

Running Head: Exploring the problems of Inclusive Education...

Exploring the problems of Inclusive Education on the Psycho Social Development and Academic Achievement of Deaf Students. The Case of Mekanisa School for the Deaf

Wondwossen Kebede

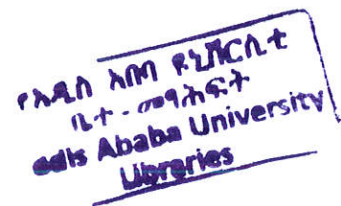
A thesis Submitted to the Graduate School of Social Work

Presented in Partial Fulfillment of the Requirement for the Degree of Master of Arts  
(Social Work)

Addis Ababa University

Addis Ababa, Ethiopia

July, 2014



**Addis Ababa University**

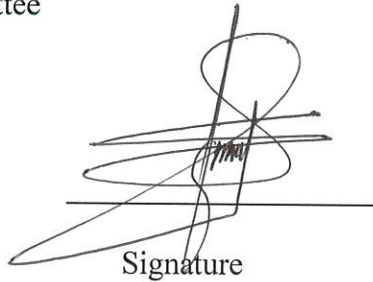
**School of Graduate Studies**

This is to certify that the thesis prepared by Wondwossen Kebede entitled *Exploring the Problems of Inclusive Education on the Psycho Social Development and Academic Achievement of Deaf Students* and submitted in partial fulfillment of the requirements for the degree of Degree Master of Arts (social work) complies with the regulation of university and meet the accepted standards with respect to the originality and quality.

Signed by Examining committee

Tenagne Alemu (PhD)

Internal Examiner

  
Signature

7/7/14  
Date

Tesfaye Shiferaw(PhD)

External Examiner

  
Signature

7-7-14  
Date

Mengistu Legesse (PhD)

Advisor

  
Signature

03/07/14  
Date

### **Acknowledgement**

The success for the completion of this study is attributed to the contributions made by a number of persons. First and foremost I would like to give my heartfelt and sincere thanks to my advisor, Dr. Mengistu Legesse for giving suggestive and educative comments in the process of the undertaking of the study. Indeed the completion of this study would have been impossible without his unreserved supports and dedications.

Moreover, I would like to extend my sincere thanks to Wr/t Tsedale and Ato Abiy who are teaching at Mekanisa School for the Deaf, for making every necessary arrangement for data collection process of the study.

Furthermore, I would like to offer my special thanks to my fiancée, Tizita Tarekegne, who always encouraged me and give me her moral assistance to accomplish this study .At last , I would like to offer my sincere thanks to all of my friends who provided me their moral and material assistances.

### **Abstract**

The study attempted to explore the problems of inclusive education on the psychosocial and academic achievement of deaf students with particular reference to Mekanisa School for the deaf. Qualitative study design is used to explore the problems of inclusive education on the psychosocial development and academic achievements of deaf students. The empirical data is collected based on interviews. Using purposive sampling technique *ten* respondents had been selected as study participants. Out of which four deaf students from grades 7 and 8 of the selected school and three parents and three teachers for the interview were selected. The study was conducted at Mekanisa School for the deaf who is found in Addis Ababa.

The findings of the study show that deaf students have encountered some social problems at the inclusive school settings. The social problems deaf students in this study faced are related to the friendship formation with hearing peers, communication barriers with parents and to some extent with teachers and hearing peers this was mainly attributed with lack of sign language on the part of parents, teachers and hearing peers. . Deaf students of this study haven't faced serious psychological problems. However, it was revealed in the study that deaf students sometimes show aggressiveness with their social interaction and being easily disappointed if their needs are not meet as they demand .Moreover, they sometimes show feeling of unloved and un wanted in some cases.

On the other hand, the finding of the study also revealed that deaf students were not able to achieve better result as their hearing peers though they were integrated. Moreover, it was found that deaf students usually perform less in their education and consequently, they felt dissatisfaction with their school work at the inclusive educational settings.

## Acronyms

### Lists of acronyms

<b>CSA</b>	Central statistics agency
<b>GEQIP</b>	The General Education Quality Improvement Program
<b>HIV/AIDS</b>	Human Immune Deficiency Virus/Acquired immune Deficiency syndrome
<b>ILFC</b>	An inclusive, learning -friendly classroom
<b>SNE</b>	Special Needs Education
<b>UN</b>	United Nation
<b>UNESCO</b>	United Nation Environmental Social Cultural Organization

Table of Contents

Contents	Page
Acknowledgement .....	i
Abstract.....	ii
Acronyms.....	iii
Table of Contents .....	iv
Lists of Tables.....	viii
Lists of Figures .....	ix
CHAPTER ONE.....	1
1. INTRODUCTION .....	1
1.1 Back ground of the study .....	1
Inclusive education .....	1
1.2. Statements of the Problems.....	5
1.3. General objectives:.....	10
1.4. Operational Definition of key Terms .....	11
1.5. Significance of the Study .....	12
1.6. Limitations and Implication for Future Research .....	13
1.7. Delimitation of the Study .....	14
1.8. Ethical Considerations .....	14
CHAPTER TWO .....	16
2. REVIEW OF RELATED LITRETURE.....	16
2.1. The Issues of Inclusive education .....	16
2.2. Controversy about Inclusive Education .....	16
2.3. Inclusive-Education-for-Hearing-Impaired-Students .....	17
2.4. Hearing Loss in Children .....	20
2.5. Cognitive Development in Deaf Children .....	21
2.6. The psychosocial problems of Deaf children.....	22
2.7. Communication mode and its influence on the psychosocial wellbeing of Deaf Students	24
2.8. The Impact of Deafness on Developing Social Skills for Deaf children .....	26
2.9. The Impact of Deafness on the Academic Achievement of Deaf Children.....	27
2.10. Social Interactions between Deaf Children and Their Hearing peers .....	30
2.11. Social Interaction between Deaf Children And Teachers .....	32
2.12.The Social Environment of a Hearing Family and Its Impact on Deaf Children.....	32
2.13. Theoretical Frame Work Of The Study .....	34

2.14. Ecological Theory .....	35
2.15. Conceptual frame work.....	39
CHAPTER THREE .....	42
3. METHODOLOGY .....	42
3.1 Design .....	42
3.2. Description Of The Study Site And Participants .....	43
3.2.1. Study Site .....	43
3.2.2. Study Participants.....	44
3.3. Sample Size.....	44
3.4. Eligibility criteria .....	45
3.4.1. Inclusive criteria .....	45
3.4.2. Exclusive criteria.....	45
3.5. Sampling Method.....	46
3.6. Data Collection Procedures.....	48
3.7. Data Collection Tools .....	49
3.7.1. The students interview.....	49
3.8. Data collection process .....	51
3.9. Recruitment and Training of the Field Staff and Field Work .....	51
3.10. The Variables .....	52
3.11. Data Quality Assurance .....	52
3.12. Data Analysis .....	53
CHAPTER FOUR .....	54
4. FINDINGAND ANALYSIS .....	54
4.1. Over All Result .....	54
4.2.1. Number of participants in the study .....	54
4.2.2 Deaf students Participants by Sex, age and grade level .....	55
4.2.3. Information about Teachers of the Deaf Students.....	56
4.2.6. Information on the Social interaction of deaf students at the inclusive educational settings.....	57
4.2.7. Deaf Students' preference to form friendship as reported by deaf students.....	58
4.2.8 .Interaction of Deaf students among themselves as reported by deaf students and teachers of the deaf students.....	59
4.2.9. Interaction and communication of Deaf students with hearing peers as reported by deaf students and teachers of deaf students.....	60

