

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

**Inclusive Education for Children with Hearing
Impairment**
(The practice of Mekanissa School for the Deaf)

By
Tilahun Teshome G/Yes



July, 2007
Addis Ababa

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Addis Ababa University**

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of Arts in Special Needs Education**

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College of Education
School of Graduate Studies
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Inclusive education for children

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ABSTRACT

The study attempted to assess and evaluate the perceptions of students with hearing impairment, teachers and parents of the student about the practices of inclusive education to the children with hearing impairment at Mekanissa School for the Deaf. Both qualitative description and quantitative analyses were employed to investigate and explore the practices of inclusive education. The data was collected through questionnaire, interview and observation. The findings of this study showed that the practice of inclusive education for the students with hearing impairment that students, teachers and parents were satisfied. However, as it was revealed in the study parents' do not give full support to their child's education, and also students do not attend in classes regularly. The findings also showed that textbooks have not been adapted to address the needs of the students, students' misbehavior, tardiness and students' apathy were related to teachers dissatisfaction. Hence, inaccessibility of sign language, lack of support from school administration regarding support-teaching materials (text books and hearing aids) Services for the student with hearing impairment. As the result of these factors or problems is essential to improve the situation in inclusive education and strength the educational delivery to students with hearing impairment as a whole.

CHAPTER ONE

Introduction

1.1. Background of the Study

Educational programs for children with special needs have changed significantly, in some case radically, in the past 50 years (Gearheart, Weishahn & Gearheart, 1988). As the quality and quantity of programs have increased, there has been another significant change in services, especially as it relates to students with disabilities. This is the matter of how, and in what setting, students receive their education?. Earlier programs for students with disabilities were primarily “separate program”; that is, students were in separate classrooms or separate buildings. Now, education of students with disabilities must be provided in the regular school, whenever there is the most appropriate, effective setting (Gearheart, Weishahn & Gearheart, 1988).

Although institutional setting played an important role in the education and treatment of individuals with disabilities until the 1970s, the early twentieth century also saw the rise of special schools and special classes within public school facilities for students with disabilities (Salend, 1994).

Since the mid 1980s the movement to include all students in regular neighborhood schools and classrooms has gained increased momentum for a number of reasons. One reason involves the benefits to the students when provided appropriate educational programs and support in integrated settings (Stainback & Stainback, 1999). Additionally, when given guidance from adults in integrated settings, students can learn to understand, respect, be sensitive, to and grow comfortable with individual differences and similarities among their peers (Forest, 1987) students can also learn to interact, communicate, develop

friendships, work together and assist one another based on their individual strengths and needs.

The second reason to include all students in the mainstream is to avoid the effects of segregation inherent when students are placed in separate special schools and/or classes (Ferguson & Asch, 1989). Lack of self confidence, lack of motivation, and lack of positive expectations for achievement are all products of segregated learning environment.

The third and perhaps most important reason to include all students in the mainstream is that it is the fair, ethical, and equitable thing to do. It deals with the value of equality that "All children should be a part of the educational and community mainstream" (Salend, 1994).

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

Many policy makers today strongly support full inclusion in education, which they interpret to mean full scale mainstreaming of all students with special need in regular schools near to home (WFD, 1999).

Inclusive education means welcoming all children, without discrimination, into regular or ordinary school by the change of attitude against differential treatment of education, differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity. Indeed, it is a focus on creating environments responsive to the differing developmental capacities, needs and potential of all children.

Inclusive education means a shift in services from simply trying to fit the child in to “normal settings”. It is a supplemental support for this disabilities or special needs and promotes the child’s overall development in optimal setting (Tirusew, 2005).

Many factors affect and regulate the development of inclusion. Some of the determinant factors are the attitudes of the community towards children with impairment and inclusion, a limited understanding of the concept of impairment and hardened resistances to change are the major barriers impeding inclusive education (IDDC, 1998). The teachers’ attitudes are seen as decisive factors for successful inclusion. Inclusion has been based on the assumption that teachers are willing to admit students impairment in regular classes and be responsible for meeting their needs (Tirusew, 1999).

Therefore, full inclusion for students with hearing impairment means a totally supportive, signing and student-centered environment. This permits the learner to develop to his/her full educational, social and emotional potential (Birtat, 2002). Otherwise, inclusion as a simple placemat in a regular school without meaningful interaction with classmates and professionals at all times in tantamount exclusion of the learner from education and society. In such environments, the students with hearing impairment are physically present but may be mentally and socially absent.

1.2. Statement of the Problem

Mainstreaming is rooted in the concept of the least-restrictive environment, which requires educational agencies to educate student with disabilities as mush as possible with their peers who are not disabled. The determination of the least-restrictive environment is an individual decision that is based on the student’s educational needs rather than the

student's disability. While the least-restrictive environment concept does not mean that all student with disabilities should be in regular classrooms it does not mean that students with disabilities should be moved to self-contained special education classes, specialized schools and residential program only if the severity of their disability is so great that the students' need can not be accommodated in the regular education setting (Salend, 1994).

Tuker (1989) suggests that the least-restrictive environment provision be service defined rather than location bounded. A least-restrictive environment focuses on providing services that meet students' educational needs and help them function successfully in the regular classroom setting.

Therefore, for many students with disabilities the least-restrictive environment has been interpreted as being mainstreamed into regular educational classes.

Since students with disabilities have constituted a major focus for exclusion from the mainstream of schools and communities, many disability right advocates have been actively supporting the inclusive movement. As one disability right advocate has said, "from a minority group perspective, the principal change to be sought in education policy is the... integration of students with disabilities into regular classrooms" (Hann, 1989). If integration and equality for all people in society is desired, then segregation in the schools cannot be justified. Appropriate educational programs and interventions can be provided in the mainstream.

Thus, educational programs for children with hearing impairment have changed significantly, in some cases radically in the last few years. People seem to have misconceptions and wrong beliefs about the current special needs education practices, particularly children with hearing impairment in inclusive education.

In this regard, the belief of the Ethiopian National Association of the Deaf (ENAD) (2003) concerning educational settings for children with hearing impairment in inclusive settings brings disastrous result of which of the following points.

- In practice oral language tends to be dominant and oppress Sign Language and confuse its grammar. Children with hearing impairment understand their natural Sign Language and it becomes difficult to understand the so-called Simultaneous Communication. In our country the awareness about Sign Language is so low.

- The teacher either forgets the signs or it becomes difficult for him so speak two languages at the same time which makes him concentrate on spoken language the result of which is that children with hearing impairment are merely physically present in the class with very little educational opportunity. This has a bad psychological effect. Instead of socializing with the hearing students they tend to antagonize with them. The final result is not the expected social integration or social inclusion but they tend to develop alienating behavior in their infant minds. (ENAD, 2003).

According to Hailu stated in Birtat (2003), any school age child susceptible of hearing problem or language delay should be referred to diagnostic prescriptive center to determine the degree of the presence of hearing loss, and to what extent this loss, if any, influences language delays for the purpose of appropriate placement within the school system. Appropriate placement legally known as the least restrictive environment (LRE) in USA, has no legal bearing in Ethiopian context.

Taking the above points into consideration, the central aim of this study is to depict the current practices of inclusive education for children with hearing impairment. More specifically, the study focuses on the perceptions of children with hearing impairment, teachers and parents of children towards inclusive settings, which is being currently practiced and administered by Mekanissa School for the Deaf.

In order to address the issue the leading research questions of this study was formulated as:

- What is the attitude of teachers and parents of students towards inclusive education?
- Do students feel comfortable to learn in inclusive educational settings?
- What are the major problems and constraints encountered teaching and learning processes?

1.3. Objectives of the Study

Assessment of program effectiveness for children with hearing impairment helps to indicate weakness and strengths of the practices of inclusive education. The specific objective of the study focuses on the following issues.

- 1-To assess and evaluate the perceptions of students with hearing impairment, teachers and parents about the practices of inclusive education adapted to children with hearing impairment.
- 2- Identify the problems and constraints faced by the school that need immediate attention.
- 3- Suggesting possible solutions to the problems for the improvement of the program.

1.4. Significance of the Study

Although Ethiopia has made enormous progress in education in the last few years, the researcher believes that little attention has been given to inclusive education for students with hearing impairment. Thus, it leads to assess and evaluate the perceptions of stakeholders and to indicate the problems encountered in practicing inclusive education.

Indeed, quality of education should be addressed through attention in the current practices of inclusive education for children with hearing impairment. Therefore, the result from this study is expected to:

1. Provide some factual information for parents about practices of inclusive education for children with hearing impairment.
2. Give understanding about the possible gap of knowledge on problems under study and try to narrow the gap.
3. Provide basic information for policy makers and planners.
4. Help to initiate for further investigation in the field.

1.5. Definition of key Terms

Hearing impairment: any hearing loss from mild to severe. A hearing problem that adversely affects a student's educational performance (Yesseldyke & Algozzine, 1995).

Inclusion: Is the practice of including all children in a setting. All children participate fully in all regular routines and activities of the classroom, though these might need to modify to meet individual children's goal and objectives (Mortimer, 2001).

Inclusive Education: The education of children with disabilities is treated as an integral part of general education; therefore, general classroom teachers and only support services are provide by specialist teachers (Mani, 1999).

CHAPTER TWO

2. Review of Related Literature

2.1. Inclusive Education for school-age children with hearing Impairment.

Educational opportunities for children with hearing impairment in regular public schools have become widespread only in recent years. As mentioned by Moores & Kluwin (1986), during the 18th century, schools for children hearing impairment were setup in England, France, Germany, Holland and Scotland. Children with hearing impairment were among the first group of handicapped individuals to receive special education in the United States (Moores & Kluwin 1986).

In most areas of the world, parents now have the option of choosing between local public programs and residential placement. Increasing attention is given to the needs of children with hearing impairment with additional handicapping conditions (William & Michael, 1988). In this regard, the result from comparative study made in Ethiopia (1955-1999) on gross dropout rate among children with hearing impairment, children with mental retardation and children with visual impairment suffered most (Tirusew, 2005). The percentage of dropouts among the hearing, mentally and visually impaired was 7.9, 3.8 and 3.5 respectively. This shows that, children with hearing impairment educational practiced were not appropriate to the needs of the students. One reason could be lack of highly trained teachers and poor resources.

2.2. Concept of Inclusion

Special education practices were moved into the mainstream through an approach known as "integration". The main challenge with integration is that mainstreaming had not accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies (UNESCO, 2005). This lack of organizational change has proved to be one of the major barriers to implementation of inclusive policies. Revised thinking has thus led to a re-conceptualization of special needs.

Incorporating inclusion as a guiding practice typically requires change in education systems, and this change process is frequently faced with several challenges. It involves important shifts and changes at the system as well as societal level (UNESCO, 2005).

At international level is reflected in a range of UN initiatives in which education with disabilities and adults have been included in a wider movement of human rights. As noted by Trussew (1999), in favor of the move towards the inclusive approach, the Salamanca Statement and Frame for Action on Special Needs Education on article 2 and 7 state at follows:

Article 2

--- that ordinary school should accommodate all children, regardless of their physical, intellectual, social, linguistic or other requirement.

Article 7

--- that all children should learn together, whenever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with communities.

