without my profession. In addition, many of my colleagues have been teaching integrated class without their profession.’

One of SNE teacher indicated that she explained;

‘I had taught in special class for past nineteen years, as self-contained teacher currently I teach English and mathematics for grade six and seven in inclusive setting. Though I’m not qualified for I did it instead of disobeying administration command.’

She further argued that teaching untrained subject matter is require much preparation and time than our professional work, it demand review and assistance from general education teacher. We are in frequent request of assistance from general teachers. However, general education teachers assume this as voluntary assistance rather than their responsibility to be discharged. They may view our daily request as lack of knowledge, confidence thus they try to undermine us. This challenged the department members of special need education professionals assigned out of their profession mostly.

All SNE teachers (hearing) claimed that they deliver their lesson in two languages (Amharic or English and Ethiopian sign language) for deaf and hearing in inclusive class. The reason they mentioned for using two languages as follows:

Because of the language it is not well developed and their poor sign language skill, hearing students may not understand what we say in Ethiopian sign language. Therefore, we explain daily topic by spoken language for hearing students while deaf had the same need with Ethiopian sign language which is their first language.

Based on the SNE teachers statement that teaching in inclusive classes enquires more energy and time for preparation, lesson delivery and meet educational need for all students.

A deaf teacher added his view by stating that the way inclusive education implemented in the school by itself is in negation to the intended idea of inclusive education, specifically the class location as it is far from the regular classes it excluded students in inclusive classes. This creates hindrance to practices of inclusive education. The other implementation misdeed as the deaf teacher explained, the school brought few hearing students from a regular classes in to the special classes while the inclusive education advice locating students with special needs in to regular classes. Which is against the aim of inclusive education? This may lead to difficulties to spread sign language in the school environment. The problem is deep for deaf students; they cannot enhance their social life as expected.

The interview with general education teacher about challenges on perception to IE explained as:

I'm general teacher bachelor degree graduated from university; I do not have sign language skill. Some time I feel sign language interpreter has missed the important message to be delivered from the facial expression of the students, but nothing I can do with these challenge of teaching deaf students.

As indicated in the aforementioned reflections, the practice of Inclusive Education in Menilik II primary school challenged and unfair way, they are forced to function out of their professions, sometimes may lead to confusion in teaching.

Most SNE teachers and SL interpreter believed that their duty is assisting general teacher rather than teaching deaf and hearing integrated students since the school had scarcity of general teachers for integrated class they become a teacher for integrated class without profession.

4.1.3.2 Challenges of Students towards Inclusive Education

Some hearing students face additional burden to support and assist deaf students in the class. In grade eight, For instance hearing students from the grade eight responded the following for my question to challenges in the class;

“Some of our teachers are not qualified in SL skill. When sign language interpreter is absent, my teacher asks me to interpret the lesson. Therefore, I am too exhausted and miss lesson of the day”

Interview result of the hearing students especially those who have deaf teachers complain in language subject, developing basic language skills of listening, speaking and reading skills become problematic from deaf teacher. Grade eight hearing student said that

“When I compare myself with regular students in language (Amharic and English) skill, I do not cop up with regular class students. Our teacher does not hear us; he got challenges of guiding our communication. This may make not to develop language skills well as students in regular class”

Grade six students viewed that they omit music course in integrated class, music course is not given to integrated class since most of that grade students are deaf, and the hearing students in these grades are forced to miss music class which is their favorite subject. One of grade six hearing student explains the challenge in the following statements.

We grade six as well two hearing students in an integrated class paid scarification of learning music which is favorite subject for us. They omit music in an integrated class as most deaf students in our class do not hear we are sunk in them.

Grade six students have strong desire to learn music subject like regular class but they do not learn music course. Observations during field work endorse students statement there is no music subject teacher observed for an integrated class.

One of the hearing students in integrated class explained

“I feel we students in integrated classes are isolated from school community because they are not included in the mass regular hearing students. And also deaf and hearing integrated classes are isolated from other regular class of the school. Even if, some integrated students feel that they learn in different territories and they are not feeling good to interact with regular students.”

Students in the integrated classes argued that they feel isolated from regular classes in making communication and interaction in and out of the class. In the school the researcher observed that integrated classes are isolated form mainstream classes. Their contacts with regular students are limited and interactions between integrated and regular students are partial as seen on the field.