4.2.10. Interaction and communication of deaf students with their teachers as reported by deaf students and teachers .....	62
4.2.11. Interaction and communication of deaf students with their parents as reported by deaf students and parents of deaf students. ....	63
4.2.12. Information about the psychological problems encountered by deaf students at the inclusive educational settings.....	66
4.2.13. Information on the emotional and behavioral problems of deaf students as reported by teachers and parents of deaf students at the inclusive educational settings .....	66
4.2.14. Information on the self esteem of deaf students as reported by deaf students. ....	68
4.2.15. Information about the academic achievement of deaf students at the inclusive School Settings .....	70
4.2.16. Information on attitude of deaf students about inclusive education as reported by deaf students .....	70
4.2.17. Information about attitude of teachers of the deaf students toward inclusive education as reported by teachers of the deaf them selves.....	71
4.2.19. Information on InclusiveSchool Settings as indicated by teachers, and deaf student. ....	73
4.2.20. Information on measures which should be taken to implement inclusive education successfully and to enhance the psychosocial development of deaf students of deaf students as reported by deaf students, teachers and parents.....	74
CHAPTER FIVE .....	77
5. DISCUSSION.....	77
5.1. Social Problems of Deaf Students.....	78
5.1.2. Interaction and communication of deaf students with their parents at home .....	79
5.1.3. Friend ship and Social Interaction of Deaf Students among Them Selves .....	81
5.1.4. Friend ship and Social Interaction of Deaf Students with the Hearing Peers .....	84
5.1.5. Interaction between Deaf Students and Their Teachers .....	86
5.2. Psychological Related Problems of Deaf Students .....	89
5.2.1. Information on the behavior of deaf students.....	89
5.2.2. Information on self esteem and the emotional condition of deaf students.....	93
5.3. The impact of inclusive education on the academic achievement of deaf students.....	94
5.3.1. Information about attitude of deaf students, teachers and parents about inclusive education .....	95

5.3.2. Information on the school environment, school materials and facilities of the inclusive school .....	99
5.3.3. Information on measures which should be taken to implement inclusive education successfully and to enhance the psychosocial development of deaf students as suggested by participants. ....	102
CHAPTER SIX.....	105
6. CONCLUSION AND SOCIAL WORK IMPLICATION .....	105
6.1. Conclusion .....	105
6.2 Social Work Implication .....	107
Reference	
Appendix	

## Lists of Tables

<b>Tables</b>	<b>pages</b>
4.2.1. Table 1 Number of participants in the study .....	59
4.2.2 Table2. Deaf students Participants by Sex, age and grade level .....	60
4.2.4. Table 3 Teacher Participants by Sex, Service and Qualification.....	61
4.2.5. Table 4 Parents Participants by Sex, age and Educational status .....	62

**Lists of Figures**

<b>Figures</b>	<b>Pages</b>
Figure 1. Conceptual frame work for successful inclusive education for the Deaf. ....	43
Figure 2. Conceptual frame work for unsuccessful inclusive education for the Deaf.....	44

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Back ground of the study

##### **Inclusive education**

A succinct definition of inclusive education is provided by (Lipsky & Gartner 1996, 1999 as cited in Mitchell D.,2010)who described it as students with disabilities having full membership in age-appropriate classes in their neighborhood schools, with appropriate supplementary aids and support services.

In recent years, inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged( Earlier, Skrtic & et al. 1996 as cited in Mitchell D.,2010) had argued that inclusive education goes far beyond physical placement of students with disabilities in general classrooms, but should involve schools meeting the needs of all their students within common, but fluid, environments and activities (UNESCO, 2009, as cited in Mitchell.D.,2010).

In the past 40 years the field of special needs education has moved from a segregation paradigm through integration to a point where inclusion is central to contemporary discourse. Even so the concept of inclusion is not unproblematic, both conceptually and practically (Hegarty, 2001).

Despite the internationalization of the philosophy of inclusive education (UNESCO, 2008), for a range of historical, cultural, social and financial reasons its implementation has been

uneven across the world. It has been a particularly problematic concept in developing countries, where resources are limited and fewer than 2% of children with disabilities receive any form of education Mitchell, D., 2010).

The growing in public awareness, the achievement in the technological advancement and the improved legislation in some countries have opened the way for better provision of education to children with disabilities. (Abebe, 2001).

### **Inclusive Education in Ethiopia**

In Ethiopia, the movement towards inclusive education continues on the assumption that teachers are willing to admit students within the regular classes and be responsible for meeting their needs. However, negative attitudes and misconceptions have begun to be reflected in a researches conducted in some schools. (Gezahegne & Yinebeb 2010).

In Ethiopia, pockets of successful inclusive education trails with children having visual impairment and mental retardation in Kokebe Tseba primary School and German Church Primary school ( Gezahegne & Yinebeb 2010) in Addis Ababa reported respectively.

Furthermore, a study conducted on blind students integrated in Sebeta School showed positive experience on the part of the teachers, sighted students as well as blind students.

However, shortage of adapted material, inconvenient school environment and lack of back-up support were considered as obstacles encountered in the course of their education. (Tirussew, 1999).

Many factors continue to affect and regulate the development of inclusive education in Ethiopia. One of the determinant factors refers to the attitude of the community toward persons with disabilities and inclusive education. Among others, a limited understanding of the concept disability, negative attitude towards persons with disabilities and a hardened resistance to change are the major barrier impeding inclusive education. (Tirussew, 1999)

### **Hearing Impairment**

Hearing impairment is a broad term used to describe the complete or partial loss of hearing). Hearing impairment can be broadly divided in to two categories. Hard of hearing (Partial loss of hearing) and Deafness (complete loss of hearing). The term hard of hearing used to describe a degree of hearing loss (ranging from mild to profound) for which a person usually receives some benefit from amplification. Most people who are hard of hearing are oralists (communicate by using their voice), although a small number learn sign language. Usually they participate in society by using their residual hearing with hearing aids, speech reading, and assistive devices to facilitate communication. People who are hard of hearing and people who are deaf are also referred to as people with hearing impairment (Deafness Research Foundation, 2002).

### **Deafness**

In audio logical terms, a person is deaf if s/he has a hearing loss that is sufficiently severe, (even when using a hearing aid or other technical equipment) to hinder both auditory speech perception and the control of his or her own voice. In cultural terms, Deaf (with capital

D) may refer to a person who prefers to communicate mainly through a sign language (Skådalen Resource Centre, 2007)

The level of hearing a person has is determined through hearing tests, to discover the amount of decibels of hearing lost at various sound cycles (Spradley 1987, as cited in Christina, 2006) Deafness is not merely a disability one "suffers" from. Deafness is a multi-faceted and vast physical, social, psychological, and linguistic phenomenon (Kelly, n.d).

Deaf people and doctors today use three broad categories to describe hearing loss; profoundly deaf, moderately deaf, and hard-of-hearing. Each of these three categories can be broken down into even more specific and complex terms, but the three categories listed above are the general terms that are used most often (Christina M., 2006).

### **Children with Hearing Impairment in Ethiopia**

Currently there are no statistical data on the prevalence of hearing impairment and the situation of persons with hearing impairments in Ethiopia in general. However according to demographic survey results of the National Housing and Population Census of 2007, a baseline survey in 1995 and the national census of 1984, the prevalence of disability in the country ranges from 1.2% to 5.48%. According to the CSA, 2007, out of a total population of 73,750,932, there were 864,218 (1.17%) persons with disabilities of which 464,202 were male and 400,016 were female. Children accounted for 232,585 (126,195 male and 106,390 female).

According to the data collected in 2009/10, the total number hearing impaired students in primary school (1-8) was 10412, in secondary school (9-10) was 391 and in secondary school

(11-12) it was only 67(- EMIS 2009/10 cited in Ethiopia's 4th and 5th periodic report to the United Nation committee on the right of the child(2006-2011), 2012) .

In 2010, Ethiopia ratified the UN Convention on the Rights of Persons with Disability. According to the data collected in 2009/10, the total number hearing impaired students in primary school( 1-8) was 10412 , in secondary school(9-10) was 391 and in secondary school (11-12) it was only 67(- EMIS 2009/10 cited in cited in Ethiopia's 4th and 5th periodic report to the united nation committee on the right of the child(2006-2011), 2012) .