In addition to this, UNESCO (2005), views inclusion as "a dynamic approach of responding positively to people diversity and of seeing individual differences not as opportunities for enriching learning." Therefore, the move towards inclusion is not simply a technical or organizational change but also a movement with clear philosophy. In order for inclusion to be

implemented effectively, countries need to define a set of inclusive principles together with practical ideas to guide the transition towards policies addressing inclusion in education.

2.3. Elements of Inclusive

Inclusive emphasizes providing opportunities for equal participation of persons with disabilities (hearing, visual, physical) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it (Peters, 2003).

Key elements have tended to feature strongly in the conceptualization of inclusion. The elements are as follows: (Peters,2003).

- ☛ Inclusion is a process. It has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as stimulus for fostering learning, amongst children and adults.
- ☛ Inclusion is concerned with identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem solving.
- ☛ Inclusion is about the presence, participation and achievement of all students. Here "presence" how reliably and punctually they attend, "participation" relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and "achievement" is about the outcomes of learning across the curriculum, not merely test or examination results.
- ☛ Inclusion involves a particular emphasis on those groups of learners that are statistically

most "at risk" are carefully monitored, and that, where necessary steps are taken ensure their presence, participation and achievement in the education system

2.4. School System in Transition to Inclusive Schooling

Inclusive movement has focused on individual with disabilities. It is designed to alter the philosophy of educating all students who challenge the system (Forest & Pier point, 1991). Rather than being structured based on a dual system that segregates students and teachers, advocates of inclusion seek to restructure schools to be a unified system on the following principles:

- ☛ All students regardless of their race, linguistic ability, economic status, gender, age, ability, ethnicity, religion and sexual orientation should be educated in the mainstream regular education.
- ☛ All students are valued individuals who are capable of learning and contribution to society.
- ☛ All students are entitled to equal services that allow them to be successful in school and life.
- ☛ All students have access to individualization in terms of diagnostic service, curriculum accessibility, instructional strategies and related services based on their needs.
- ☛ All students have opportunities to work and play together.
- ☛ All students are taught to appreciate and value human differences and similarities.
- ☛ All professionals, parents, peers and community agencies work collaboratively to share resources, skills and advocacy.
- ☛ All schools should involve parents and community members in the educational process (Flynn & kowalczyk- 1989; Stainback, Stainback, & Bunch, 1989. cited in Salend, 1994).

Inclusive programs adopt a zero rejection model, with all students being educated in age-appropriate regular education classrooms that are located in schools that students would attend if

they did not have a disability. Rather teaching students in self-contained special education classroom, special educators work collaboratively with regular educational teachers support services personnel to educate students in the regular education classroom (Salend, 1994). So that, schools foster environments where teachers learn from experience in the same way that they expect their pupils should learn from the tasks and activities in which they engaged.

2.5. Hearing Impairment

2.5.1. Definition of Hearing Impairment

The group of learners identified as hearings impaired are quite diverse. Any aspect of the personal characteristics of these learners involves the variations in their hearing mechanisms (Shea, 1994).

Any description of the characteristics of learners with hearing impairment must address the two groups of children. According to Bienenstock & Vernon (1994) in Moores, they provide the following definitions.

Deaf - means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Hard of hearing - means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance, but is not included under the definition of "deaf".

2.5.2. Degree of Hearing losses

Degree of hearing loss may be classified according to sound frequency (cycle per sound or Hertz/HZ/) and intensity levels (decibels /dB/) that the individual requires to hear speech and other sound (Moores, 1987).

The degree of hearing loss may differ across frequencies, but particular attention is usually paid to losses in the 500-HZ range because this range is critical for discrimination of speech.

An individual's hearing impairment is usually described by the terms slight, mild, moderate, severe and Profound depending on the average hearing levels (Orelove & Sobsey, 1996.)

- a- Individuals with mild hearing loss (Level I, 35dB - 54dB) can hear most speech and many other sounds in their environment, but generally benefit from classroom modifications, including amplification in many cases. Speech-language therapy and auditory training will be helpful for these students.
- b- A student with moderate hearing loss (Level II, 55dB-69dB) requires special speech, hearing and language assistance and amplification. Unless the nature of the hearing loss precludes benefits. Speech can still be an important part of communication for these students.
- c- Individuals with severe hearing loss (Level III, 70dB-89dB) and other disabilities will require special speech, hearing language and educational assistance. Some will benefit from amplification, but many will not.
- d- Individuals with profound hearing loss (Level IV, 90dB or greater) require intensive language and educational assistance with this level of impairment, non-speech language alternatives are almost always necessary, but careful assessment of individuals by speech and hearing appropriate intervention.

2.5.3. Age of Onset of Hearing Losses

The time at which hearing loss appears is said to have significant effect on child's speech and language acquisition. As indicated in Quigley & Kretschmer (1982) the time at which hearing difficulty occurs is noticed to be crucial in a child's intellectual and emotional adjustment and this is associated with birth and the time of the establishment of language. Based on the above two factors thus, children with hearing impairment can be classified in two groups: Individuals are considered to have pre-lingual deafness when their deafness was present at birth or occurred prior

to the development of speech and language. People with post lingual deafness are those whose deafness occurred after they had acquired speech and language (Orelove & Sobsey, 1996). The demarcation between the two sub groups in the time of the establishment of language Lunenburg, in Hallahan & Kaufman (1978) stated that those who acquire hearing difficulty after sustaining language have shown that they could acquire language, even if training is provided a few years after the onset of difficulty.

2.5.4. Cause of Hearing Impairment

There are many causes of hearing impairment. Deafness can result from many causes. It may be the result of environmental factors such as infections or injuries before, or during or after birth or exposure to loud noise over a period of time (Trybus, 1985). The primary cause of hearing impairments can be heredity, maternal rubella, prenatal and per natal complications, meningitis, childhood diseases and injuries. However, the etiology of hearing impairment cannot be determined in approximately 20 percent of the cases (Moores, 1982). When deafness is genetic origin, parents and Siblings are also deaf (Orelove & Sobsey, 1996).

2.5.5. Types of Hearing Loss

Hearing losses are usually categorized as either conductive, sensori-neural, mixed or central auditory disorders (Orelove & Sobsey, 1996). Conductive hearing loss result from interference in the pathway from the ear canal to the inner ear. They may be caused by wax, a hole in the eardrum, middle ear infection (Otitis media), bony growth of the small bones (Ossicles) in the middle ear or a birth abnormality. Sensori-neural (nerve damage) hearing loss occurs in the inner ear or along eighth cranial (vestibulocochlear nerve) which is auditory pathway. This may result from such maternal infection as rubella or from inherited conditions early childhood problems. Such as anoxia and meningitis and harmful drugs. Mixed hearing losses are those in which both the conductive and sensori-neural systems are impaired.

2.6. Communication Assessment

A communication skill is one of the area of evaluation for students with hearing impairment. Krestschmer and Krestschmer (1978), advocated the use of informal grammatical samplings as a component of the language evaluation for children with hearing impairment. Since that time, evidence has accumulated for the inclusion of all aspects of communication in context during assessment. According to Duchan (1988) cited in Shea (1994), this pragmatics evaluation includes: functional analysis (the intent of the communication); conversational assessment (conversational; turn taking, topic maintenance, and repairing communicative breakdowns); conversational fine tuning (the style of communication); and the nature of individual's discourse.

Both formal and informal strategies may be used to assess an individual's language. Many agencies and schools may designate specific for the use in evaluation. These tests, however, may not provide a comprehensive sampling of the child's language skills, may not be well standardized, may have very few items in each area to be used for teaching applications, or may not reflect current theoretical models of language (Moeller, 1988. cited in Shea, 1994).

The assessment of children with hearing impairment is a particular challenge. Ying (1990) , argues that the ultimate purpose of evaluating the communication of students with hearing impairment is to determine the learner's appropriate educational placement. For these reason, assessment must be made of the communicative demands placed on students in each potential placement (Ying, 1990).

In order to for teachers to assist hearing impaired children to achieve positive learning outcomes they must fully have in-depth knowledge of communicating with hearing impaired children. An effective communication system that permits those using it to exchange information with high degree of ease, flexibility, speed and accuracy in a wide variety of circumstances is very essential in process of intervention and rehabilitation process of hearing impaired children (Tirusew, 2000).

Therefore, to assess and evaluate activities of students with hearing impairment should be done with a multidisciplinary team approach (Ray, 1989).

2.7. Education of students with Hearing Impairment in Ethiopia and Inclusive Education

The range of provision of schools for students with hearing impairment takes place from pre-school to post-school education (Flenrva, 1987). Educational opportunities for students with hearing impairment regular public schools have become wide spread only in recent years. In most areas of United States (Moore, 1987). Parents now have the option of choosing between local public school programs and residential school placement, in accordance with the least-restrictive-environment concept. Today, more than 60% of children with hearing impairment are integrate into regular classrooms at least part of the time (Moore, 1987).

The range of provision of education for students with hearing impairment can be within the ordinary class, special classes in ordinary schools, day special schools, residential schools, education in other institutions and at home (Fish, 1987). Generally an examination of students with hearing impairment from the 16th century up to now shows progress and controversy. However, a wide range of options is now available for students with hearing impairment from infancy to adulthood.

In Ethiopia, the education of students with hearing impairment could be traced by the missionary work of the Church of Christ when Amha Desta School for the Deaf, now known as Mekanisa School for the Deaf become operative in 1961 and expanded its program of service up to the 7th Grade (Hailu, 2003).

According to statistical to statistical report of Ministry of Education (2006) there are eleven special schools and two inclusive educational settings. The reason for stagnation in growth of special schools in Ethiopia for the last forty years, which in most cases initiated by missionaries, can mainly be attributed to financial constraints as well as attitudinal factors (Tirusew, 1999).

Therefore, the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome particular problems faced in educating children with disabilities in general and children with Hearing impairment in particular. Nevertheless, inclusive education is noting more than just it

helps all students with disabilities and others to accept difference and comprise to live to live together instead of capitalizing on weaker points and also it does not mean that putting a lot of pressure on the teacher, with full understanding as a program taken by the teacher understanding and capacity with proper support of parents, other teachers and students. (Handicap National, 2005).

Recently, inclusive education in special education is a new concept, but it is an accepted approach in general education and have been seen in some school for children with hearing impairment in some region of Ethiopia (Mekanisa school for the Deaf, Menelik II Preparatory School and Awassa School for the Deaf). However, the acute shortage of special skills trained teaching personnel, qualified sign language interpreters and shortage of adapted materials were considered as a problem encountered in the beginnings of the movement towards inclusive education for students with hearing impairment in the country.

2.8. Curriculum Organization

In mainstreaming a child with SEN is placed within a setting or a programmed designed for children who do not have SEN. It has usually been seen as appropriate whenever the child can participate fully in the curriculum on offer there (Mortimer, 2001).

During integration, different groups of children who have been previously segregated are brought together. In the early days of "integrated practices", classes for children with SEN were some times set up within a mainstream school, with opportunities for integrating all children at break times or for less structured activities such as art or drama (Mortimer, 2001).

According to EFA (2005) report, "one way to move towards a relevant, balanced set of aim to analyze the curriculum in terms of inclusion. An inclusion approach to curriculum policy recognizes that while every learner has multiple need-even more in situation of vulnerability and disadvantage-every one should benefit from a commonly accepted basic level of quality education."