Principal describe in inclusive education special need education teachers and sign language interpreter are assigned from Addis Ababa Education Office to assist integrated class teachers in the school. Though there are no enough general teachers in the school. Consequently, the school administrators should solve the problems in the school thus it

assigned those special need professionals to teach integrated class though it is not their professions. They inform repeatedly to the concerned body but there is no solution to handle such types of problem in the school.

The principal argued that general education teachers have to train in degree level for grade five to eight inclusive education classes. He further debated that special need education focal person must be assigned in district level too. The challenge is finding a full-fledged teacher in a way it fits all students need is the administration challenge we are facing in school.

4.1.4 Implementation of Inclusive Education in the School

4.1.4.1 School Principals, Responses on Support to IE and Professional in the School

The school principal's facilitated different training collaborates with different governmental and non-governmental organization for parents, teachers and deaf and hearing students. Concerning the fulfillment of special educational needs of deaf students principal argued;

“As much as possible we tried to full fill to meet our students' special educational needs, by providing educational materials, sign language interpreter, create awareness about special needs education to the school communities, sign language skilled teachers but we do not full all necessities once, the problem will gradually be eliminated.”

Furthermore, in principals, statement inclusive education is a process so cannot meet all special educational needs of students overnight but the school started to fulfill basic educational materials and continue in its path hence it insure “education for all”.

The principal further explained that integrated class teachers and special need education experts are carrying out all the responsibilities to support deaf students and inclusive education practice in the school. In its argument the principal clarified to develop inclusive education in the school the school administration is doing various works: Creating wider range awareness about special need education among the school communities, Work with different NGOs and governmental bodies to give sign language training for school community and parents of deaf students', also give training under different topics like saving, gender, how to control peer pressure, and sports activities. Doing some activities supportively with different stakeholders to address teaching aids in school level and give sign language and awareness of deaf culture trainings for the school community.

One special need teacher explained he took some training although most contents of those trainings concerned on how to apply inclusive education and meet the basic educational needs of deaf students. In addition, the school administration prepared sufficient and comfortable classes for inclusive education.

Two SNE teachers argued the schools have no concerned and support to increase understanding of subject matters for SNE teachers to teach deaf and hearing students in inclusive classes. For instance, grade six an English teacher who is SNE professional suffers to teaching hearing and deaf inclusive classes. In her response she purported while principal substitute and support her to teach English subject for hearing and deaf inclusive class. In addition SL interpreter stated that he did not get any training on how to interpret different subject matters for deaf students. Further he testified that he simply interpret by his own effort though majority of the students cannot understand what explained. Intentional observation and informal communication with sub city and wereda supervisors evaluated inclusive classes two times throughout the year in the same manner with regular class.

As the above responses indicate there is insufficient training for all the department members. And only focused on mechanism and how to apply special need education though other practical challenges were ignored in the Menilik II primary School.

4.1.4.2 Teaching - Learning Practices and Challenges to Implement Inclusive Education

4.1.4.2.1 Inclusive pedagogy

The school donated teaching material for inclusive education from various government and NGOs like computers and other teaching aids. All SNE teachers plan different learning activities for learners based on their educational needs. Most SNE teachers and deaf teachers use supplementary teaching materials like visual teaching material, some reference book, text books and sometimes videos. The interviewed general teachers responded denying use of any supplementary teaching materials in the inclusive classes.

Notwithstanding, grade seven and eight deaf students said that text books does not considered deaf students situation for instance, the title of Amharic text books is “teaching Amharic language as a first language Grade seven deaf students argued that it doesn’t consider deaf students’ needs since the first language of deaf students is Ethiopian sign language. Similarly, two SNE teachers’ claims that all students text book were prepared and

considered only hearing students thus there is no text books prepared for the deaf students. SL interpreter response indicates that they suffer to convey subject messages interpretation because he is not provided any training on subject interpretation.

4.1.4.2.2 Group and Pair Work

Group work and pair work are the main strategies of teachers for teaching integrated classes. In investigators observation most class categorized in two groups and each group contain at least one hearing student and two up to three deaf students. All teachers and professionals use group and pair work for class work and assignment. As SNE teacher most deaf students did not understand the lecture, so the teachers try to repeat the lecture topic and hearing students were bored. Therefore most teachers use group and peer work in order to make clear the daily topic by hearing students review. In class observed most deaf students are passive participant in discussion and hearing students try to make clear the daily topic again for deaf students to participate in group discussion.