The Ministry of Education has adopted a Special Needs Education (SNE) strategy regarding the provision of the service within the existing structure and in the framework of inclusive education. The final goal of the strategy is to ensure access and quality education for marginalized children particularly for children with disabilities. The General Education Quality Improvement Program (GEQIP) has also given emphasis to these issues and incorporated them in the teacher development component. Thus, a teacher training program is specially designed for “training teachers in SNE screening”. Programs are implemented to strengthen Pre-Service and In-Service Teacher Training for SNE and provision of SNE materials to TEIs and cluster resource centers. (- EMIS 2009/10 cited in Ethiopia's 4th and 5th periodic report to the united nation committee on the right of the child 2006-2011, 2012) .

## **1.2. Statements of the Problems**

Moges, (2006) has made a study on the consequence deafness has on the psychological and academic development of deaf students in the case of Alpha special school for the deaf in Addis Ababa and at Hermata and Mendera Junior School in Jimma Town. The finding of the

study shows that deaf students have encountered social and psychological problems at different social contexts which in turn bring about major academic problems. Deaf students of this study also faced such psychological problems as feeling of inadequacy, inferiority, shame, and rejection.

Ruth (2009) on her research on attitude of hearing impaired children face from hearing people in Wollega and the study reveals that positive attitudes from friends is so important so as to influence the hearing impaired child in a positive way. However negative attitudes influence the child's self-esteem in a negative way.

Gezahegne & Yinebeb(2010), have conducted *on* attitudes of teachers towards inclusive education in Ethiopia, The study showed that the nature of disability, lack of training, adapted curriculum, availability of support, materials and equipments and Class size, were found consistently influencing attitudes of teachers in implementation of inclusive education negatively

Emmy (2012) has made a research on inclusive education for person with disabilities in Ethiopia and the study reveals that there was lack of awareness on the issue of disability in relation to inclusive education. It mainly concerned with the attitudes of parents and teachers towards education for children with disability.

Asrat Adugna (2013) have made on factors affecting the implementation of inclusive education in primary schools of Bahir Dar town administration, the result revealed that lack of training, adapted curriculum, availability of support, materials and equipments and Class size have found to be as a factor that affect the implementation of inclusive education .

Mayberr(2002) has made a study on cognitive development in deaf children: the interface of language and perception in neuropsychology and the study showed that Deaf children's significantly delayed language development, in sign or speech, leads to poor reading achievement; on average it is lower than literate levels.

Polat,F. (2003) has conducted a study on factors affecting psychosocial adjustment of deaf students and in the study it has been found that degrees of hearing loss, additional handicap, and age at onset of deafness were negatively related to the psychosocial adjustment of deaf students. More over it revealed that a significant negative association was also observed between the degree of hearing loss and overall, social, and emotional adjustment of deaf students.

Kavale & Mostert (2003) as cited by Mitchell,(2010) claimed that research evidence in relation to inclusive education for the disabled is mixed at best and clearly suggests the need for caution. They noted that while some positive outcomes have been found, there is also evidence of negative consequences for students with disabilities, including poor self-concepts and inadequate social skills and low levels of peer acceptance.

Christina M.,(2006) has conducted her research on the Affects of Deafness on Adolescent Development and the result indicated that being deaf affect their development, ability to participate in school, or impact their relationship with their parents . Being deaf affects adolescent development, in mainstream settings, which are made more complicated in today's auditory/visual world versus, deaf adolescent development in Deaf settings.

Knoors &Wauters (2008) have reviewed empirical articles on Social integration of deaf children in inclusive Settings .They indicated that deaf children in mainstream education often

have few friends, have less interaction with hearing peers, and are more often rejected or neglected than their hearing peers. The study also revealed that deaf students may feel isolated and lonely.

Punch & Hyde, (2011) have indicated that ,social participation and emotional wellbeing became more problematic for some children as they reach adolescence and appeared to struggle with issues around being deaf, feeling self-conscious about and fitting in with hearing peer.

Wolters & e.tal(2012) have reviewed a study which was conducted by.( Hamre & Pianta, 2001) and the study indicated that hearing loss affects social experiences, which threatens deaf early adolescents' well-being in school, along with their academic progress. It also revealed that peer acceptance, popularity, and relationship with the teacher had different effects on well-being for deaf early adolescents in mainstream schools compared to the effects on those in special education schools.

Wyatte (n.d) has made his study on the Decrease of Deaf potential in a mainstreamed Enviroment at Rochester Institute of Technology and the study revealed that the communication barrier between deaf children and their hearing peers can cause deaf children to develop anxiety or low self-esteem. The study found that deaf children in general usually lack the social skills necessary for peer interaction

Herman & Morgan,( n.d) has made a study on Deafness, Language and Communication and the finding indicated that easy communication between deaf and hearing children is important for friendships and also for successful learning in class. It also revealed that deaf children experience severe problems with learning to read.

As it has been seen from the above literature, the finding of the above studies have shown us some of the challenges and psychosocial problems of hearing impaired children and the situation of in the inclusive education.

In general, it had been found that different scholars studied the situation of disable people in general and hearing impaired children in particular from different perspectives and address some of the questions in relation to hearing impaired children and inclusive education.

However it had been understood that there were still a lot of questions that were needed to be addressed through scientific research about inclusive education. Hence, since the researcher had realized that there was a gab in the literature in relation to the problems of inclusive education for the deaf children, particularly in Ethiopian context, he had been convinced to conduct a research on the problems of inclusive education on psychosocial development and academic achievement of deaf children at Mekanisa school for the deaf in Addis Ababa.

### **Research Questions**

The study will attempt to answer the following research questions.

- What are the psychological, social and academic problems of deaf children at the inclusive education setting of Mekanisa School for the deaf?
- What are the causes for the psychological, social and academic problems of deaf students at the inclusive educational settings?

-What are the suggested intervention strategies which should be done to successfully implement inclusive education so as to enables deaf children to develop a complete psychosocial well-being and to attain educational achievement at Mekanisa school for the deaf?

### **1.3. General objectives:**

To explore the problems of inclusive education on the psychosocial development and academic achievement of deaf children at Mekanisa school for the Deaf.

#### **Specific objectives:**

To explore the attitude of peers, teachers and parents toward inclusive education for the deaf students at Mekanisa school for the deaf.

To explore the interaction and relationship of deaf students with their hearing peers and teachers at Mekanisa school for the deaf.

To look at the interaction of deaf students with their parents and other family members at home

To examine the emotional and behavioral problems of deaf students at the inclusive school settings at Mekanisa school for the deaf.

To describe the academic achievement of deaf students at the inclusive educational settings at Mekanisa school for the deaf.

To inform to parents, professionals, and policy makers to develop alternatives intervention strategies and support to help hearing impaired children in the inclusive education settings.

#### 1.4. Operational Definition of key Terms

**Hearing Impairment:** Hearing impairment is a broad term used to describe the complete loss of hearing (deaf) or partial loss of hearing (hard of hearing) Deafness Research Foundation, 2002).

**Deaf:** In audio logical terms, a person is deaf if s/he has a hearing loss that is sufficiently severe, (even when using a hearing aid or other technical equipment) to hinder both auditory speech perception and the control of his or her own voice. In cultural terms, Deaf (with capital D) may refer to a person who prefers to communicate mainly through a sign language ( Skådalen Resource Centre,2007).

**Hearing-Impaired Children:** Both deaf and hard-of-hearing children. This term, used mainly in education, indicates a child who needs special services because of a hearing loss (Heward & Orlansky, 1988 cited in Tilahun 2012).

**Hard of Hearing:** The term used to describe a degree of hearing loss (ranging from mild to profound) for which a person usually receives some benefit from amplification. Most people who are hard of hearing are oralists (communicate by using their voice), although a small number learn sign language. Usually they participate in society by using their residual hearing with hearing aids, speech reading, and assistive devices to facilitate communication. Those

Exploring The problems of Inclusive Education...

people who are hard of hearing and people who are deaf are also referred to as people with hearing impairment (Deafness Research Foundation, 2002).

**Hard-of-Hearing Children:** Children who can rely on auditory perception. But, the terms "partially deaf" and "partially hearing" are sometimes used as well (UNESCO, 2000 cited in Tilahun , 2012).