Accessible and flexible curricula can serve as the "Key" to creating "schools for all". In this regard, Booth & Ainscow (2000) cited in UNESCO, in the United Kingdom, a government supported "Index for inclusion" identifies three dimensions of inclusion: creating inclusive culture, producing inclusive policies and evolving inclusive practice.

According to MOE (2006), state that the (MOE, 1994), ESDP policy however, lacks clarity interims of SNE and, therefore, SEN has not been included in ESDP. The special support mentioned in the policy requires strategic planning, definition of priorities, objectives and responsibilities to be realized in practice. The current situation and existing resources form the basis of the strategy (MOE, 2006). Therefore, the current situation of SNE is based on articles, reports and interviews with education authorities, special education teachers, national experts and NGO'S. The main issues are quality and expansion of SNE.

2.9. Strategies of teaching student with hearing impairment

Students spend at least 45 percent of the school day engaged in listening activities (Berg, 1978). Hearing is essential to classroom performance. The visual cues in environment are not sufficient to allow learners with hearing impairments to compensate for their inability to hear. Though, learners with hearing impairments may learn to speech read, many words look like on the lips and cannot be discriminated with out some kind of auditory information (Boothroyd, 1978).

In review of research to the language learning of children with hearing impairment in classrooms, though much remains unknown, the ways in which students with hearing impairments cope educational demand is very similar to that of their hearing peers (Weiss, 1986).

Therefore, the curriculum must take into consideration the various needs of pupils to ensure "access for all". Some of the strategies are:

- ☛ Providing a flexible time frame for pupils studying particular subjects.
- ☛ Giving greater freedom to teachers in choosing their working methods.
- ☛ Allowing teachers the opportunity of giving special support in practical subjects over and above the periods allotted for more traditional school subjects.

- ☛ Allotting time for additional assistance for classroom based work.
- ☛ Emphasizing aspects of pre-vocational training (Booth & Ainscow, 2000).

In addition Some of the important strategies in classrooms

To facilitate lip reading and use of residual hearing the desks of students with hearing impairments should be in a central location (Gearheart, Weishahan, Gearheart, 1988).

- ☛ Teachers also consider lighting and noise levels in determining the location of the work areas of their students with hearing impairment (Salend,1983).
- ☛ Locating classes containing students with hearing impairment in rooms that are situated in quiet locations and away from noise centers such as gymnasiums, cafeterias, and busy hallways and corridors.
- ☛ Students with hearing impairments can benefit from sitting next to an alert and competent peer during verbal conversations; peers can help students with hearing impairments follow along by indicating changes in the speaker.
- ☛ A peer also assigned the role of alerting students when and what information is being conveyed.

2.10. Interaction of children with hearing impairment

2.10.1 Teachers' perceptions Toward Inclusive Education

To understand at all levels, it is important to know what change looks like from different points of view. How the teachers, parents and students with hearing impairment see change is vital to understand how individuals and groups act and react to each other. (Fullan, 1999).

Accepting change is really about learning. It means that schools should foster environment where teachers learn from experience in the same way that they expect their pupils should learn from the tasks and activities in which they engaged. According to Harris (1987) in Shea conducted a survey designed to assess the perceptions of public school teachers, students with disabilities and parents

of student with disabilities with regard to educational placement and mainstreaming, the impact of integration of students without disabilities, social interaction among students with and without disabilities. In general, suggested that students with disabilities are receiving better services today than they were ten or twelve years ago.

The majority of principals and teachers however, do not have adequate training in special education and are not confident making decision with regard to the education of students with disabilities.

Regarding to this, Tirusew (1999), state that, inclusive education is a matter of providing appropriate and high quality education for pupils with special educational needs in regular schools. Whether or not this happens depends critically on teachers variables, specifically their willingness to take on this task and their ability to do so. These two variables are interconnected: teachers, like others, are more willing to carry out tasks for which they have the requisite skills and resources and the possession of a repertoire of skills like wise engenders the desire to use them (Trusew, 1999)

Teachers' positive attitudes towards inclusion depend on their experience with learners who are perceived as "challenging". Teachers' education, the availability of support within the classroom, class size and over all workload are all factors which influence teachers attitude (UNESCO, 2005).

2.10.2 Interactions in the home

Several studies have revealed that negative attitudes of parents are the major barrier to inclusion. There are many misconceptions surrounding inclusion surrounding inclusion that often serve as obstacles to adapting an inclusive approach like inclusion is costly, implementing inclusion needs societal change in attitudes first, inclusion is a positive theoretical concept, but it is not practical etc. (Darnell & Hoem, 2005).

The involvement of parents is generally perceived as a major dimension of successful inclusion. There is a need to involve parents/guardians in deciding the long-term and short-term objectives of the educational programs to be based not only on the child's interest and abilities, but also on the

families priorities (Tirusew 1999) Although many parents look forward to enrolling their children with disabilities in a regular pre-school or school program.

The learner's hearing impairment may have a significant impact on parent-child communication. According to Kenworthy(1986) cited in Shea(1994), found that the presence of hearing impairment in a learner substantially alters the linguistic input the parent provides both at the interaction and the conversational level-Plaginger & Kretschmer (1991) cited in Shea (1994), in home, mothers were very interactive and used dialogue more similar to that of mothers and hearing children> They suggest that without viewing interactions in a variety of contexts, Parents of Students with hearing impairments may be viewed as non facilitative of their child's language development. Parents of students with hearing impairment feel that their counseling needs regarding their child's hearing loss are not met (Shea, 1994).

The mothers of children with hearing impairment were found to have evaluated levels of anxiety, depression, and overall problem scores when compared with mothers of children with normal hearing (Prior, Glazner, Sanson, & Debelle, 1988, cited in Shea, 1994).

2.10.3. Interactions in the classroom

Hearing is essential to classroom performance. The visual cues in the environment are not sufficient to allow students with hearing impairment to compensate for their inability to hear (Boothroyd, 1978 cited in Shea, 1994). Though students with hearing impairment may learn to speech read, many words look alike on the lips and cannot be discriminated without some kind of auditory information.

Hearing impairment leads to social adjustment problem in children with hearing impairment. As a result, children with hearing impairment are poor in social skills. They are poor neither to initiate socialization with others nor to receive the initiation of others. Nevertheless, children with hearing impairment do not lack the potential for normal socialization. The lack of social skill in children with hearing impairment comes from limited communication, and interaction with others. (Winzer, 1990; Luckasson, 1995; Trusew, 2000).

In some situations, social isolation occurs because other children may find the student with hearing impairment's communication attempts either difficult to understand or slightly embarrassing .

2.10.4. Social Interaction

Children do not have prejudices unless adults show them information successful teaching interests, hobbies and talents, and career goals van Reusen Etal (1987) describe that Mainstreamed students can provide about strengths and weaknesses, strategies and materials.

Students participation will be encourage by providing enough time to formulate and present their response;: by listening and paying attention to Students' Comments; by soliciting in put and opinions from students; and by incorporating students comments in the educational program.

The learner with hearing impairments has difficulty in social interaction and communication. In this regard Shea (1994) state that approximately one-half of the typical learner's school day is devoted to listening activities, it is extremely difficult for the learner with hearing impairment to under stand all of the information being communicated in the environment. So the council of the Education of Deaf (1976) formally states that no single method of instruction or communication can best meet the needs of all students with hearing impairments. Programming must be individualized in response to the needs of Individual with in the context in which the learner is functioning or will function

CHAPTER THREE

Research Methods

3.1. Research Designs

The study attempts to study the practices of inclusive education at Mekanissa School for the Deaf together with students' teachers' and parents' perceptions towards inclusive education. Hence, a descriptive research design was employed. In addition, students, teachers' and parents' comments on the current practices of programs were carefully analyzed.

3.2. Samples used in the study

The sampling technique used in this study was purposive sampling. So the sampling process had the following procedures. The population from which the samples were drawn from Mekanissa School for the deaf inclusive classes found in Addis Ababa city Administration. Under this school, the participants of the study were totally 74 students of grade six, seven and eight (24,31 and 19 students with hearing impairment respectively). All the above-mentioned participants were selected as their numbers is small. On the other hand, there were 16 teachers teaching students with hearing impairments and all mentioned participants were taken in the study. Furthermore, 4 parents of the students with hearing impairment were taken on the bases of accessibility and their willingness to take part in the study.

3.3. Variables

A 22 items questionnaire was used to assess the perceptions of students with hearing impairment towards the practices of inclusive education. The researcher and the existing literature developed the items.

The students were also asked to rate 10 items on 5-point scale ranging from 5 to 1 (very much satisfied to no opinion) for their level of satisfactions.

A 21 items of questionnaire contained a wide range of information aggregated based on three cluster of variables. The items deals with issues that background characteristics, Interest and perceptions to wards the practices of inclusive education for students with hearing impairment. Besides, 13 items problems in relation to inclusive classes were used to collect data pertaining to degree of problems. Scaling was ranging from 3 to 1 (very much serious to not serious).

3.4. Instrument used for data collection

The study was conducted by using questionnaires for students with hearing impairment and teachers, interview schedule for teachers and parents. Classroom observation check list also used to collect the necessary data.

3.4.1. Questionnaire

Questionnaires that were based on the research questions of the study were prepared and administered to the selected participants during the pilot and main study, it was used for five students with hearing impairment and 2 teachers for pilot study, and 74 students with hearing impairment from 6,7, and 8 grade and 16 teachers were participated in the main study. These questionnaires consisted of both closed and open-ended form of questions and were written in Amharic.

3.4.2. Interview Schedule

An interview schedule prepared based on the research questions of the study was administered to teachers and parents of students with hearing impairment. Unstructured interview was carried out for 5 teachers and 4 parents and recorded using tape recorder.

3.4.3. Observation

Observations were conducted to gather further information during the pilot study and the course of the study. To confirm information obtained from questionnaire and interview students with hearing impairment teachers and parents. Observation also conducted during science subjects. Outside classrooms during breaks and focused communication behavior with different students in different settings. Furthermore, the availability of facilities and supportive professional in the school. Finally, the researcher recorded the specific activities that were related to the goals of the study in the natural settings.

3.4.4. Data collection procedure

Before developing the instruments for the study, the related literature was thoroughly reviewed. Following that question items were prepared in English and them translated into Amharic and the data collection was carried out in two stages at the pilot and main study.

The questionnaire was distributed among 5 students with hearing impairment and two teachers were tried out for a pilot study at Menelik Jounior School in Addis Ababa. The main purpose of the pilot study was to determine the effectiveness of the instruments and to find out the problems they have. On the bases of the pilot study modifications were made on the instruments of the study. Some new question items were incorporated and certain items th at had deficiencies were deleted. Before administering the instrument for the main study, the participants were informed about the purpose of the research and objective of each instrument with one sign language interpreter. The

interview schedule was conducted with five sampled teachers teaching students with hearing impairment in the school and four selected parents. The interview was recorded using tape record. The observation was conducted in classes and outside the classrooms. Moreover, the researcher informally observed many other issues related to the challenges of students with hearing impairment in inclusive educational settings.