Consequently, most group and pair work take long time to be completed. According to researcher observation most deaf students from grade six up to eight are raise their hand to answer questions whether they understand the question or not. However, most of their answers were not relevant to the questions. Teachers mostly extend dead line to accomplish their class work tasks as well take part in the class. Most deaf students do not easily understand daily topic. Due to this, teachers use different techniques to meet their educational need like group work and visual teaching aids. At the end of the period most teachers give homework for students but most deaf students did not do their homework or they only copy the exercise questions on their exercise book. For instance, the researchers ask some informal question to deaf student and described as follow:

Researcher: why didn't you do your homework?

Deaf Student: No one support me

Researcher: why do not you do it by your own?

Deaf Student: I never understand all what teachers thought me and as well it is challenging to understand what I read from text.

Researcher: how do you prepare yourself for final exam?

Deaf students: Hearing friend and some teachers' reviews before the exam.

4.1.4.2.3. Communication

In Response, regarding to sign language communication in the school, the principal explained there is no sign language communication between regular teachers and deaf students. Even there is limited sign language communication among special needs department staff members (deaf teachers) and general education teachers comes from regular class to teach integrated class and deaf students. As one of deaf teacher explains to avoid problems which arises from communication barriers the school assigned two sign language interpreters however the problem still persists. Statements from various participants indicated some teachers are not qualified in sign language communications. Similarly, one SNE teacher and SL interpreter frankly accepted their SL skill is poor to deliver academic messages. Participant observation ensures that deaf students also had complained about hearing teacher's skill in sign language. As well as hearing students had complained on deaf teacher since they do not understand deaf teachers' sign language communication especially if the teacher is pre lingual deaf as ensured by observation and informal communication with the teacher itself.

School principal speech during interview revealed most deaf children come to school after the beginning of school age and without sign language skill. Due to this, they cannot pace equally with hearing students in their academic activity and this had negative impact on their academic performance and confidence. Regarding to communication barriers, one of the deaf teachers explained hearing students do not usually understand ideas of the topic because they do not have plentiful skill of sign language. He further argued hearing students mostly focus on oral education rather than sign language. In addition, according to SNE teacher description:

“ the way deaf students understand is defiantly differ from hearing students Due to this, deaf students do not understand some subjects examples as the result we must be prepared different examples based on their culture and understanding. Sometimes, it was difficult to come up with good examples for deaf students.”

On the other hand, all the interviewed hearing students argued that there is communication barrier with deaf teachers they are challenged to understand communication of the deaf teacher.

Most SNE teachers informed as they teach students in two languages (Amharic/English and Ethiopian sign language). First they explain the daily topic for hearing students in Amharic/English and next explain it in Ethiopian sign language for deaf students. The examiner had forwarded informal question to subject teachers why she first thought hearing students in Amharic/English? SNE teacher replied that in order to save time to repeat the topic for deaf students until they understand as well as hearing students could support deaf students. In participant observation, deaf students perform better in sport and art class than other subjects compared to hearing students because those subjects do not need much communication rather than demonstration.

General teachers use SL interpreter to teach students in grade seven and eight. During observation identified all general teachers cannot use SL. One general teacher explained when communication gap existed in the teaching- learning process between SL interpreter deaf students and general teachers, hearing students assist SL interpreter in translation of oral language to sign language explains content of the subject. The examiner observation reveals no one exactly represent SNE teachers to help deaf students in-case SL interpreter is absent. The data from informal communication with regular teachers all general teachers have no motivation to learn SL as they believe this is not their last destiny to stay through out their life so it is not obligatory either they learn sign language or not.

In further argument grade seven and eight students described SL interpreters have communication difficulties. The interview with SL interpreter admits the students claimed some subjects like Mathematics, Chemistry and Physics terminology do not have its own signs. So SL interpreter try to create signs which confuse the students to understand its meaning. Investigator in class observation confirmed SL interpreters skill were poor they frequently receive support from some hearing students who can understand sign language to interpret some words signs and concepts. During complicated calculations and formulas explained in the SL interpreter cannot interpret and thus the students miss the important points. SL interpreter explains that he is intricate to understand physics and chemistry subjects' to interpret. Therefore, he tried to give alternatives similar examples but he is not sure that example is confirmed with the teachers' example. Generally, as SL interpreter conclusion interpretation of chemistry and physics subjects to deaf students solid and he did not get satisfaction.