**Integrated Classes:** Classes where hearing-impaired children are placed in class of hearing children with special help and attention for the hearing-impaired (UNESCO, 2000 cited in Tilahun, 2012).

**Psychosocial Development:** refers to the social and psychological developmental profiles the relationship between the individual and society, interaction among groups in shaping behavior, attitudes and personality (Miller, 1976 cited in Moges, 2006)

### 1.5. Significance of the Study

Much of the studies which the researcher had reviewed focus on the impacts of deafness on the psychosocial wellbeing in general and social interaction, psychological development and academic achievement in particular. They have also tried to see some of the psycho social problems in relation to hearing impairments in a wider situation. This is to mean they have seen the problems of deafness out of inclusive education setting .More over some of the studies tried to show us about the situation of inclusive education.

However, there was no particular study which tried to show specifically on the problems of inclusive education on the psychosocial and academic achievement of deaf students. That was particularly true for local researchers. As a result, the researcher of this study planned to give much attention to the topic and had found significantly important to conduct a research on the problems of inclusive education on the psychosocial and academic achievement of deaf students at Mekanisa School for the deaf.

### **1.6. Limitations and Implication for Future Research**

It is important to realize that since the deaf population is diverse and its members have different needs and since it is difficult to uncover all their needs due to time and financial constraints. This study is limited only with the exploring problems of inclusive education on the psychosocial development and academic achievement of the deaf children. Thus, the respondents of this study cannot be considered representative of the deaf population at large. Therefore, the findings of this study cannot be generalized to all deaf people. Thus, further research should be made to consider this aspect and to explore the nature of these differential needs in the interest of helping all the deaf people.

However, though the investigation of this study reveals only the problems of inclusive education on the psycho social development and academic achievement of deaf children at Mekanisa School for the deaf. However, it would also raise some other issues that should be the subject of further research and social work implication for it would also be provided.

### **1.7. Delimitation of the Study**

Although there were some few schools for the deaf in Addis Ababa. However, due to logistical reasons and time and resources constraints, the study was delimited only on the deaf students at Mekanisa School for the deaf. Specifically, it was delimited to those deaf students who are enrolled in junior grade levels (grades 7 and 8).

### **1.8. Ethical Considerations**

As social work research, ethical consideration is an issue in undertaking the research. Moreover, the issues, which were raised for discussion, were sensitive making ethical consideration imperative part of the study. Thus, for ensuring ethical procedures, prior to selecting participants, the purpose and objective of the study were clearly discussed with the management of the school, through which participants will be accessed.

In the process of selection of participants, the purpose of the research and the extent of confidentiality were discussed for potential participants to make sure that participants were well aware of what they were giving their willingness for. In line with that, after the participants were selected, a proper rapport was established with them in order to avoid discomfort of sharing personal and family matters.

Before the beginning of the data collection, participants were informed that they had a right to withdraw from the study at any time without any explanation and that it had nothing to do with their benefits to which they were entitled.

Moreover, written consent was obtained from the participants to protect respondents from participating involuntarily and in order to approve their willingness. On the other hand, the confidentiality of the information from the respondents was ensured through anonymity, as the real names of the participants did not appear in the research document and in the analysis as well.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITRETURE

#### 2.1. The Issues of Inclusive education

The issues of inclusive education and its implication for education have been under scrutiny during the past thirty years. Today, societies have become concerned with ensuring the educational rights for all children in disregarding severity of disabilities. As a result, the integration of students with disabilities into the regular educational setting as regular class students has become the concern of educators, governments, and the society at large( Tesfay, 2005,as cited by Gezahegne & Yinebeb, 2010 ).

However, the main challenge with integration/inclusion is that mainstreaming has not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies (Tilahun, 2007 as cited by Gezahegne & Yinebeb , 2010).

This lack of organization change has proved to be one of the major barriers to implementation of inclusive policies. Incorporating inclusive education as a guiding practice typically requires change in education systems, and this change process is frequently faced with several challenges as mentioned above.( Gezahegne & Yinebeb ,2010).

#### 2.2. Controversy about Inclusive Education

Advocacy for inclusive education revolves around three main arguments. Firstly, several writers claim that inclusive education is a basic human right. For example, (Christensen,1996 as

cited by Mitchell,2010), argued that exclusion or segregation of students with special needs is a violation of their human rights and represents an unfair distribution of educational resources.

Secondly, as (Lipsky & Gartner ,1996, 1999 as cited by Mitchell, 2010), pointed out, in designing educational program for students with disabilities, the focus must shift from the individual's impairments to the social context, a key feature of which should be a unitary education system dedicated to providing quality education for all students

A third argument asserts that since there is no clear demarcation between the characteristics of students with and without disabilities, and there is no support for the contention that specific categories of students learn differently, separate provisions for such students cannot be justified (Lipsky & Gartner, 1996, 1999 as cited by Mitchell,(2010).

### **2.3. Inclusive-Education-for-Hearing-Impaired-Students**

Inclusive education is more than the physical presence of a student in a normal classroom; it requires engaging students both socially and educationally. There are a few difficulties that make inclusion of hearing impaired students more challenging. Perhaps the most obvious difficulty is the communication barrier between hearing impaired students and their non-impaired peers and teachers (Thomson, 2009 as cited in Kyle, 2013).

An inclusive, learning -friendly classroom (ILFC) welcomes, nurtures, and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics. They may be gifted children or children with physical or learning disabilities. They may be street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS, or children from other

disadvantaged or marginalized areas or groups. An ILFC is thus one in which the teacher understands the value of this diversity in the classroom and takes steps to ensure that all girls and boys come to school (UNESCO, 2009).

With full inclusion, there is no need for a separate special education system; in a socially just system, the regular classroom teacher must be the teacher for all children.” (Oliva, 2004, as cited in Christina M., 2006). The experiences that have been recalled and recorded by researchers from deaf adolescents seem to show that inclusion may be good for the hearing students but it’s not always good for the deaf student, some things just aren’t good for all ( Christina M.,2006).

Educators are torn about the idea of mainstreaming. On one hand it gives an opportunity for “normal” children and “special needs” children to learn how to work together and get along, which diminishes prejudices. On the other hand there is the fact that mainstreaming is not in the best interests of deaf and hard of hearing children and, in fact, can be detrimental to their emotional as well as their academic well-being. (Christina M., 2006).

Education for deaf children is organized by more or less inclusive approaches. The mode of schooling affects the participation of the family in the deaf child's education. It is suggested that the family, school and community need to share the ideas and goals of education and inclusion in order to create conditions for community level inclusion ( Rutter & Rutter, 1993 as cited in Lehtomaki, E un).

Educators need to be aware of the school environment and how it affects deaf children.” In other words some adolescence will benefit from being included, but other won’t, especially if

the schools don't know how to help and support the children through the process. (Punch & Hyde, 2005) .When a hearing impaired student is integrated into a regular classroom, all teachers and students should receive instruction in sign language and hearing related issues (Rose, 2002 as cited in Kyle ,2013).Also, if needed, teaching strategies and curriculum should be modified to include all students(Rose, 2002 as cited in Kyle,2013).

Educators need to be aware that merely placing a deaf or hard-of-hearing child in a classroom will not necessarily be conducive to personal development without careful attention to the child who is "different." Educators have to understand that school do make and mold identity, self-perceptions, and perspectives on life, although the passage of time and new experiences will reshape all these aspects. If minimal attention is given to the social needs of the deaf or hard-of-hearing student who struggles to be included in interactive opportunities with hearing peers, social isolation is more likely (Christina M., 2006).

The inclusion of deaf children in mainstream education has been associated with good academic outcomes and greater development of social skills (Geers, 1990, Stinson & Antia, 1999 as cited by Batten.& etal ,2013) .However, deaf children can face considerable social challenges with their hearing peers(Batten & etal,2013).

In a study it has been found that students were not benefitting as much as they should from inclusive education. Deaf students did not perform as well as the hearing students academically. In this study, all the mainstream teachers said that the current syllabi did not fully address the needs of deaf students. RaJ , 2012).