3.5. Data analysis procedure

To analyze the data both qualitative (narrative) description and quantitative analyses were employed. The qualitative description was employed to analyze the data gathered through open-ended items, interview, and classroom observations to assess perceptions of students and to understand the problems and constraints. The quantitative analysis was used to see the effect of some selected variables on the practices of inclusive education. At the end, the results obtained were analyzed by using percentage and one sample t-test. The level of significance was set at 0.05.

CHAPTER FOUR

Results

4.1. Analysis of the data from Questionnaire

As it is mentioned in chapter three of this paper, two sets of questionnaires, interviews, and observation are employed to gather data.

Data obtained through all instruments are presented and analyzed in this section

4.1.1. Analysis of Data Obtained from Students with Hearing Impairment

Table 1: Background data of Students with Hearing Impairment

| No | Characteristics | No | Percent |
|--------------|----------------------------------|-----|---------|
| 1 | Sex | | |
| | a) Male | 35 | 47.3 |
| | b) Female | 39 | 52.7 |
| | Total | 74 | 100 |
| 2 | Age | | |
| | a) Under 12 | - | - |
| | b) 12-14 years | 4 | 5.4 |
| | c) 15-17 years | 26 | 35.1 |
| | d) Over 17 years | 44 | 59.5 |
| Total | 74 | 100 | |
| 3 | Distance to the school from home | | |
| | a) Far | 49 | 66.2 |
| | b) Near | 25 | 33.8 |
| | Total | 74 | 100 |

According to table one, 47.3% of the students with hearing impairment were male while the rest 52.7% were females. In terms of age 5.4% belong in the age group of 12-14, 35.1% were observed in the age group of 15-17 and the highest concentration 59.5% belong in the age group over 17 years. Many 66.2% of the students live far from school

from home whereas the rest 33.8% of the students came from near distance to school from home.

Table 2: Cause of hearing impairment and its effect

| No | Characteristics | No | Percent |
|----|---|-----------|--------------|
| 1 | Time of onset of hearing impairment | | |
| | a) Before learning language | 49 | 66.2 |
| | b) After acquiring language | 25 | 33.8 |
| | Total | 74 | 100 |
| 2 | Cause of hearing impairment | | |
| | a) Hereditary | 6 | 8.1 |
| | b) Trauma | 35 | 47.3 |
| | c) Diseases | 22 | 29.7 |
| | d) Other | 11 | 14.9 |
| | Total | 74 | 100 |
| 3 | Degree of hearing losses | | |
| | a) Absolute/profound | 17 | 22.9 |
| | b) Severe | 38 | 51.4 |
| | c) Hard of hearing | 19 | 25.7 |
| | Total | 74 | 100 |
| 4 | Any other family member with hearing problems | | |
| | a) Yes | 7 | 9.5 |
| | b) No | 67 | 90.5 |
| | Total | 74 | 100.0 |
| 5 | Sharing of thoughts, meanings and ideas with your family members at home? | | |
| | a) Non- verbal language | 16 | 21.6 |
| | b) Verbal language | 9 | 12.2 |
| | c) Sign language | 14 | 18.9 |
| | d) Home signs | 32 | 43.2 |
| | e) Written communication | 3 | 4.1 |
| | f) Other | - | - |
| | Total | 74 | 100 |

As indicated in table two, the majority 66.2% think that the time of onset of hearing impairment resulted before learning language, only 33.8% of the student's with hearing impairment reported that it was caused after acquiring language. Regarding the cause of

hearing impairment 8.1% described that hearing loss were due to hereditary, many of the students 47.3% replied that due to trauma, 29.7% of the students think the due to diseases and the rest 14.9% of the students responded due to other conditions.

As to the degree of hearing losses, 22.9% of student's hearing impairment were profound, majority 51.4% of students with hearing impairment are severe and 25.7% of students with hearing impairment responded that they are in the category of hard of hearing.

Regarding family members with hearing impairment majority of student's with hearing impairment i.e., 90.5% have pointed out that no one has similar difficulty among their family members or relatives, while only 9.5% of them resounded that they have a family history of hearing impairment.

In response to sharing of thoughts, meanings and ideas with their family members at home 21.6% of the student with hearing impairment responded that they use non-verbal language, 12.2% of them indicated that their communication at home was held with verbal language and majority 43.2% responded that they home signs the remaining 18.9% and 4.1% indicated that sign language and written communication respectively.

Table 3. Perception of Students with hearing impairment towards inclusive classes

| No | Characteristics | No | Percent |
|----|--|------------|------------|
| 1 | To what extent are you satisfied with the entry into inclusive classes? | | |
| | a) Very much satisfied | 39 | 52.7 |
| | b) Satisfied | 18 | 24.3 |
| | c) Moderately satisfied | 9 | 12.2 |
| | d) Dissatisfied | 5 | 6.8 |
| | e) No opinion | 3 | 4.0 |
| | Total | 100 | 100 |
| 2 | The medium of instruction used by teachers in your classes? | | |
| | a) Oral method | 8 | 10.8 |
| | b) Sign language | 25 | 33.8 |
| | c) Combination of manual alphabet and signing (Total communication) | 41 | 55.4 |
| | d) Other | - | - |
| | Total | 74 | 100 |
| 3 | Effectiveness of students' communication with teachers in inclusive classes? | | |
| | a) Excellent | 23 | 31.0 |
| | b) Good | 37 | 50.0 |
| | c) Satisfactory | 13 | 17.6 |
| | d) Unsatisfactory | 1 | 1.4 |
| | Total | 74 | 100 |
| 4 | Do students benefit from learning and teaching at their optimal level in inclusive education settings? | | |
| | a) Yes | 67 | 90.5 |
| | b) No | 5 | 6.8 |
| | c) No opinion | 2 | 2.7 |
| | Total | 74 | 100 |
| 5 | Do hearing peers and teachers have positive attitude towards students with hearing impairment? | | |
| | a) Yes | 72 | 97.3 |
| | b) No | 2 | 2.7 |
| | Total | 74 | 100 |

The participants were asked to indicate their perceptions towards inclusive setting described their satisfaction with the entry into inclusive classes, as shown in table three the majority 52.7% rated that they are very much satisfied. 24.3% of students with hearing impairment were found to be satisfied. The rest .2%, 6.8% and 4.0% were found to be moderately satisfied, dissatisfied and no opinion respectively.

As to the medium of instruction used by teachers in the inclusive classes 10.8% replied that it is oral method, 33.8% indicated sign language and majority 55.4% indicated combination of manual alphabet and signing was used in the instructional process.

For the effectiveness of students' communication with teachers, 31.0% of the student's with hearing impairment said that it was excellent, half 50% of students. With hearing impairment said as good, the rest 17.6% and 1.4% of student's with hearing impairment said that was satisfactory and unsatisfactory respectively.

In response to the benefit from learning and teaching to the optimal level in inclusive class almost all 90.5% of student's with hearing impairment said that yes and they were benefited and 6.8% replied that no and few 2.7% replied that no opinion.

Regarding hearing peers' and teachers' attitudes towards to student's with hearing impairment, almost all 97.3% replied that they have positive attitude to them, few 2.7% replied that they have negative attitude towards student's with hearing impairment.

Table 4: T-test for Level of satisfaction of Students with Hearing Impairment Regarding Inclusive Activities and Facility Services

| No | Characteristics | Responses | | | | | | | | | |
|----|--|-----------------------------|------|------|------|-----|--------------------------|------|----|---------|---------|
| | | Percent of rating responses | | | | | T-test results $\mu = 3$ | | | | |
| | | 5 | 4 | 3 | 2 | 1 | \bar{X} | Sd | n | t-value | P-value |
| 1 | Ability to learn | 28.4 | 31.0 | 27.7 | 14.9 | - | 3.73 | 1.04 | 74 | 6.05 | 0.000* |
| 2 | Teaching ability of teachers | 26.5 | 32.4 | 20.3 | 8.1 | 2.7 | 3.92 | 1.07 | 74 | 7.39 | 0.000* |
| 3 | Support provided by teachers | 41.9 | 31.0 | 14.9 | 12.2 | - | 4.03 | 1.03 | 74 | 8.55 | 0.000* |
| 4 | Supportive materials (test books, hearing aids etc) | 32.4 | 20.2 | 12.2 | 35.1 | - | 3.50 | 1.27 | 74 | 3.38 | 0.001* |
| 5 | Teachers' organizing and using of teaching aids in class (pictures and objects | 24.3 | 36.5 | 24.3 | 12.2 | 2.7 | 3.68 | 1.06 | 74 | 5.48 | 0.000* |
| 6 | Access to classroom facilities (chair, desk, lighting, etc) | 36.5 | 28.3 | 21.6 | 9.5 | 4.1 | 3.84 | 1.15 | 74 | 6.28 | 0.000* |
| 7 | Feedback provided by teachers | 29.7 | 24.3 | 23.0 | 16.2 | 6.8 | 3.54 | 1.26 | 74 | 3.68 | 0.000* |
| 8 | Services provided by school personal and community agencies | 16.2 | 24.4 | 17.5 | 41.9 | - | 3.15 | 1.14 | 74 | 1.12 | 0.267 |
| 9 | Effectiveness of doing class works on time | 16.2 | 18.9 | 27.0 | 37.8 | - | 3.14 | 1.10 | 74 | 1.06 | 0.135 |
| 10 | Extra support given for test/exam | 18.9 | 16.2 | 21.6 | 43.3 | - | 3.11 | 1.17 | 74 | 0.80 | 0.108 |

- P-value <0.05 indicates significant difference

Note: Level of satisfaction are rated as:

5. Very much satisfied 4. Satisfied 3. Moderately satisfied
 2. Dissatisfied 1. Highly dissatisfied

The one –sample t-test is used to decide if a sample mean is different from a hypothesized value, which is usually the value of the population mean. In this case the average rating of seriousness of the problem is going to be compared with a value 1 that represents a test value for the one sample t-test. Thus by using the one-sample t-test it is possible that a problem can be identified either to a serious level or not.

In measuring the students' with hearing impairment satisfaction in inclusive teaching, students were asked to rate the ten items in table 4. The table depicts their average rate of satisfaction compared to the moderate level of satisfaction (i.e.,3) using one-sample T-test techniques.

As can be seen in the table 4, students with hearing impairment average rating is significantly above the moderate level, that is there is high level of satisfaction, except in items 8,9 and 10. In these three items students' with hearing impairment average rating is to the moderate level. These show that effectiveness of doing class work on time, extra support given for exam/test, and service provision by the school is not found to give them a higher level of satisfaction, though it is not low level of satisfaction.

In items 1 to 8, students with hearing impairment express their high level of satisfaction. The higher means in items 3 and 2 confirms high level of teachers ability and support to them, also rate access to classroom facilities gave them high level of satisfaction at $\bar{X} = 3.84$ level.

They also rate their ability to learn ($\bar{X} = 3.73$) is to higher level of satisfaction. Teacher's organization to the use of teaching aids, feedbacks from teachers, and supportive materials also indicated to have higher-level average of satisfaction score of 3.68, 3.54 and 3.50 respectively.