One deaf teacher suggested if, well skilled sign language interpreter assigned with general teacher it may solve challenges of inclusive education likewise hearing teacher with scarce sign language skill and deaf teachers who teach spoken language subjects may get relief from inadequate delivery of messages to the students. The other deaf teacher similarly added school administrators should add sign language skilled interpreters as well facility provision of sign language skill to school community either in a formal education or training.

4.1.4.2.4 Collaboration between Parents and Teachers

The relationship between parents and school teachers is poor. One Deaf teachers said that, all parent of the deaf children cannot communicate by sign language so interaction with parent is inadequate and far below the mandatory level. Similarly, regular teacher responded to the interview that he did not meet parents of students since his work load in the school never gave him time in the school.

Two of SNE teachers collaborate with parents in academic progress and behavioral circumstances of their children. As their statement most parents are hardly come to school which means no one parents come by their own motive. As the principals stated that parents of hearing and deaf students meet at the beginning of the year to bring their children to attend the school registration and at end of the year to take the report card.

The data indicates the collaboration of parent and student in development of deaf culture is inadequate. They never interact in the school as vital for development of inclusive education.

4.1.4.2.5 Class Size

From the participant observation totally all integrated class comprise two to three hearing students in average and four to five deaf students per class. six participant interviewed had specified that integrated class in most case do not accomplish daily lessons since their poor SL skill, hinders their understanding of subject matter, also hearing students lack of SL skill teachers required additional time for translation to other language. In addition, general teacher said that numbers of hearing students are limited in the integrated classes so that they do not have competition chance with other in the school their sphere of competence is stagnated.

4.1.4.2.6 Tutorial

In this study it is observed that students' academic performance from teacher mark list indicate deaf students are not a contending competitor with hearing students. Totally all SNE teachers assured they arranged tutorial class for only deaf students before mid and final exam this reveal that tutorial classes are provided seldom in the school. On the other hand, one general teacher explained that he never brought adequate support for deaf students because he was over loaded in regular class. The observation also reveals that the students' themselves feel tired to attend the tutor class as the time for those not suitable for them.

Deaf Teacher interviewee reveals that they gave special support for some individual deaf students during lunch and break time in the school, mostly if requested. Even those tutors gave focus for deaf students in order to cop up with hearing students at break, launch, and week end. Commonly, the interview result indicates that few hearing and deaf teachers did not voluntarily assist and support deaf students in the school compound out of their school mandate. Even those tutors had focused on deaf and hearing students who are facing challenge in the integrated class lack attention from the teachers involved in those inclusive educations.

4.1.5 The practice of inclusive Education in the School

The school principal responded his view on inclusive education in a following manner,

“In my view our school totally is not inclusive because the school system did not combine diverse students in the same continuum it also did not identify students need and did not support special need students in accordance with spectrum of inclusive education discipline.”

SNE teacher responded the atmosphere of inclusive education has not been properly applicable in the school, they only concerns what they can in the sense of moral claim as provision. The inclusive education is below adequate standard. Similarly, one deaf teacher said;

“I am afraid to say the school has applied inclusive education. As I'm a teacher of inclusive education classes, I do not communicate with parents of students' about their children especially with parents' of hearing students.”

Similarly the other deaf share above claim he further elaborated substance of inclusive education in the school is not sufficient, those available are not developed, and the

building of integrated class itself is far from inclusive classes building. So it is difficult to spread sign language in to the school society and deaf students cannot enhance their social life as expected. He also said that some teachers are not skilled in sign language.

One SNE teacher said that I am not happy to support such types of inclusive education in the Menilik II primary school, but if real inclusive with its subsistence applied in the school I will support and exert knowledge and skill to the school which will bear fruit if not its worthless effort.

4.2. Discussion

To be benefited from inclusive education the number in class should be proportionate for both disabled (deaf) and non-disabled (hearing) students as they never sunk by each other and overwhelmed by majority interest in the class. The communication with a principal during interview indicated below;

“In integrated class, when hearing students overshadowed by deaf student, teachers do not address hearing students’ educational needs. Simultaneously when deaf student overshadowed by hearing students, they do not get fair educational need like hearing students.”