The outcome of mainstreaming is affected by availability and effectiveness of support service (Polat, 2003). Systems that support children with CI and their parents face challenges most notably in the areas of children's academic achievement and social development and participation with hearing peers (Punch & Hyde, 2011).

It was found that students with hearing impairment were facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction (Mahwish, & etal, 2012).

In order to be successful in an inclusive classroom, all students need to learn how to communicate and work with their peers, regardless of any barriers that may be present. This ability to effectively communicate with all students is a skill and asset that will help students communicate successfully with all people they encounter throughout their lives. Unfortunately, there are some very challenging difficulties to overcome before inclusive education can be effectively established for hearing impaired students (Kyle, 2013).

#### **2.4. Hearing Loss in Children**

Hearing loss is challenging at any age, but it poses unique issues for the young child. Having a hearing loss does not mean a child will develop psychological problems It is a combination of psychological, biological, and social factors that make a child more at risk than the general population. Some of the more commonly noted secondary aspects of hearing loss include communication and behavioral problems, self-esteem and image problems, and depression and introversion ( Kaland & Kate ,2002).

Increased incidences of behavioral problems are often cited in the literature on children who are deaf or hard-of-hearing. Behavioral problems in children such as hyperactivity or aggression can be the outward expression of internal difficulties such as depression, anxiety, and learning disorders— and should be investigated. In addition, children rarely perceive being different as a virtue. Children with any unique qualities may develop a negative self-image as a result (Kaland & Kate, 2002).

One personality trait often associated with hearing loss is introversion—the terms shy, quiet, and sensitive often refer to this. The general theory is that the child with hearing loss is more inner-focused as a result of reduced stimulation from the outside world. They may withdraw from peer interactions due to this inner focus, the extra effort demanded in communicating, or simply due to the alienating feeling of “being different.” As a result, parents must apply extra effort to helping their child with hearing loss participate with peers and in social groups ( Kaland & Kate ,2002).

## **2.5. Cognitive Development in Deaf Children**

Cognitive development is the product of the child’s attempts to understand the family, neighborhood, school and the world at large during this period of rapid brain growth and learning. The effects of deafness on cognitive development are, therefore, quite diverse and complex due to the multitudinous ways in which families, societies, and cultures, react to and interact with children who are born deaf and hence do not spontaneously learn to talk and comprehend speech

The primary consequence of childhood deafness is that it blocks the development of spoken language, both the acts of speaking and comprehending. This fact leads us to ask what spoken language contributes to the child's cognitive development. Because deafness impedes the development of spoken language, we must ask whether complex and logical thought can develop in the absence of spoken language (Mayberr,2002)

All of the existing research assumes that cognitive development in deaf children follows the same course as that found in hearing children, although the rate of development may differ, most of the differences are based on the fact that learning, comprehension, and cognition all require an understanding of language, and the understand of language is a struggle for some deaf children.(Clark, Marschark, & Karchmer, 2001,as cited by Christina M., 2006)

Good parent-child interaction allows deaf children to gain social knowledge, cognitive and problem-solving strategies, information about self and others, and a sense of being part of the environment (Marschark, 1993 as cited by Herman. & Morgan, n.d).

Research findings also suggest that the age at which hearing loss occurs affects the deaf children's social as well as psychological developments. A congenital hearing loss is one that is present at birth; an adventitious hearing loss is acquired sometime after birth, through accident or disease ( Moges ,2006).

## **2.6. The psychosocial problems of Deaf children.**

When a child is unable to hear sounds clearly, significant language and psychosocial problems may develop. Deaf students have encountered social and psychological problems at different social contexts which in turn bring about major academic problems. Among the major

social problems deaf students in this study faced are peoples' negative attitude towards them, societies' unawareness of the potentials of the deaf students, little or no participation in social gatherings and mistreatment by the hearing people. Deaf students of this study also faced such psychological problems as feeling of inadequacy, inferiority, shame, and rejection (Moges, 2006).

The cause for the psychosocial problems was difficult to isolate. Evidenced by behaviors of low self-esteem in children and high stress levels in parents has been observed in the study. The research concluded that issues of frustration and shame that erupt when the child cannot receive or produce the language of the parent and the majority population but must communicate through a gestural/visual language, such as sign language, were perceived as obstacles to effective communication between parent and child (Jacobs, 1989; Ormerod and Huebner, 1988 as cited by Anne, 2003)

Similarly, problems in the psychosocial functioning of children who are deaf have shown evidence of low self-esteem, depression, and self-harm (Backenroth, 1993, Hindley, et al., 1994; Knutson and Lansing, 1990; Sam and Wright, 1988; Watt and Davis, 1991, as cited by Anne, 2003)

Parents in the study reported that they were facing problems in developing communication skills, which are common to the deaf children and the parents. The findings of the study disclosed that deaf students experienced Social and emotional problems in different social contexts. As a result, the deaf students failed to be understood by their family members; consequently, they felt neglected, unloved, unwanted and hopeless (Moges, 2006).

## **2.7. Communication mode and its influence on the psychosocial wellbeing of Deaf Students**

Deaf individuals are at a great disadvantage in acquiring the basic elements of spoken language for effective communication. This brings about serious difficulties in laying the foundations for positive psychosocial developments. The deaf often feel rejected, less able and different from their hearing peers (Meadow, 1980 as cited by (Moges, 2006).

Communication mode may influence a student's ability to communicate with teachers and peers, the quality of sign language interpreting, the ability of the student to appropriately use the sign language interpreter, and the willingness of the teacher and peers to work with the interpreter and make instructional accommodations may be more important and have more influence on achievement than communication mode alone, lack of persistence on academic tasks, and frequent absences for frivolous reasons; family detractors included poor communication between parents and the school; and service detractors included poor communication among professionals (Susanne & etal 2008).

Research indicates that deaf children can have marked social difficulties compared with their hearing peers\The main factors investigated were the deaf child's communication competency, age, and level of mainstreaming, The role of communication gained the highest consensus across studies which overall were positively associated with peer interactions (Batten,& etal , 2013).

A study indicated that most of the parents do not understand well what their hearing impaired children try to say to them, The communication problems of most parents also seem produce barriers to social and emotional development of the children. An important educational

implication of this study is that hearing impaired children who are not able to participate in meaningful interactions with their families are unlikely to benefit from integrated placements with large groups of hearing children (Tilahun 2012).

The findings of this study indicate that most of the hearing impaired pupils wanted to be with children like themselves, with friends whom they can feel socially accepted and comfortable. Part of the poor interaction may be attributed to the lack of communication skills of the hearing impaired or to insufficient social skills; such as the ability to initiate and continue conversations or discuss playground or after-school activities (Tilahun 2012).

The biggest problem and root cause of the increase in isolation and anxiety is communication difficulties fostered by the mainstreamed setting. A study showed that rather than being actively disliked, deaf children were neglected by the hearing students in terms of socialization (Martin & Bat-Chava, 2003 as cited by Wyatte , (n.d).

Improved oral communication skills may facilitate social interactions with hearing peers (Bat-Chava, Martin, & Kosciw, 2005 as cited by Batten & etal, 2013) and improve children's perceptions of their deaf peers (Most et al., 1999), thereby leading to improved friendships and increased socio emotional benefits for deaf children. (Department for Education and Employment, 1998, Disability Rights Task Force, 1999 as cited by Batten & etal, 2013).

A study indicated that all the deaf students had communication problems in the ordinary classes where they were supposed to learn. They all singled out communication as a problem as they could not speak orally while hearing students and teachers had problems in signing. Some

deaf students indicated that hearing students were eager to learn to sign and were very helpful to them in class (RaJ, 2012).

For deaf children, their communication skills have major implications for the quantity and quality of interactions with hearing peers and teachers (Antia, Kreimeyer, Metz, & Spolsky, 2011) and, thus, for their relationships and social experiences (Stinson & Kluwin, 2011; Stinson & Liu, 1999 Knoors, & etal, 2012)

Increased focus on early identification of hearing loss in infants, enabling earlier intervention options for children and their families. Early diagnosis of hearing loss may be associated with better communication outcomes (Bat-Chava & Deignan, 2001 as cited by Batten & etal, 2013).