4.1.2. Analysis of Data Obtained from Teachers

Table 5 Teachers Background Characteristic

| No | Characteristics | No | Percent |
|--------------|---------------------|------------|------------|
| 1 | Sex | | |
| | a) Male | 9 | 56.3 |
| | b) Female | 7 | 43.7 |
| | Total | 16 | 100 |
| 2 | Age | | |
| | a) 18-22 years | 2 | 12.5 |
| | b) 23-27 years | 3 | 18.8 |
| | c) 28-32 years | 7 | 43.7 |
| | d) Above 32 years | 4 | 25.0 |
| Total | 16 | 100 | |
| 3 | Teaching experience | | |
| | a) Below 5 years | 1 | 6.3 |
| | b) 6-10 years | 5 | 30.2 |
| | c) 11-15 | 1 | 6.3 |
| | d) 16-20 years | 3 | 18.7 |
| | e) Above 21 years | 6 | 37.5 |
| Total | 16 | 100 | |

Background information about the teachers of students with hearing impairment as indicated in table five, 56.3% of the teachers were male while the rest 43.7% were female. In the same table 12.5% and 18.8% of teachers of students with hearing impairment were found in the age range of 18-22 and 23-27 years respectively. On the other hand, 43.7% and 25% of teachers were found in the range of 28-32 years and above 32 years respectively. In addition their educational qualifications were 62.5% of teachers have diploma where as 37.5% teachers have gained their certificate from Teacher Training Institute. Regarding to their service year, 6.3%, 31.2% and 6.3% of them were found at the range of service year of below 5 years, 6-10 years and 11-15 years

respectively whereas, 18.7% and 37.5% of the teachers teaching experiences range of 16-20 years and above 21 years.

Table 6: Teachers response about their interest, training and attitudes

| No | Characteristics | No | Percent |
|----|---|-----------|------------|
| 1 | Are you interested in teaching students with hearing impairment in inclusive classes? | | |
| | a) Interested | 16 | 100 |
| | b) Do not know | - | - |
| | c) Not interested | - | - |
| | Total | 16 | 100 |
| 2 | Do you have basic training to teach the students in inclusive classes? | | |
| | a) Yes | 14 | 87.5 |
| | b) No | 2 | 12.5 |
| | Total | 16 | 100 |
| 3 | It possible to teach the students with hearing impairment in inclusive classes? | | |
| | a) Yes | 16 | 100 |
| | b) No | - | - |
| | Total | 16 | 100 |

As mentioned in table six, to the statement “interested in teaching students with hearing impairment in inclusive classes” all of them 100% were interested. At the same time, to the statement “provided basic training to teach the students in inclusive classes” majority 87.5% replied that strongly agreed to the statement.

In the same table to statement “to possibility to teach the students with hearing impairment in inclusive classes” the entire participants 100% strongly agreed that it is possible to teach students with hearing impairment effectively in inclusive education.

Table 7: Teachers' Perception Toward Inclusive Education Classes

| No | Characteristics | No | Percent |
|----|---|-----------|------------|
| 1 | How do you rate the effectiveness of your instructional methods in enabling the students with hearing impairment in inclusive classes to benefit from teaching? | | |
| | a) Very high | 10 | 62.5 |
| | b) High | 4 | 25.0 |
| | c) Average | 2 | 12.5 |
| | d) Below average | - | - |
| | e) Not at all effective | - | - |
| | Total | 16 | 100 |
| 2 | How do you rate the performance of students with hearing impairment in comparison with hearing students in inclusive classes? | | |
| | a) High | - | - |
| | b) Moderate | 11 | 68.8 |
| | c) Low | 5 | 31.2 |
| | Total | 16 | 100 |
| 3 | How do you rate the social interaction between students with hearing impairment and their peers? | | |
| | a) Very good | 9 | 56.3 |
| | b) Good | 6 | 37.4 |
| | c) Fair | 1 | 6.3 |
| | d) Poor | - | - |
| | e) Very poor | - | - |
| | Total | 16 | 100 |

As shown in table 7 the majority 62.5% of teacher's rated that the effectiveness of their instructional method in inclusive classroom as "very high". Other 25% and 12.2% of teachers think that as "high" and "average" respectively.

In the same table majority 68.8% of teachers replied that the performance of students with hearing impairment were average as compared to hearing students. Some 31.2% teachers think that their performance is low.

As indicated in the same table seven 80% of teachers have indicated that students with hearing impairment have very good social interaction and the rest 20% indicated that they have good social interaction.

Table 8: Availability of Instructional Materials and Teachers Methods of Teaching.

| No | Characteristics | No | Percent |
|----|--|-----------|------------|
| 1 | How do you rate availability of instructional materials (Text books, hearing aids, visual aids such as pictures and objects, etc.), for students with hearing impairment in inclusive classes? | | |
| | a) Very good | - | - |
| | b) Good | 10 | 62.5 |
| | c) Satisfactory | 4 | 25.0 |
| | d) Poor | 2 | 12.5 |
| | e) Very poor | - | - |
| | Total | 16 | 100 |
| 2 | How frequently do you use teaching aids in inclusive classes you teach? | | |
| | a) Always | 6 | 37.4 |
| | b) Frequently | 9 | 56.3 |
| | c) Rarely | 1 | 6.3 |
| | d) Never | - | - |
| | Total | 16 | 100 |
| 3 | Are all the contents of the lesson covered in inclusive classes before the end of academic year? | | |
| | a) Yes | 10 | 62.5 |
| | b) No | 6 | 37.5 |
| | Total | 16 | 100 |

In table eight 40% of teachers have agreed that the availability of instructional materials on which inclusive education provides for students with hearing impairment was good similarly the other 20% teacher replied satisfactory. While the other 40% of teachers reported that was poor supply of instructional materials for students with hearing impairment.

To the statement “how frequently do teachers use teaching aids only 20% responded that they always use but the rest 80.0% are uses frequently in inclusive classes.

In the same table eight 100% of the teacher agreed that all the contents of lesson covered in inclusive class before the end of academic year.

Table 9: T-test for Teachers Perception on the Magnitude/ Significance on the Problems in Relation to Inclusive Classes

| No | Characteristics | Percent of rating Responses | | | T-test result $\mu = 1$ | | | | |
|----|--|-----------------------------|-------|-------|-------------------------|------|----|---------|---------|
| | | 3 | 2 | 1 | \bar{X} | Sd | n | t-value | P-value |
| 1 | Students' apathy | 56.25 | 25.0 | 18.75 | 2.38 | .806 | 16 | 6.822 | .000* |
| 2 | Students' absenteeism | 50.0 | 37.50 | 12.50 | 2.38 | .719 | 16 | 7.652 | .000* |
| 3 | Teachers' absenteeism | 18.75 | 37.50 | 43.75 | 1.75 | .775 | 16 | 3.873 | .002* |
| 4 | Parents' support for teachers work | 75.0 | 25.0 | - | 2.75 | .447 | 16 | 15.652 | .000* |
| 5 | Students' misbehavior | 62.50 | 31.25 | 6.25 | 2.56 | .629 | 16 | 9.934 | .000* |
| 6 | Tardiness of students | 81.25 | 18.75 | - | 2.81 | .403 | 16 | 17.985 | .000* |
| 7 | Administrative support for teachers work | 37.50 | 43.75 | 18.75 | 2.19 | .750 | 16 | 6.333 | .000* |
| 8 | Cooperative effort among staff | 12.50 | 25.0 | 62.50 | 1.50 | .730 | 16 | 2.739 | .015* |
| 9 | Students' readiness and motivation | 87.50 | 12.50 | - | 2.75 | .447 | 16 | 15.652 | .000* |
| 10 | Poverty state of students | 97.75 | 6.25 | - | 2.94 | .250 | 16 | 31.000 | .000* |
| 11 | Doing assignment /test | 68.75 | 31.25 | - | 2.69 | .479 | 16 | 14.100 | .000* |
| 12 | Absence of good lighting in classroom | - | 18.75 | 81.25 | 1.19 | .403 | 16 | 1.861 | .083 |
| 13 | Health status of the students | 12.50 | 62.50 | 25.0 | 1.88 | .619 | 16 | 5.653 | .000* |

*P-Value < 0.05 indicates significance

Note: 3 - Very much serious 2 -Serious 1- Not serious

In order to measure teachers magnitude of perception in potential problems regarding inclusive classes teachers are rated each of the 13 problems in table 9 in a scale value as very serious (3), serious (2) or not serious (1) corresponding to the degree of problems.

The table depicts the proportion of responses in each degree of seriousness; and the computed mean standing to average level of seriousness of the problem along with the one-sample t-test.

The one-sample t-test is to compare the average degree of seriousness of the problem against the value 1, which is the level of being not a serious problem. So the t-test results tell each characteristic is either a problem or not a serious problem to the school.

According to the test results, item 12 result in a mean value of 1.19, which is not significantly above the potential problem scale. Hence, absence of good lighting is not a serious problem identified in the school.

The test reveals that most of the characteristics are found to be serious problems believed to exist in the school. From the computed mean values poverty state of students is the top most serious problems followed by tardiness of students (2.81), lack of students' readiness and motivation (2.75) and poor level of support of parents (2.75). Students' unable to do assignments/ test in time (2.69) is also a serious problem that is found to be of higher level than students misbehaviors (2.56).

Of all the problems found to be a serious problem, cooperative effort among the staff (1.50) is rated to be the least potential problem.

Regarding question 15 teachers rated more than one option to the major practical problems as follows:

- Appropriateness of curriculum
- Students' readiness and motivation
- Professional competence of teachers
- Shortage instructional materials and facilities

In general, the response to the question which required teachers to specify the major problem encountered in teaching- learning processes in inclusive classes for student's with hearing impairment forwarded the following points.

- The textbooks have not adapted to address the needs of the students.
- Lack of interest and understanding from the student side.
- More absentee students due to far distance.
- Sign language is not accessible.
- Students do not understand many words, phrases and sentences in classroom interaction.
- Misbehavior from student's with hearing impairment.
- Lack of support from family.

In order to solve the problems mentioned above teachers have suggested that for enhancing the quality of inclusive education for students with hearing impairment.

- Text books needs some modifications.
- Negative attitudes of society towards students with hearing impairment must be changed and encouraged though the practice of inclusion and shared value make cooperation possible.
- Students with hearing impairment should be encouraged to ask questions when they do not understand.
- Extra time should be given for students with hearing impairment.
- Sign language training should be accessible.

4.1.3 Analysis of the Findings Obtained Through Interviews

As stated in the methodology part of the paper that, interviews with teachers were completed to gather data on various educational aspects of student's with hearing impairment in inclusive classes.

Table 10 Background of teachers who were interviewed

| No | Sex | Age | Educational qualification | Subject teaching | Teaching Grade level | Service year |
|----|--------|-----|---------------------------|--------------------|----------------------|--------------|
| 1 | Male | 27 | 12+2 | Biology/ chemistry | 6,7,8 | 2 |
| 2 | Male | 52 | 12+TTI | Sign language | 6,7 | 35 |
| 3 | Male | 34 | 12+2 | English | 6,7,8 | 5 |
| 4 | Male | 38 | 12+2 | Maths /physics | 6,7,8 | 12 |
| 5 | Female | 25 | 12TTI | Amharic | 6,7,8 | 3 |

4.1.3.1 Interview Report from Teachers

The researcher asked the selected teachers whether or not the content of the textbooks and programs in relation to the level of mastery of the students. All teachers have explained that instructional materials especially text books are not appropriate to the level of mastery of the students with hearing impairment. Science teachers replied that when we teach abstract ideas, students with hearing impairment do not understand what the text says. English language teacher replied that grasping the concept is very difficult task for students with hearing impairment. Mathematics teacher further said that inability to understand what is thought in the classroom is one of the common problems. Though, modification on the curricula is necessary.