The school administration had positive outlook towards inclusive education through different mechanisms these include facilitating training for school community encompassing (regular teachers and students, in integrated class teachers and students) brought several professional stakeholders to create awareness of inclusive education likewise teachers are using diverse teaching strategies to sustain inclusive education system in the school.

Administrators are the personnel responsible for the daily supervision of the special needs education department and placement decisions (Horrocks, J. L., White, G., & Roberts, L, 2008). School supervisors are evaluated in integrated class two times throughout the year. In addition, school supervisors assess and evaluate integrated class like regular class supervision. Though the special education requires special supervision with distinct means of evaluating and suggesting which necessitate professionals on the field.

According to principals perception inclusive education had both advantages and disadvantages on students. positive perception towards inclusive education if realistically applied on inclusive education, in other hand some perception indicate negative perception

toward inclusive education stated in negative effect on the academic achievement of competent students in an inclusive setting, specifically students who were not disabled lacks competence with their equal other hearing peers in the school this had effect on students school life development.

According to Tirusaw less trained teachers were not interested to work with disabled students' especially deaf students most teachers with no knowledge of special need education and sign language perceive negatively. This negative perception pursue them feel their career as waste of time. In other hand the students with negative perceptions attending the class in integrated arrangement as an effort to assist deaf students which brought an additional burden on them (Tirussew, 2005). Similarly , academic success of students with disabilities are influenced by teachers' ability, skills, training and attitudes toward inclusive education and students with disability likewise deaf and hearing students success are influence by teachers ability in the same manner (Horrocks, J. L., White, G., & Roberts, L , 2008). In conformity with above view most general education teachers are special need education professionals who teach without their professions. Special Education teachers claim that teaching without profession as cumbersome both for teachers and students. Both deaf and hearing integrated class should learn by the right professionals as it fit educational needs of each student.

In the Menilik II primary school all teachers did not equally expect deaf student performance like hearing student. Teachers who have negative attitudes toward teaching students with disabilities in regular classrooms tend, intentionally or unintentionally to hold lower expectations for their students, which could adversely affects students' learning experiences. Side in side with this, hearing students also have communication barrier with their deaf teachers and had negative attitude toward inclusive education as well contrarily to their perception of inclusive education viewed as beneficial for both students they never feel they are sufficiently benefited from the inclusive education except few understanding of sign language which is not as such marvelous as expected. The students with hearing impairment embrace a positive attitude towards their teachers' mode of teaching for effective coup up. Teachers' attitude is one of the most important aspects of teaching that affect the teaching practice in the classroom either positively or negatively.

Jubran view that hearing teachers may be challenged to entirely immersed in deaf culture and may develop perceptions and attitudes toward deaf teachers and deaf students that may controversial to the school's mission on inclusive education, this may be harmful to the educational life of Deaf and Hard-of-Hearing students (Jubran, 2015). Similarly, hearing teachers may display negative attitudes toward Deaf and Hard of-Hearing students. Thus articulating needs and interest of the stakeholder had an essential value to inclusive education practice in school (Lane-Outlaw, 2009 and Luckner et al., 2005 cited in (Mann, 2016).

Like in regular education there is lack of skilled man power for inclusive education, which means intensive lack of general teachers, skilled sign language teachers and interpreters for integrated class and teaching strategies were similar with regular students. Eventually, those challenge affect inclusive education implementation and disturb deaf students' educational needs and social life skills. The administrations strong concern for regular class students may make them uncompromising for inclusive education with minority integrated in the school. General education teachers with negative attitudes towards inclusion moreover are inflexible in their teaching mode and evaluation strategies (Eriks-Brophy, A. & Whittingham, J., 2014). Due to this, some students may develop a negative attitude towards teachers' approach to teaching work has resulted to a poor academic performance on the side of the students.