## **2.8. The Impact of Deafness on Developing Social Skills for Deaf children**

Social skills are a necessary component of everyday life, yet when deaf children are mainstreamed, this is one thing they cannot be directly taught. The communication barrier between deaf children and their hearing peers can cause deaf children to develop anxiety or low self-esteem. Teachers and parents can also have a huge impact if they have distorted perceptions of deafness. The evidence suggests that decreased social interaction reduces what a deaf child can achieve in life (Wyatte, n.d).

A key aspect of development for every child, whether deaf or hearing, is the ability to interact socially. Social interactions and friendships in childhood are associated with a wide range of factors related to psychological well-being and can be considered protective factors against life stressors and developmental challenges, such as those faced by deaf children. Peer

relationships offer children opportunities to practice key competencies related to interpersonal interactions, such as helping, sharing, and negotiating (Batten & etal, 2013).

A critical part of the development of deaf children is their education, and through that, their social foundations are also built. During the primary-school development period, friendships are formed through common interests, school activities and sports. For these friendships to form, an obvious requirement is communication. For deaf children unable to utilize effective communication methods with the people around them, the difficulty in acquiring new friendships typically leads to a decrease in self-esteem (Wyatte, n.d).

Many children in general usually lack the social skills necessary for peer interaction. One major factor that has been identified in deaf children's social interactions is a repeated misunderstanding of how deaf children need to communicate with the people around them dismissal (Martin & Bat-Chava, 2003 as cited in (Wyatte, n.d).

## **2.9. The Impact of Deafness on the Academic Achievement of Deaf Children**

An important task of education is to promote the social development of the child, including affective relationships with peers. Peer relationships contribute to the development of social skills that reduce the likelihood of social isolation; support the acquisition of attitudes, values, and information for mature functioning in society; and promote psychological health (Polat, 2003).

These academic performance patterns illustrate the great difficulty experienced by deaf children perceiving and learning spoken language and visual representations of speech, namely written and read language. The primary effect of degree of hearing loss on language

development, in turn, interacts with factors extraneous to deafness, such as socioeconomic and ethnic status and additional handicaps (Mayberr, 2002).

Children who are born deaf frequently experience severely delayed and impoverished language development regardless of mode of expression, that is, spoken language or sign language. The delayed and depressed language development of deaf children, as a group, is not caused by, and does not cause, general intellectual deficiencies in cognitive domains that function independent of language. This fact demonstrates that language and non-language cognitive development is dissociable to a large degree.(Mayberr,2002).

Deaf children's significantly delayed language development, in sign or speech, leads to poor reading achievement; on average it is lower than literate levels. However, many deaf children read as well as their normally hearing peers; successful reading achievement can be based on either successful spoken language development or successful sign language development. Deaf children's incomplete language development also delays their ability to understand the motivations and actions of other people (Mayberr, 2002).

Language problems, problem of mathematics and problems related to abstract thinking were also identified to be notable academic problems of the deaf (Moges, 2006).

Studies have shown that deaf children's reading develops at a slower rate (Harris, 2010 as cited by Herman. R & Morgan. G ) The main reason that deaf children experience such severe problems with learning to read is that written English is essentially derived from spoken English, to which deaf children typically have limited access. (King & Quigley, 1985 as cited in Herman & Morgan, n.d).

Studies have found a number of factors to be critical for advanced reading skill development in deaf individuals. Having a strong foundation in a first language is critical, and children with earlier diagnoses and greater vocabulary tend to read better. More over the study revealed that parental involvement in education and the child's comfort in communicating with teachers and peers; both affect academic and reading outcomes in deaf children. (Reading research and deaf Children,2011).

Hearing loss affects social experiences, which threatens deaf early adolescents' well-being in school, along with their academic progress (Hamre & Pianta, 2001 as cited by Knoors & etal , 2012 ).

The parents and teachers lack of knowledge about hearing impairment seems to contribute negative impact on the emotional, social as well as schooling achievement of the pupils. Moreover the findings of this study indicated that the home-school relations, the pupils' school attendance, the pupils' educational activities at home, and the educational encouragement of the parents were found to be low (Tilahun 2012).

A the study revealed that deaf students experienced a feeling of dissatisfaction with their school work though it was to some degree In explaining the reasons for their dissatisfaction further, these deaf students reported that they were not courageous enough to ask questions in class for clarification and in some instances they got confused with what their teachers taught them. Consequently, they said that they scored relatively lower grades. Eventually, they felt that they were less able and less competent than their classmates (Moges, 2006).

Since each deaf child is different and will require different things based on the amount of hearing they have lost. In addition, since, deaf students are a relatively heterogeneous group of learners, and no single educational technique or approach will remove all academic or developmental hurdles. (Clark, Marschark, & Karchmer, 2001 as cited by Christina M., 2006).

### **2.10. Social Interactions between Deaf Children and Their Hearing peers**

In terms of the psychosocial development of deaf children the debate over inclusion calls for careful consideration of research findings in two important areas. First, the students' social experiences (e.g., interaction between hearing and deaf students, attitudes of hearing students toward deaf students) in classes with hearing peers should be compared with their experiences in residential schools or in special day schools. Second, the extent to which psychosocial development is promoted when students are placed in classes with hearing peers should be evaluated. The outcome of mainstreaming is affected by availability and effectiveness of support services ( Polat, 2003).

The issue of social interactions and relationships between deaf children and hearing peers is clearly an important and growing area of concern. However, deaf children's social experiences in mainstream schools can vary widely (Christiansen & Leigh, 2002 as cited by Batten & etal (2013)

The establishment of positive peer relations is crucial for children's global socio emotional development, advancing emotional regulation and expression (Parker & Gottman, 1989 as cited by. Batten & etal (2013). Peer friendships could provide deaf children with

opportunities to develop specific social, emotional, and cognitive skills, alongside increasing their overall well-being and self confidence .However, rejection by peers or the absence of friendships could lead to increased psychosocial and educational difficulties for deaf children, over and above the challenges they can already face (Moog & Geers, 1985 as cited by Batten & etal (2013).

Alongside the communication and psychological difficulties that deaf children can face, deaf children's social behavior has been found to be more withdrawn and less collaborative than that of their hearing peers (Wauters & Knoors, 2007). Research indicates that deaf children do not have as many close friendships with hearing peers in their mainstream class and these relationships are more sporadic Wauters & Knoors, (2007) .

There is a limitation in social relations between students with disabilities and non-disabled students at AAU. Consequently, psychological reactions such as feelings of rejection, loneliness and depression are observed among some students with disabilities. The peer support is also very minimal. Furthermore, anxiety and worries of employment after graduation are frequently reported by students with disabilities Tirussew Teferra & Elina Lehtomaki (2005) .

In a study it has been found that hearing peers had varying attitudes toward deafness, with negative attitudes centered on frustration, misinterpretation, communication breakdowns, fear, and lack of familiarity with deaf peers and an unwillingness to consider children who are "different." (Stinson and Liu (1999) as cited by Batten & etal (2013)).

Peer acceptance and popularity, had different effects on well-being for deaf early adolescents in mainstream schools compared to the effects on those in special education schools.

In addition to peer relationships, has been found to affect well-being in the classroom (e.g., Hamre & Pianta, 2001 as cited in Knoors & etal (2012)

### **2.11. Social Interaction between Deaf Children And Teachers**

Relationship with the teacher had different effects on well-being for deaf early adolescents in mainstream schools compared to the effects on those in special education schools. In addition to peer relationships, the teacher–student relationship has been found to affect well-being in the classroom (e.g., Hamre & Pianta, 2001 as cited in Knoors & etal, 2012).

In mainstream education, the relationship with the teacher was the strongest predictor of well-being in school for hearing children .In addition, to start with, deaf mainstream children experienced lower well-being than hearing peers (Knoors & etal,2012).

Teachers' experience was another significant variable that was positively correlated with ratings on the emotional adjustment of deaf students. The teachers who held special education degrees in deaf education were found to give more positive ratings of emotional and overall adjustment of their students compared with a reference group( Polat,2003) .