On the question did they think that all students participated in a meaningful way in inclusive education, almost all of the teachers responded by saying “it is very low.” The main reason for this is the students do not understand many words, phrases and sentence in classroom interactions said by English language teachers. Biology teacher added that lack of interest and understanding of new concept due to inaccessibility of sign language.

Similarly, one teacher reported that “አስተምሬ ጥያቄ ስጠይቅ መስማት የሚችለው ተማሪ ቀድሞ ከመለስ ያደላሁ ይመስላቸውና ጥያቄ ለመጠየቅም ሆነ ለመመለስ ፍላጎት አይኖራቸውም።” “When I ask questions and when hearing students immediately answered to the questions raised then students with hearing impairment think that the teacher is treating hearing students better than students with hearing impairment so they are not motivated or involved in the learning process”.

The researcher asked teachers whether tutorial is conducted in the school or not all respondent teachers said that for most of the students with hearing impairment due to far distance from the school it was impossible to conduct tutorial in the school. In addition the school has not launched programs for the disseminating information for the school society and extra support for the student to learn.

The teachers' response to the question allotting time for additional assistance all these five interviewed teachers have said that since doing assignment or test and other activities for students with hearing impairment in classrooms was very serious problem, the time adjustment for each subject should be prolonged because these students need some additional explanation.

When asked how can teachers facilitate the development of friendships and peer support group for student's with hearing impairment, all the teachers agreed that it is the responsibility of teachers to create positive interaction. Sign language and Amharic teachers have said that they were facilitating hearing students to sit closely who are able to sign to students with hearing impairment. Physics and chemistry teachers have said that students with hearing impairment sometimes felt rejected by their teachers and hearing peers so we encourage hearing peers to help them by interpreting the spoken language of the teacher and to do pair and group work activities with students with hearing impairments.

Regarding the school administration create a positive environment that can facilitate the success of inclusive setting. Biology and chemistry teachers expressed that school administration did not provided appropriate instructional materials which encourage teachers and students in teaching- learning processes. Similarly, sign language teacher also said that where necessarily parents should ask for help to communicate with their children and school administration must create or develop a positive relationship with families of students with hearing impairment in inclusive classes. It is not only the responsibility of teachers but also the school administration to create positive environment that can facilitate the success of inclusive setting.

When asked the teachers' opinion about sharing information with parents in promoting their child's academic and social progress. Amharic teacher said that teacher's should develop a positive relationship with families of children's with hearing impairments. Mathematics teacher forwarded that parents and hearing peers should have positive attitudes towards students with hearing impairment by providing awareness creation program. Both Amharic and Mathematics teacher agreed that teacher and school administration should encourage parents of children's with hearing impairment to use sign language and parents should be instructed on the way regularly consulting with the school.

All teachers also agreed that the school administration should facilitate situations for teachers to work together with families and other professionals.

When asked how they observed the type of problems student's with hearing impairment face in inclusive classes. The majority of the interviewed teachers have said that while, they are teaching students with hearing impairment in inclusive class the most recurrent ones include the following:

- No appropriate organization of text books that create some problems in the usage of some technical terms (words)
- Student's with hearing impairment sometimes felt rejected by their teachers and hearing peers.
- Misbehavior from the children with hearing impairment
- Absenteeism,
- Limited resources to serve the children's with hearing impairment
- Lack of readiness and motivation
- It is not easy to communicate in general and in abstract concepts in particular because some of the concepts in the natural science may not have sign languages.

All of the teachers have explained that inclusive education is a current teaching approach and the necessary requirements are to be fulfilled and needs some modifications and

improvement. Based on the needs and abilities of student with hearing impairment educational programming must be designed, implemented and taught in a meaningful way and resource room should be adjusted with sign language teachers. Students with learning impairment do not properly understand when they learn orally their teachers may not treat them equally with hearing peers. As the result of this they may be frustrated and which could affect their educational achievement. The teachers have also suggested refreshment training should be provided by the school to the development and uses of sign languages in the school.

4.1.3.2 Interview report from parents

All parents have explained that having positive attitude towards inclusive educational setting because it has important benefits for the children as it produced equal access to education with out excluding them from hearing peers. Moreover, there is a need to make some changes in teaching strategies, making revisions in the curriculum to meet the child's ability when teachers share information with parents, parents can be instrumental in promoting their children's academic and social progress Salend (1994). Parental involvements also make parents feel better about themselves and involves the working environment for teachers. But in the contrary, most of the parents of students with hearing impairment replied that due to lacking knowledge and distance of the school from home they do not support the work of teacher's school.

Majority of parents explained that they used "home bounded sign" which includes gestures, object and body movement. What implied two language, the formal (school level) sign language and the informal.

4.1.4 Analysis of Findings obtained through observation

Observations evidence is often useful in providing information about the topic being studied. There are some relevant behaviors or environmental conditions, which would be available for observation that can be serving as a source of evidence in the study (Yin,

2003). Observations were conducted in classes and out of classes by the researcher using a form of classroom observation checklist at Mekanisa School for the Deaf. The observation has been done for one week intensively in each grade (6,7,8) by taking notes in classroom teaching-learning process and interaction, the availability of supportive materials in classrooms as well as teaching aids and outside the classroom how do they interact with teachers and hearing peers during breaks.

As inclusion is a process, it requires systematic assessment of the school and the classroom setting in the light of accommodating the special educational needs of all learners. The contextual analysis of the learning environment should be followed by making the necessary adjustments or interventions so that the special needs of children with disabilities could be properly addressed (Tirusew, 2005)

Before inclusive education is practiced, it should be made sure that the special needs of SWHI are well understood by the administrators, classroom teachers, hearing peers and the school environment. The school must realize that the needs of students who are SWHI vary according to the details of their particular degree of losses.

Classrooms, observation showed their teachers use sign language rarely and their interaction with the students was poor. Students with hearing impairment as compared to hearing students were not participating in the teaching-learning processes and they are passive learners. Textbooks were inadequate even teaching aids in these science classes during observation session were not available. When the researcher observed their exercise books, most of the students with hearing impairment exercise books have no signature by their teachers. But hearing students exercise books have checked. In classroom interaction among hearing impairment is not satisfaction but hearing student have better interaction.

During observation time of often students with hearing impairment have been helping each other and time spent for doing class works is less than average as compared to hearing peers. Disturbance to classrooms activities was high and when there is sport

period outside classroom there is a lot of shouting which attract attention of students who are in classes.

The interaction of students with hearing impairment outside classrooms with their teachers and hearing peers majority of them were more active especially in handball field. The support provided by educational psychologist and administrative follow -up was inadequate.

CHAPTER FIVE

5. DISCUSSION ON THE FINDINGS

In this section, the data gathered from diverse participants of the study were discussed by relating these to various sets of data. The secondary data obtained from literature reviews are also included to enrich the discussions. The data collected through the questionnaire, interview and observation on the practices of inclusive education for children's with hearing impairment serve as a base line data in which the discussions are made. Thus, the data presented in each important parts of the questionnaire, interviews are followed by wide discussions and some related inferences reflecting the researcher's insight of the ideas. The discussions will be attempt in relation to the basic research questions stated in the introductory section of the research paper.

5.1. Perception of Students With Hearing Impairment towards Inclusive Education

As we can see from the findings from table four, many of students with hearing impairment have satisfied with the entry into inclusive classes. For example 52.7% of them said that they were very much satisfied with inclusive classes that provides for students with hearing impairment to the effective communication with teachers and also benefited from teaching-learning to their optional levels. In the same way, Nordstrom, Richler, Magrab, Wornnaes (2004) cited in UNESCO (2005), stated that inclusive educational classes provide opportunities to build "Social networks, norms of reciprocity, mutual assistance and trustworthiness." Furthermore, hearing peers and teachers have positive attitudes towards students with hearing impairment. Students with hearing impairment can also profit from the medium of instruction (combination of manual alphabet and signing), which is known as "total communication" in the inclusive classes. But "home-bounded" language was one of the challenges that interferes with the formal

sign language and consequently create communication barriers among teachers and students with hearing impairment.

As one can observe in table four regarding the level of satisfaction to the ability to learn, more than half (58%) of the students with hearing impairment have satisfied, and they are benefited from teaching ability of teachers.

In general, results obtained from recent investigations in the area of cognition and deafness supported that “Students with hearing impairment have normal intellectual capabilities although performance deficits may some times appear” (Moore, 1996). Therefore, referring to research outcomes it is possible to say that some difficulties may appear in some activities areas not due to deafness itself but due to in appropriate instruction and strategies and procedures that are employed in the course of action (Moore, 1999). Furthermore, as seen from the response there are some students with hearing impairment (14%) who were dissatisfied with the ability to learn in inclusive education.

With the support provided by teachers in inclusive classes, many of students with hearing impairment were satisfied. On the other hand, majority of students with hearing impairments were dissatisfied to the supportive materials like text books, are not distributed for each students and also hearing aids are not available at all. By the same token Fullan (1999), reported that reforming school systems to become inclusive is not only about putting in place recently-developed inclusive policies that meet the needs of all learners, but also about changing begin on a small scale about changing begin on a small scale and involve over coming obstacles such as limited resources.

This findings was confirmed by Tirusew (2006) suggested as that, inclusive education requires a flexible educational system including flexible curriculum, facilities, or other aspects of the settings, for a successful inclusive education of students with hearing impairment, it should ensure that the special needs of students with hearing impairment are well understood by the school administrator, teachers and parents.

Regarding to the findings to teachers' organizing and using of teaching aids like pictures, objects accessibility in inclusive classes many of students with hearing impairments have been satisfied. In addition to this, many of them satisfied from facilities (chair, desk, lighting, etc) provided by the school in inclusive classes. In the other hand, there are some student's with hearing impairment who were dissatisfied from the accessibility of teaching aids and other facilities provide in inclusive classes.

Many (42%) of the student's with hearing impairment were dissatisfied and have said that the services provided by the school personal and community agencies were insufficient in inclusive classes.

According to the findings, regarding effectiveness of doing class works on time and extra support given for test/ exam, almost 42% and 39% respectively, of students with hearing impairment have dissatisfied, and hinder effective educational practices in inclusive education.