In this work teachers' attitudes reveal a variety of perceptions, mixed feeling, and uncertainty towards inclusion and teachers seem to hold positive attitudes for the concepts and benefits of inclusion but doubt there school ways of practicing. Teacher's entirely viewed inclusion as an important for both hearing and deaf students as beneficial in social and academic lifecycle. But, the interviewees underlined about practice of inclusive education in their school was still at grass root level and did not admit the way inclusive education practiced in the school lack substances of inclusive education and they doubt whether it brought intended result to the stakeholders. The practice of inclusive education in the school grade six, seven and eight students currently in inclusive classes a few hearing students learning in the same class when compared to deaf students in all inclusive class level relatively receive better content as their teachers uses visual teaching aid materials, diverse teaching strategies and repeat the lesson topic for deaf students though the performance in each class is overwhelmed by the hearing. Teachers gave week end tutor and support their students in lunch and break time. Similarly, other most often used different teaching techniques like

group discussion, class work, group and individual assignment giving extra time for deaf students to accomplish their educational school activities.

Thus it is asserted that teachers' attitudes to inclusion appear to have important with actual classroom practice. Asiif also believes making necessary changes in classroom settings, education of deaf students in regular schools will be smoothed (Asiif, 2008). It's important for students with disabilities to sit with an academically well student, who was then instructed to help classmate with impairment (Catherine Howgego, Susie Miles & Juliette MyerInclusive, 2014). In conformity with these adaptations, accommodations and differentiated instructions must be taken into consideration.

Chapter Five

Summary, Conclusion and Recommendations

Introduction

This chapter contains three major sections summary, conclusions and recommendations. The first section is summary of the study, the second section is investigator's conclusions to the issues and concepts raised in this work and the third section is recommendations of the investigator.

5.1. Summary of the Study

The study was carried out in Menilik II primary school. The investigation result reveals that perception and practice of inclusive education of the respondents were mixed positive and negative perception towards the inclusive education. The challenges of inclusive education identified includes unfair expectation of deaf students, negative attitudes about inclusive implementation, unfair treatments for students with special educational needs, insufficient awareness towards the concepts as well the practice in the school also reveals teaching and learning by unprofessional teachers, separation of inclusive classes with regular classes, in appropriate curriculum designs of students text book, omission of music subject, poor sign language interpretation service.

5.2. Conclusion

According to this research, it is possible to conclude that most of the school community positively agreed on philosophical arguments of inclusive education while its implementation challenged teaching and learning process in the so called inclusive classes in various ways. For instance Some special need education teachers are assigned to teach different subjects out of their profession thus they are not pleased to teach by others profession this hamper their enthusiastic passion to fully exert their knowledge.

The study concludes that the building of inclusive classes and the building for regular students were far apart, and this was contrary to the principle of inclusive education. The building location reduced the frequency of interaction between regular mass and integrated

students. Thus some hearing students felt that they are isolated from their hearing peers and have negative perception toward inclusive education.

The investigator concluded that, setting of the class and ratio of deaf and hearing students in inclusive classes' were uneven mixture of diverse hearing hinder successful provision of fair and equitable education for deaf and hearing in an identical way the majority need overwhelm the minorities. The interest of deaf overwhelms the hearing in integrated classes of the school. And also integrated class students did not communicate and play with regular class students.

The school provides inadequate training and support to all the concerned individuals to create awareness and enhance the progress of inclusive education in the school. Alongside, some parents of hearing students, who took training in inclusive education, were not volunteers to locate their children in integrated class thus the school training outcome become fruitless as intended in inclusive education program of the school. The school administration in Menilik II primary school had contributed positively however political consumption of the idea from the above make the ground operation substance less and the idea of inclusive education symbolic. This indicated in curriculum based text book designed for students, for instance the cover page of grade seven Amharic text book says 'teaching Amharic language as the first language'' but the first language for deaf is Ethiopian sign language thus it deteriorate the pre-lingual deaf students need in its designing.

The study concludes that deaf students face difficulties to understand some hearing teacher sign language since the teachers lack adequate skills of Ethiopian Sign Language. Interpreter also lack understanding and knowledge of subject matter interpretation especially on complicated physics, chemistry and mathematics subjects. The interpreter lacks sign words and try what it feels or even keep silent being confused by itself this make the subjects cumbersome to understand for the students with hearing impairment. This lead them perform less in their academic result. Beside these, some hearing students in the integrated classes neglected their favorite subject music. Likewise learning spoken language from deaf teachers, makes for hearing students develop poor language skills in speaking, listening, and reading as the teachers by itself had no such spoken language skills.