As is evident from the results of this study, parental-school-and teacher-related factors play relatively important roles in the psychosocial adjustment of deaf students, as do student-related factors (Polat, 2003).

### **2.12. The Social Environment of a Hearing Family and Its Impact on Deaf Children**

Our abilities to hear and respond to various sounds have an impact on every aspect of our lives. If hearing is severely impaired, there can be far-reaching effects on individuals' capability

to interact with the environment. This is especially very critical in the child's formative years (Gearhart, 1988 as cited by, Moges, 2006).

The development of a deaf child can be seen in terms of the individual areas in which growth and development take place, that is, in the areas of language, cognition, social behavior, and psychological functioning. However, if development is to be understood, it must be seen in the context of the child's environment. The environment includes the significant others in the child's world, beginning with his/her immediate family, extending to peers, teachers and members of the various communities that impinges on his or her life and finally to his or her socials, with its norms and values, its institutions and laws (Meadow, 1980 as cited by Moges, 2006).

The environment children grow up in is a major influence on their personality and how they interact with and are perceived by others. The family is one factor. The attitude of hearing parents and siblings in how accepting they are of the disability influences the child in different ways. Parents will sometimes influence how the deaf child's siblings will act towards him or her (Tiffany, n.d).

Each person in the family has to deal with the child's disability and the manner in which they do so defines how the family as a whole will accommodate to the disability (Bat-Chava & Martin, 2002). The child adjusts to the environment established accordingly; thus it contributes towards the development of his or her personality. Siblings are typically the first peers a child encounters. These relationships are important, because they can affect how a child interacts with others he or she will meet later in life. Parents are at the head of the family structure and serve a

major function in their children's lives. They affect relationships between siblings indirectly (Tiffany n.d).

### **2.13. Theoretical Frame Work of the Study**

To be deaf is not a good indicator of the difficulties individuals may face or how they adjust themselves to work in acquiring language, social skills or psychological development. It is good to see the basic social problems that may hinder these social groups to acquire knowledge and development skills to support their lives and become productive citizens. Here the researcher is interested in identifying the psychological and social developmental profiles of deaf students starting from their home environment up to the grade levels they are attending at present.

Traditionally, many professional involved with exceptional children have assumed that social and psychological problems emanated from the students themselves. Therefore, intervention efforts focused on exceptional children with little attention given to the possible influence of environmental variables. There are different theoretical approaches that have such perspectives.

These are the behavioral, cognitive and the psychodynamic approaches. The behaviorists assume that maladaptive learning causes behavioral problems. Intervention is based on changing overt observable behavior. The cognitive theoretical professionals assume that problematic behavior is caused by maladaptive thinking. Intervention is based on changing maladaptive thinking process. The psychodynamic view proposes that problematic behavior is caused by unconscious conflicts. Intervention should, therefore, focus on facilitating insight strengthening the ego (Ayers& et al, 1985, as cited in Moges 2006).

An alternative approach to social and psychological problem is the ecological perspective.

#### **2.14. Ecological Theory**

The theory is an approach to the social and psychological profiles of a child and perceives that a child's psychosocial profiles are to be influenced by all factors in the environment. The theory emphasizes factors more external to the child rather than internal. The theory is highly related to the problem statement of the study. It can give guidance to look into the psychosocial problems that can be observed due to the relationship of the deaf child with the environment.

Hence, the researcher concentrates more on ecological theory as the study focuses on the influence of all factors in the environment on the child's psychosocial development.

Ecological theory focuses on the relationship between the student and the environment, ecosystem, in order to explain behavior and to identify interaction strategies. According to (Thomas and Marshall, 1977 as cited in Moges, 2006) the individual's ecosystem is a composite of a variety of physical and social habitats in which the person lives. Examples of social habitats could be student- teacher relationship, student-student relationships. The playground and classroom settings are examples of physical habitats. Instead of viewing the source of disturbance as being within the student, educators adopt an ecological perspective viewing the relationship between the student and his or her ecosystem as being disturbed (Rhodes; 1967, cited in Moges 2006).

Ecosystem is the system of relationships that affect the experience and behavior of an individual. Based on this, the study emphasizes the ecological model as a useful one. The ecological model focuses on the exceptional student's behavior in relation to events occurring in all areas of his or her environments.

It is important that teachers recognize the ripple effect that classroom experiences have on other facets of the student's life as well as seeing the importance that out of experience have influences within the classroom. The ecological perspective in teaching these students views the teacher as one member of the team. Teachers have a philosophy toward teaching that they developed from university experience as well as experiences accumulated since childhood. That is, teachers' attitude on the etiology of psychosocial problems and on the roles and responsibilities of the special educators will have significant impacts on the deaf students' social as well psychological developments.

When we see theoretical explanations of development a number of theoretical assumptions underlie the rationale for early intervention programs, program development and child learning. Although theoretical positions supporting early intervention may not be explicit, theoretical perspectives serve as a foundation for child-focused programs. In addition to theoretical assumptions that provide the basis for program rationale and program development, theoretical explanations have provided a number of guidelines for infant's psychosocial development. Current explanations about the process that underlie development in early childhood period vary in the relative emphasis given to the role of the mother or primary caregiver in the developmental process. These variations can be recognized in many of the teaching programs currently used in early intervention services. The four theoretical explanations

of development to be considered here have been termed; Nativist, behavioral, cognitive, interactive are briefly explained below.

Nativist theory (Bower, 1971; Chomsky, 1965, cited in Moges, 2006). Explanations of the Nativist theory assert that there is a biological basis to infant development. For example, (Bower, &etal.1971 cited in Moges,2006) argue that neonatal responses to human stimuli are inborn and function as a mechanism for survival. According to Nativist theorists, developmental change results primary from maturational factors within the child rather than from the influence of environmental factors such as social interaction.

Behaviorist Theory (e.g. Skinner, Z. 1957; Mower, 1954, cited in Moges, 2006). In contrast to the relatively passive role attributed to caregivers by Nativist Theorists,

Behaviorists take a far more positive view of the contribution that is made by adults' language development in terms of an operant model of learning. According to this view, infants learn to talk by being rewarded (reinforced by mothers or caregivers for vocalizations that often appear to produce spontaneously (i.e. without an apparent stimulus). That is the behaviorists see the contribution of environmental influences and the role of mother-child interaction as important factors in the child's social and psychological development as well.

The behavioral model does not explain novel or untrained behaviors. Nor does it adequately explain non-observable aspects of behavior, such as language comprehension and cognitive skills. However, behavioral models of learning do attribute a crucial role-facing agent, and this has important implications for early interventions.

Cognitive Theory (e.g. Piaget 1978; Worner and Kaplan, 1964, cited in Mitchell, D. and Brown, R.I. 1991): gradually, interest turned to other explanations of development, particularly to those proposed by Piaget and others who focused on the contribution of cognitive development, the acquisition of language and other related skills, and to the place of social interaction in facilitating development among children with disabilities.

Piaget was primarily interested in the development of children's thinking. He saw it in terms of four major stages, involving a progression from the earliest sensory motor stage, when the infant learns about the world by direct action on objects to the final stages of formal or abstract thought. Earliest knowledge is gained as the infant looks, grasps and sucks objects and entities that come within his/her reach. Concerned with the cognitive processes ongoing within the child, warmer and Kaplan argued that the early awareness of objects from self are dependent up on the child being within a close nurturing relationship with a caregiver. In such a situation, infants are free from anxiety and able to attend to those aspects of the environment that impinge up on them.

Interactive theory (e.g. Bruner, 1977; Samroff; 1975; Vgotsky, 1982, cited in Moges, 2006) also place value on the contribution of caregivers to the development of early cognition and language skills, which are basic for social and psychological development. Clearly, the interactive explanations of development attribute an important role to mother or caregiver child interaction in the development process. Accordingly to this view, the mother tutor has the potential to maximize the pace of development by providing appropriate activities for the child and guiding him or her towards the desired/positive psychosocial development.