5.2. Teachers' Perception Towards Inclusive Education

As we can see from the findings, the outlook in the process of inclusive education of students with hearing impairment, the teachers claim that inclusive education create a positive and comfortable environment which is essential if educational experiences are to be successful and rewarding from all students. All teachers felt that inclusive settings helped children with hearing impairments to improve in their academic, communication and social skill. Nevertheless, in practice for different reasons students with hearing impairment are disadvantaged in inclusive education. The most common problems which mentioned by all teachers instructional material like text books are not appropriate to the level of mastery of the students with hearing impairment, In accessibility of sign language for science subjects (Biology, Chemistry and physics). Thus, most of the teachers suggested that many words, phrases and sentences are unable to understand by students with hearing impairment. Moreover, in order to solve these problems, the necessary requirements and improvement based on the needs and abilities of students with hearing impairment educational programming must be designed, implemented and

taught in a meaningful situations and resource room should be adjusted with sign language teachers to meet the unique educational objectives and curriculum and instructional needs of all students within inclusive education classes. By the same token, several researchers have found that inclusive education has promoted educational as well as social growth in students with disabilities. Calhoun and Eliot (1977) and Leinhardt (1980) found that randomly selected students placed in inclusive settings showed that significantly greater gains in achievement than their counterparts educated in self-contained special education classes. In reviewing the comparative effectiveness of inclusive placements, Madden and Slavin (1983) found that “for outcomes as self-derogation, and self-concept, classroom behavior, attitudes towards school, inclusive placement with adequate supports typically is superior to full-time special class placement.” Further, Reynolds and Birch (1988) concluded that inclusive education was a successful alternative, as evidenced by a positive reaction of teachers, parents and students.

The increase in consultation services provided to teachers many of the problems once associated with the implementation of inclusive education had been resolved. Tirusew (1999) indicated that the concept of inclusion of children with disabilities in regular classrooms is consistent with the concept of diversity and responsibility to modify curriculum in responses to individual and group differences found in the regular classrooms.

Teachers will continue to have primary responsibility for the education of all children in their classes. The growing move towards inclusion means that these teachers will have increasing responsibility for large number of children with disabilities (Tirusew 1999).

5.3. Parents’ Perceptions Towards Inclusive Education

To understand change at all level, it is important to know what change looks like from different point of view. How parents perceived the practices of inclusive education for children with hearing impairment. As we can observe from interview report from parents, almost all parents have agreed as having positive attitudes towards inclusive education

for students with hearing impairment. Inclusive education create good relationships between their child's and hearing peers, providing maximum opportunity for children with hearing impairment towards full development of their potential.

Accordingly to Nywe, cited in Tirusew (1999), the involvement of parents is generally perceived as a major dimension of successful inclusion. Although many parents look forward to enrolling their children with disabilities in a regular per-school or school program. A significant issue for parents is whether their children will receive the special support needed to be Successful (Tirusew, 1999).

The negative attitude of parents to support the works of teachers/ school can affect the inclusive education. This is because due to lacking knowledge and far distance of the school from home.

The research related to this context also supported by Karnes and Zehrach (1992). Services for individuals with disabilities can be improved if parents are meaningfully involved in their children's educational programs and parents may change their behavior and improve the educational value of the family environment for the child as a consequence of school/family involvement. This school/family involvement may reduce personal and family problems related to the child's difficulties.

5.4. Factors Contributing to Challenges of Students with Hearing Impairment in Inclusive Education

Legislation and regulations alone do not guarantee effective inclusion of student's with hearing impairment certain conditions have to be fulfilled.

According to Tirusew (2006), consequent attempts should be made to make the classroom setting as inclusive as possible through modifying the structure and facilities, changing the attitude of the teachers, providing training for general education teachers, and making resources available for social assistance or aid as well as for instructional and learning materials.

Schools lacked even basic facilities needed in inclusive classes. According to Mani (1995), inclusive education is implemented through the resource and itinerant plans. The classroom teacher assumes major responsibilities for the students in the academic programs. The resource teacher is responsible for instruction of special techniques or skills required for full participation in the classrooms. Also teachers were not sufficiently trained to adapt the curriculum and instruction for students with hearing impairment.

In the study, almost all of the teachers have explained that students' apathy, absenteeism, parent support, students' misbehaviors, tardiness of students, etc. were very serious problems in relation to inclusive education for students with hearing impairment.

Moreover, both teachers and student's with hearing impairment have confirmed that communication barriers between teachers, student's with hearing impairment as well is a cause of educational challenges of student with hearing impairment. Some (11%) of the teachers do not have sign language ability, so that use more dominantly oral method while they teach in the classrooms. Therefore, students with hearing impairment do not understand what is going on. Thus, communication barriers might be a factor for contributing educational challenges of student's with hearing impairment in inclusive classes.

In the observation session, the researcher observed that teachers use sign language rarely and their interaction with the student is poor. Thus, this might be the factor that affects full participation of student's with hearing impairment in inclusive educational settings. Generally, in this observation session inside the classrooms lack of textbooks, inadequate teaching aids are some of the factors that may be contributing to educational challenges of students with hearing impairment in inclusive educational settings. Lack of multidisciplinary approach of professional and the support provided by educational psychologist and administrative follow-up also inadequate and this might be there factors that affect the education of student's with hearing impairment.

5.5 Provision of Accessible and Flexible curricula

UNESCO'S work on quality and relevance of education is based on the premise that educational quality and access are intricately linked (UNESCO, 2005). The concept "Education for All" thus questions a large part of the current schools ways of organizing teaching. Teachers often retain the perspectives gained from their own school experiences.

According to the 2005 EFA Report "one way to move towards a relevant, balanced set of aims is to analyse the curriculum in terms of inclusion. An inclusive approach to curriculum policy recognizes that while every learner has multiple needs even more so in vulnerability and disadvantage every one should benefit from a commonly accepted basic level of quality education (Booth and Ainscow, 2000).

Before inclusive education is practiced, it should be made sure that the special needs of student's with hearing impairment are well understood. Schools often have general common goals regarding what is desirable in terms of pupil's achievement. An inclusive approach seeks to discourage teaching which is based on a criterion of averages meaning that some pupils will not be able to keep up while; others will find it "too easy" and consider the teaching boring (Booth and Ainscow, 2000). Instead, Education for all places the pupil at the center of teaching and learning based on an appreciation of his or her differences in understanding, feelings, social and perceptual skills, etc. this results all pupils having optimal opportunities for becoming motivated and activated.

However, to implement inclusive education of student's with hearing impairment effectively, accessible and flexible curricula can serve as the "key" to creating "school for all". It is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every pupil (Booth and Ainscow, 2000).

Therefore, the curriculum must take into consideration the various needs of students with hearing impairment to ensure "access for all". The following supportive strategies to be taken in to considerations.

- ◆ providing and flexible time-frame for students studying a particular subjects,
- ◆ giving greater freedom to teachers in choosing their working methods,
- ◆ Allotting time for additional assistance for classroom based work

Together with flexible curricular, flexible teaching- learning methology should be introduced.

The success of an inclusive system, which serves all children, depends on the flexible and relevant curriculum that can be adapted to the needs of each learner. Therefore, according to the findings of this study, students with hearing impairment educational settings teachers should be able to modify the text books to make convenient for student's with hearing impairment. The school administration has to be cooperative and providing to facilitate situations for teachers to work with other professionals.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

To promote economic and social development Ethiopia has placed considerable importance on education. Recently, steps have been initiated by the government to promote the education of children with special needs through assumes that human differences are 'normal' and that learning must accordingly be adapted to the needs of the child.

As seen from the general trend, proper technical assistance, consultation to classroom teachers and sound regular educational environment can help the student's with hearing impairment to show their true worth. Student's with hearing impairment will then be more readily accepted into the social inclusion by their hearing peers. Practical problems could be encountered will including children with diverse educational needs. But often the practical difficulties have more to do with brining attitudinal change and the reorganizations of learning environments and school activities (Tirusew, 1999).

The research findings of this study were concerned with inclusive education for children's with hearing impairment. At Mekanisa school for the Deaf. An attempt has been made to discuss the current practices of inclusive education for children's with hearing impairment and more specifically on the perceptions of children with hearing impairment, teacher and parents towards inclusive setting.

Based on the review of the literature and the findings, the following conclusions were drawn.

As it was seen from the result of the study teachers, and parents of children's with hearing impairment showed a positive outlook with regard to inclusive education for children with hearing impairment. They explained that an inclusive settings is important for social interaction and reduce negative attitudes towards children with hearing impairments.

As it is revealed by the study majority of the students with hearing impairment do not attend the school regularly owing to various reasons such as live far from the school, economic problems, health condition etc.

Inclusive education can play a crucial role in advancing better academic performance for children with hearing impairment through adequate language and communication. Moreover, as the study, identified the existing use of home-bounded language for sharing thoughts and ideas with the formal sign language and consequently creat communication barrier.

There are a number of classroom related variables that contribute to dissatisfaction. The findings showed that the majority of students with hearing impairment felt that they have not been supported by school administration. They also reported that they do not provided service by the school and community agencies. This might be made students with hearing impairment frustrated, stress and unhappy with inclusive education.

On the other hand, the finding of this study showed that teachers have never made use of pair and group work in classroom. Furthermore educational support given to children with hearing impairment is limited by various underlying problems such as extra support given for test /exam and doing class work on time.

In the study table nine it is also found that majority (81.25%) of teachers indicated that tardiness of students, students readiness and motivation as very much serious problems. The researcher has confirm that students with hearing impairment do not effectively participate like their hearing peers in inclusive classes and most of the time teachers interact with hearing students. This might be the factor that affects students performance in conducting their education.

As it is revealed by the study, most teachers explained that parents of students with hearing impairment do not came to school regularly to consult the problems of their child. Here their might be such possibilities that suggested by teachers as either parents

may not have much time to consult the problems of their child or they do not give much attention for their child and also due to far distance from the school.

The study also revealed that during observation majority of teachers never used sign language when teaching, on the other hand, the findings of these study showed that teaching method chosen by teachers are not convenient for the students with hearing impairment and teachers have never made use of pair and group work in classrooms.

Finally, the major problems of students with hearing impairment include poor school governance, poor teaching, misbehavior of student, textbooks have not adapted to address the needs of students with hearing impairment. Due to all these problems the educational practices of children's with hearing impairment in inclusive classes is highly limited. The special needs of these students are not met. From this, it is possible to conclude that the problems could have various impacts on the education of student's with hearing impairment.

6.2. Recommendations

The recommendations derived from this study are focused on the practices of inclusive education for children with hearing impairment of the sample school with regard to the measures to be taken to improve the education of children's with hearing impairments in inclusive classes by different stakeholders (government, school, and the classroom teachers, parents).

I. Measures to be taken at governmental

- Many policy- makers strongly support full inclusion in education, which they interpret to mean full scale mainstreaming of all students with disabilities with all student's in regular schools near their homes. These, must be suitable guide lines to address and facilitate inclusion be prepared and followed.

- There must be in an in- depth analysis of the educational plans to the existing barriers at the policy level that let as a deterrent to inclusion and how can this issue be addressed.
- Accessible and flexible curricula can serve as a key to creating schools for all therefore, together with flexible curricula, flexible teaching- learning methodology should be introduced.
- Periodic in-service capacity building for teachers in inclusive schools has to be provided. Furthermore, school often needs to be assisted in modifying subject matters and working methods and this should be linked to appropriate skills training.

II. Measures to be taken at school

- Since students with hearing impairment were satisfied with the entry of inclusion education the school should facilitate/provide, the available teaching materials (text books, teaching aids, resource rooms, etc) for instructional support in inclusive educational settings.
- Since an effective instructional outcomes is expected, the school should arrange programs for continuous up grading trainings in the form of short-term and seminars for teachers.
- Since parents of children with hearing impairment do not support the works of teachers in the school, the school should set up a professional guidance networks for creating the links between the school and parent, the community at large and have been able to successfully mobilize community forces to support inclusive education for students' with hearing impairment
- The school should coordinated with other stakeholders to take parts in the process's of educating children with hearing impairment, share experiences and resources that overcome barriers to inclusive education.
- Continuous assessment should made by the school administration for the implementation of inclusive educational practices for students with hearing impairment in the school.