This work concluded that proper inclusive education is not being implemented in the school because special needs students should be included in the regular classes instead of bring non disable students in to special classes. This make sign language spread difficult in the school and create communication gap between inclusive and regular classes also reduce their interaction and make them feel incompetent as their number in the class is not illustrative for ideal competency.

Generally, inclusive education system are partially planted in the school but still inclusive classes is isolated from regular class within the school compound. Even though the school prepared short training for integrated classes the outcome of the training was less fruitful to reduce barrier of inclusive education practice in the school.

5.3. Recommendations

The recommendations suggested for this study listed in the following manner as to enable improve the practice and perceptions towards inclusive education in the target area.

- The school makes sure teachers language skills such as speaking, reading, and listening before assigning to teach spoken languages in inclusive classes.
- The school should remind for curriculum designers to concede the educational needs of all learners. The statements such as ‘‘teaching Amharic language as the mother tongue’’
- It is advisable for the school to assign teachers by their professional area of study, instead of compulsorily assigning to the position they found gap, this work recommends special education teachers to work in their profession inclusive class likewise general teachers had to be hired for the general teacher’s positions.
- It is suggestible for the school community to get awareness of inclusive education for their organizational goal success which the school should facilitate sign language and deaf culture training, workshop and seminar for them by inclusive education expert.
- The school ought apply the real inclusive education practice by facilitating classes in the mainstream class instead of taking hearing students in to the special need classes as well fulfill necessary materials for its effective functioning.
- With regard to sign language interpreters relevant school officials must verify that interpreters are properly trained for the school environment in addition with Ethiopian

sign language skill, even if necessary well preparation and innovate common department wide sign or symbol for academic term is suggestible for the school.

- This work also recommends policy advisors and researcher to further inquiry on the topic and come across with possible solutions.

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Appendix A
Interview Guidelines
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

This study is conducted on the perceptions and practices on the inclusive education in the case of Menilik II primary school. The study aimed at assessing the practice and perception of the school community towards inclusive education. The study is conducted by Rahel woldesilassie (Miss) as a partial fulfillment for the requirement of masters (MA) degree in special need education from the Addis Ababa university college of Education and Behavioral Studies. Your contribution is an essential for the success of this work and completion of my academic works, the information you give for this work is confidential and employed only for the academic purpose. My appreciation and thankfulness is from the heart and in advance.

➤ **Interview with School Principal**

- ✓ Prompts for researcher:
- ✓ Completion of permission form
- ✓ Assurances of confidentiality
- ✓ Permission to record
- ✓ This interview should take between 45 to 60 minutes.

➤ **Background information**

- ✓ Name of school & Brief history of Inclusive School:
- ✓ Date _____, Start and End Time:
- ✓ Personal details and your role,
- ✓ Age and experience:

Interview guide for the School Principals

1. Explain what do you mean your school is "inclusive" in your view?
 - What do you perceive about inclusive education in your school?
 - How do you observe overall practical implementation along the perception of inclusive education in your school
 - Who perceive? And how? As well as who implement what?

2. What the school is trying for further improvement of inclusive education?
 - How your school is practically implementing to improve inclusive Education practices?
 - Is there any school wide planning for inclusive education?
 - Can you elaborate if it exists?
 - What its implantation looks like?
 - can you please elaborate the progress and draw backs
3. How the communication is accessed to deaf partners in your school?
 - Who is responsible to deliver messages for the deaf?
 - Do you have sign language skills? Is there any other principal or administration that had sign language skills?
 - How does the school communicate with deaf community in your school in case individual communication is necessitated in your school?
4. Is there curriculum adaptation in the school in a way to teach deaf students in the school?
 - How do you think the school inculcates to facilitate the curriculum which does not integrate the deaf in a way it suit both deaf and hearing students?
5. What do you do for acceptance of deaf students by the school community?
 - Is there any practical effort the school tried? Can you please mention them?
6. Do you believe that your school meets all the requirements of inclusive education for deaf and hearing students?
 - What are the materials fulfilled for deaf and hearing impaired students? What are not?
 - How the school is planning to do?
7. Do you support the concept of inclusive education for students with hearing impairment?
If you have any additional information which you intend in your mind please do not hesitate