III. Measures to be taken by Teachers

- The negative attitudes of teachers are the major barrier to inclusion education for children's with hearing impairment and they are the key to supporting all aspects of the inclusion process. They must show willingness to accept and promote diversity and to take an active role in the lives of students, both in and out of the school.
- In inclusive classrooms the most common problem is communication barriers. Therefore, teachers should have the skill of sign language to interact effectively with children's with hearing impairment in the inclusive educational settings.
- A teacher of children's with hearing impairment in the inclusive classes who has utmost responsibility for pupils and their day-to-day learning. Therefore, teachers should workout the necessary modifications and adaptations of educational materials, teaching methodology and create a conducive environment.
- Teachers should take into consideration the various needs of children with hearing impairment. Therefore, extra time should be given by the teacher for additional assistance for classroom-based work and exam periods to read and understand the paper and to write answers.

IV. Measures to be taken by parents

Parents of the students with hearing impairment have agreed that having positive attitude towards the practices of inclusive education in the school. Since an inclusive approach to education is one that strives to promote quality in education, changes are required at several levels. There fore,

- Parents are one of valuable resources and they are the most key to supporting all aspects of the inclusive processes. This involves a willingness to accept and promote diversity and to take and role in the lives of students.
- Parents should be involved in the works of teacher and contact the school and participate. This also promote the teachers to work with children's with

hearing impairment who may be experiencing difficulties in learning and who may need individual attention from the teacher.

- Students with hearing impairment need family support assistance in acquiring speech and language, following the developmental patterns of normally hearing students. Therefore, parent should be trained and uses appropriate language in order to give accurate information to their child.

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Appendix 1

Questionnaire for Students

Instructions

1. Do not write your name
2. Depending on the nature of the questions given, you can mark more than one answer.
3. Briefly state your responses for the open-ended items

I. General Information

1. School's Name -----
2. Sex; Male Female Age -----
3. Grade -----
4. With whom are you living?
A/ With my Father and Mother B/ With my Father
C/ With my Mother D/ With my relatives
E/ Others (Please Specify) -----
5. Number of family members
Male Female
6. Father's education ----- Occupation -----
7. Mother's education ----- Occupation -----
8. Distance to the school from house
A/ Far B/ Near

II Cause of Hearing Impairment

9. Time of onset of hearing impairment
A/ Before learning language
B/ After acquiring language
10. Causes of hearing impairment.
A/ Hereditary B/ Trauma
C/ Diseases D/ Others (please Specify) -----
11. Degree of hearing loss
A/ Absolute / Profound

B/ Severe C/ Hard of hearing

12. Any other family member with hearing problem

A/ yes B/ No

13. Sharing of thoughts, meanings and ideas with your family members at home.

A/ Non- verbal language B/ Verbal language
C/ Sign language D/ Written communication
E/ Home signs F/ Others (Please specify) -----

III. *Inclusive Setting of Students with Hearing Impairment*

14. To what extent are you satisfied with the entry into inclusive classes?

A/ Very mach satisfied B/ Satisfied
C/ Moderately satisfied D/ Dissatisfied
E/ No opinion

15. The medium of instruction used by teachers in your Class

A/ Oral method B/ Sign language
C/ Combination of manual alphabet and signing
D/ Other (please Specify) -----

16. Effectiveness of students' communication with teachers in inclusive setting

A/ Excellent B/ Good
C/ Satisfactory D/ Unsatisfactory

17. Do students benefit from learning and teaching at their optimal level in inclusive education
Setting?

A/ Yes B/ No C/ No opinion

18. Do hearing peers and teachers have positive attitude towards students with hearing
impairment?

A/ Yes B/ No

19. If your response is "No" why is it so?

A/ -----
B/ -----
C/ -----
D/ -----

20. How do you rate the extent of your satisfaction with your learning related to the following inclusive activities and facility services?

| No | Characteristics | Very Much Satisfied | Satisfied | Moderately Satisfied | Dissatisfied | No opinion |
|----|--|---------------------|-----------|----------------------|--------------|------------|
| | Ability to learn. | | | | | |
| 2 | Teaching ability of teachers. | | | | | |
| 3 | Support provided by teachers. | | | | | |
| 4 | Supportive materials. (Text books, hearing Aids, etc) | | | | | |
| 5 | Teachers' organizing and using of teaching aids in class (Pictures and objects). | | | | | |
| 6 | Access to classroom facilities (Chair, desk, lighting, etc) | | | | | |
| 7 | Feedback provided by teachers to students. | | | | | |
| 8 | Services provided by school personal and community agencies. | | | | | |
| 9 | Effectiveness of doing class works on time. | | | | | |
| 10 | Extra support given for test/exam | | | | | |

21. What are the major problems currently being faced in effective teaching learning process in inclusive class by students with hearing impairment?

A -----

B/ -----

C/ -----

D/ -----

22. Would you have to raise any other relevant issue regarding specific classroom design modifications in order to address the needs of students with hearing impairment in inclusive educational setting?

A/ -----

B/ -----

C/ -----

D/ -----

Appendix 2 Questionnaire for teachers

PART ONE

1. Name of the School-----
2. Educational Qualification -----
3. Sex; Male Female
4. Age A/ 18-22 B/ 23-27
C/ 28-32 D/ Above 32
5. Subject taught-----
6. Total years of experience -----

PART TWO

7. Are you interested in teaching students with hearing impairment in inclusive classes
A/ Interested B/ Do not know C/ Not interested
8. Do you have basic training to teach the students in inclusive classes?
A/ Yes B/ No
9. How do you rate the effectiveness of your instructional methods in enabling the students with hearing impairment in inclusive class to benefit from teaching?
A/ Very high B/ High
C/ Average D/ Below average
E/ Not at all effective
10. How do you rate the social interaction between students with hearing impairment and their peers in inclusive classes?
A/ Very good B/ Good
C/ Fair D/ Poor E/ Very poor
11. How do you rate the availability of instructional materials (books, hearing aids, visual aids such as pictures and objects, etc) for students with hearing impairment in inclusive classes?
A/ Very good B/ Good C/ Satisfactory D. Poor E. Very poor
12. Is it possible to teach students with hearing impairment in inclusive classes?
A/ Yes B/ No

13. If your response is "No" why is so?

A/ -----

B/ -----

C/ -----

14. How frequently do you use teaching aids in the inclusive classes you teach?

A/ Always

B/ Frequently

C/ Rarely

D/ Never

15. What are the major practical problems related to the instructional process in inclusive educational settings? (You can mark more than one option)

A/ Appropriateness of curriculum.

B/ Method of teaching

C/ Students' readiness and motivation.

D/ professional competence of teachers

E/ shortage of instructional materials and facilities.

F/ Management Support

G/ Others, please specify -----

PART THREE

16. How do you rate the problems listed below in relation to your inclusive classes?

| No | Characteristics | Very Serious | Serious | Not Serious | No opinion |
|----|--|--------------|---------|-------------|------------|
| 1 | Students' apathy | | | | |
| 2 | Students' absenteeism | | | | |
| 3 | Teachers' absenteeism | | | | |
| 4 | Parents' support for teachers' work | | | | |
| 5 | Students' misbehavior | | | | |
| 6 | Tardiness of students | | | | |
| 7 | Administrative support for teachers work | | | | |
| 8 | Cooperative effort among staff | | | | |
| 9 | Students' readiness and motivation | | | | |
| 10 | Poverty state of students | | | | |
| 11 | Doing assignments/test on time | | | | |
| 12 | Absence of good lighting in classroom | | | | |
| 13 | Health status of the students | | | | |

17. Are all the contents of the lesson covered in inclusive classes before the end of academic year?

A/ Yes B/ No

18. If your response to the above statement is "No", why is it so?

A/

B/

C/

D/

19. How do you rate the performance of students with hearing impairment in comparison with hearing students in inclusive classes?

A/ High B/ Moderate C/ Low

20. In general, what are the major problems that are being encountered in the teaching learning processes in inclusive class settings for students with hearing impairment?

A/ -----

B/ -----

C/ -----

D/ -----

21. Finally, what would be the solutions you would suggest for enhancing the quality of inclusive education for students with hearing impairment?

A/ -----

B/ -----

C/ -----

D/ -----

Appendix 3

Interview Guide teachers

Currently Teaching in Inclusive Educational Classes

1. Do you believe the content of the textbooks is within the level of mastery of the students?
2. Can all students participate in meaningful ways in inclusive educational setting? If no why is so?
3. Is there any extra time given during exam period to the students with hearing impairment in the inclusive classes?
4. Are there tutorial programme conducted in the school in order to help students? If yes how effective are they?
5. How can teachers involve and communicate with parents?
6. How can teachers facilitate the development of friendships and peer support group for students with hearing impairment?
7. How can school administration create a positive environment that can facilitate the success of inclusive classes?
8. Additional comments.

Appendix 4

Interview schedule for Parents of Student's with Hearing Impairment

1. How do you observe the current practices of inclusive education for students with hearing impairment?
2. Do you think that students with hearing impairment can benefit from school just like hearing students in inclusive classes?
3. How often do parents visit the school to follow up educational progress of their child?
4. How do you communicate with your child at home?
5. Do you think that the school administration create a positive environment?

Appendix 5

Classroom Observation Checklist

Teacher ----- Subject -----

Grade ----- Date -----

Period -----

1. Teachers' use of sign language.

Frequent Rare Never

2. Teachers' communication with students with hearing impairment.

Frequent Sometimes Rare Never

3. Textbook availability to every student.

Highly adequate Adequate Inadequate

4. Teachers' use teaching aid.

Frequent Rare Never

5. Class work given and its checking.

Frequent Sometimes Rare Never

6. Encouraging and motivation students with hearing impairment

Excellent Very good Good Not good

7. Interaction among students with hearing impairment

Excellent Very good Good Average

Poor Very poor

8. Interaction between students with hearing impairment and hearing students

Excellent Very good Good Average

Poor Very poor

9. Participation of student with hearing impairment in classroom activities compared to hearing students.

Excellent Very good Good Average Poor Very poor

10. Students with hearing impairment helping each other.

Never Often Always

11. Time Spent to do class work compared to hearing students.

More than average Average Less than Average

12. Disturbances to classroom activities

High Moderate Low Absent

13. Environmental conditions which attract attention of students with hearing impairment

Very much Less available Not available

14. Interaction with teachers outside classroom.

More active Average Less active

15. Interaction with hearing students outside classroom.

More active Average Less active

16. Support of educational psychologist

Frequent Sometimes Rare Not at all

17. Administrative follow-up

Frequent Sometimes Rare Not at all

Declaration

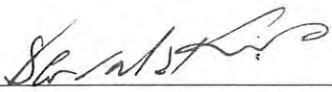
I, the undersigned, declare that this is my original work and all sources or materials used have been duly acknowledged. It has not been presented for a degree in any other university.

Tilahun Teshome G/yes

A handwritten signature in black ink, appearing to read 'Tilahun Teshome G/yes', is written over a horizontal line.

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

Name R. S. Kumar

Signature 

Date 11. 07. 07