Appendix B

Interview Guide with special need department teachers

1. What is your perception towards Inclusive education?
 - Can you please professionally explain the idea of inclusive Education?
 - How do your school communities perceive inclusive education?
 - Can you correlate the idea with in the professional and philosophical with practical implementation and views in your school?
2. What are the challenges you are facing to teach integrated class?
 - Can you list some and elaborate them professionally?
 - What are administration, teachers' side, and student side challenges?
 - Have you specifically observed any challenges in your school?
3. What types of support school principals had offered to develop perception and practice toward inclusive education?
 - How you could view it?
 - Is there any special support for integrated class to reduce academic challenges? Can you please elaborate it?
 - What types of special supports you give to deaf students competent with hearing students in integrated class? How?
4. What do you suggest for further improvement in integrated education to support deaf students?
 - Please do not hesitate to explain any idea which you think is essential for this work?

Appendix C

Interview guide with deaf students;

1. Do you like to learn with hearing students? Why?
 - What do you perceive (feel) about learning with other hearing students?
2. Do you think that deaf students are benefited from inclusive education?
 - Do you list the benefits you enjoyed from inclusive classes or IE
 - Do you think inclusive education helps you?
3. In your view, what would be the major challenges in inclusive education for the deaf in your class?
 - What are the practical challenges you faced in inclusive education in your school?
 - Can you mention the major challenges you are encountering in integrated classes
4. What are academic challenges that students facing in integrated class? How?
 - Can you please elaborate along your semester marks, performance and continuous assessment result or any other?
 - What do you make hinders you not to compete or performer as top performer
 - What the school is trying to eliminate such a problems?
5. How can we overcome the challenges? Please elaborate your suggestions?
 - Who are the responsible you think and please explain your ideas?
6. What do you think to make inclusive education appropriate for the deaf?
 - What do you think the prospect of inclusive Education?
 - Please do not hesitate to explain any ideas in your mind?

Appendix D

Interview guide with hearing students;

1. Are you happy to learn with deaf students? Why?
 - What do you feel learning with deaf students
 - What are your perception towards in learning with deaf students or inclusive education
2. Is there any benefit of learning in inclusive class?
 - If yes can you please mention the benefits?
 - If not what do you think prevents you from being beneficiary of inclusive education
3. What is the challenge of learning in inclusive class?
 - List some of the challenges
 - Had you tried to perceive where the problem lies?
4. What are academic challenges that students facing in inclusive class? How?
 - Is there only your problems or others too are facing the same challenges
 - Have you either individually or in group tried to inform the school
 - How the school does is dealing with it?
5. How can we overcome the challenges? Please elaborate your suggestions?
 - Please if you have any additional information in this topic

Appendix E

Interview Guide for sign language interpreter

1. Do you have knowledge of interpreting Ethiopian sign language?
 - If not how you interpret the Ethiopian sign language for the Ethiopian Students with first Ethiopian Sign language communicators?
2. Do you have self-preparation before you go to the class?
 - If yes do you have knowledge of subject matters you interprets
 - If not when the teacher deliver new massages or use new words which you are not familiar with how you deal with it? Have you got such an events in the class? if you got them on which subject you most faced such a things how you encounter this problems
3. What are the challenges to interpret the subjects' matters?
 - Do the academic words simply be achievable?
 - What are the subjects most challenged you?
 - Have you taken any training or work shop in this gaps you found?
4. What do you suggest for further improvement in inclusive education to support deaf students?
 - i. Who is responsible to bring what?
 - ii. If you have any other idea relevant to this topic

Appendix F

Observation check list

Observation checklist on the practice of inclusive education in the selected class rooms and outside class rooms

Checklist for field and class observation

1. Observed student number (code) _____
2. Date of observation _____
3. Place of observation _____ (inside the class room) attending a lesson (outside classroom) at break time and at play filed.

No	Activities	Status of the activity		Remark (brief description of the activity)
		Yes	no	
1.	Deaf and hearing students sit together and in front rows in the class			
2.	Deaf and hearing students discuss together during class instruction			
3.	Deaf and hearing students work together during group work			
4.	Deaf and hearing students communicate each other			
5.	Resource rooms were available and functioning			
6.	Deaf and regular students play together at break time			
7.	Teachers encourage deaf students to ask and participate in class nativities			
8.	Deaf and hearing students play with regular students outside the class room or during break time			
9.	Deaf and hearing students study together in library			
10.	Deaf students come to school and go to house with their hearing peer			