To conclude, each of the theories discussed has something to contribute to our understanding of the factors that underlie early development in children and the place of mother-child interaction in this process. The above points are good indicators of the need for early support. Teachers can support children at early stages of their development. That is to say, if deaf students are supported at early stages in their primary school level or even earlier, they could show better improvements in such areas as social and psychological developments.

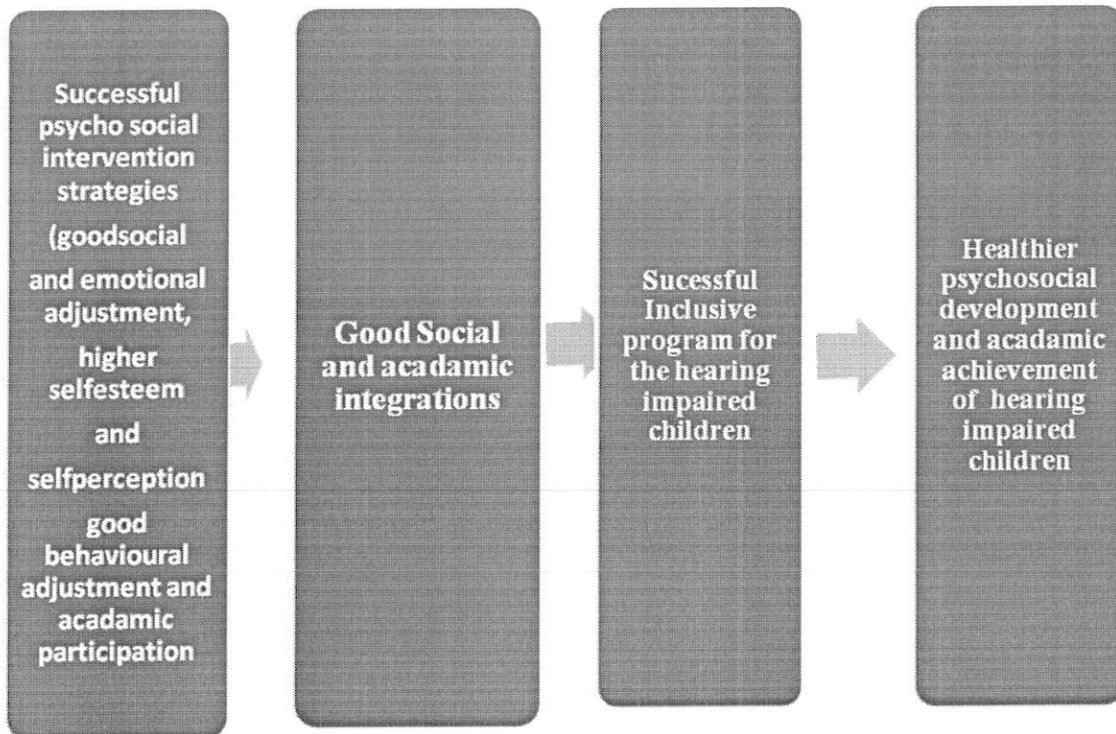
Generally, since, the researcher of this study wanted to make his study on exploring the problems of inclusive education on the psychosocial development and academic achievement of deaf students, he wanted to see disability in light of the above theoretical perspectives of ecological model. Moreover, researcher had also chosen ecological model as his theoretical model to back up his study and to look at the stated objectives of the research accordingly.

### **2.15. Conceptual frame work**

The study used the following conceptual framework as a guide to show how the different concepts were related to each other.

If successful psychosocial strategies and intervention for inclusive education deaf children were taken the Deaf children would be able to develop social and a academic integration, which in turn would make the inclusive education program successful and appropriate for the hearing impaired children. If so, the Deaf children would be able to develop healthier psychosocial development .The related conceptual frame work looked like the following

**Figure 1. Conceptual frame work for successful inclusive education for the Deaf**



However, if successful psychosocial strategies and intervention for inclusive education of Deaf children were not taken the reverse would happen and the related conceptual frame work would look like the following:

**Figure 2. Conceptual frame work for unsuccessful inclusive education for the Deaf**



## CHAPTER THREE

### 3. METHODOLOGY

#### 3.1 Design

The general methods employed in order to achieve the stated objectives was based on qualitative method. It utilizes quantitative approach that allows obtaining adequate information. This design included triangulation of data collected by interview questions from deaf students and interview questions from parents of deaf students, and teachers of deaf students.

Since the purpose was to get adequate information so as to be able to explored the problems of inclusive education on the psychosocial development and academic achievement of deaf students, in this current study, among the qualitative research designs the case study design was also be employed. Case study is a strategy of inquiry in which the researcher explores in depth a program, an event, activity, a process, or one or more individuals (Creswell, 2003).

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in – depth data collection involving multiple sources of information (e.g., observations , interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes. For example, several programs (a multi-site study) or a single program (a within-site study) may be selected for study (Creswell, 2003).

Thus, since a case study design enable the researcher to collect information from different sources and due to the fact that the researcher had selected a single program (which is

inclusive education ) with in the study site and to have a better understanding of the research participants, this research is guided by case study design.

### **3.2. Description of the Study Site and Participants**

#### **3.2.1. Study Site**

This study was conducted at Mekanisa School for the deaf in Addis Ababa. Mekanisa School for the Deaf is found at Nifasilk Lafto Sub city of Addis Ababa city Administration. The site was purposively selected because Mekanisa School for the deaf is one of the deaf school which is giving inclusive education in Addis Ababa. Moreover, it was due to the fact, that the researcher had acquaintances with most of the school personnel. Hence, the researcher believed that adequate information could be easily collected out.

The school was established in 1955E.C.The school teaches from Kindergarten to grade eight (KG to grade 8). There were a total of two hundred sixty five students(265) in the school .Out of which one hundred seventy seven( 177) of them were deaf and the rest eighty eight( 88) were hearing children. Of the 177 deaf students 78of them were male and 99 of them were female. Of the 88 Hearing children 53 of them were male and the remaining 35 of them were female.

#### **3.2.2. Study Participants**

The proposed study aimed at exploring the problems of inclusive education on the psychosocial development and academic achievement of deaf students at Mekanisa School for

the deaf. The scope of this study was to answer the research questions and meet the objectives stated in the previous sections.

The target populations of the study were deaf students from grades 7 and 8. Participants of the study were deaf children who have been learning at Mekanisa school for the deaf at least for the last two years and whose age were between 11-15 and whose grade level was from 7-8. . This was due to the fact that, these deaf students from those grade levels were expected that they could express themselves more than those deaf students in the lower grades. Besides, as (Cole and Cole 2000) stated the study was conducted with middle age children for whom the importance of social relations is widely acknowledged. Furthermore, as (Cole and Cole 2000) indicated social adaptation is already very central in middle childhood and difficulties in peer relations at this age could then result in feelings of loneliness and isolation.

Thus the researcher decided to investigate peer relationships at the end of primary school. Parents and teachers are also selected as key informants of the study based on their frequent contact and teaching experience, educational level and training respectively. .

### **3.3. Sample Size**

A total of ten study participants were included in the study. Four deaf students ,(of which two of them were boys and two of them were girls and two of the deaf students were selected from grade seven and the other two deaf students were selected from grade eight. The rest three participants were teachers of which one male teacher and two female teachers of the school were included in the study. In addition, three parents (two mothers and one father) of the deaf students were included in the sample.

### **3.4. Eligibility criteria**

#### **3.4.1. Inclusive criteria**

The students' participants were selected purposively based on their grade level, years of age, length of learning at the school, degree of deafness and consent of parents to involve in the study. Based on the above criteria the researcher had selected only those who were: in grade 7 and 8 who were between 12-15 years of age, who were congenital deaf, who have learned there at least for the last three school years and those whose parents gave their consent to involve in the study.

Teacher's participants were selected based on their education and training or qualification, their experience and length of teaching at the school. As a result, the researcher was able to select only those who had: college diploma in teaching, at least five years teaching experience and who have taught there at least for the last three years. Whereas parents participants were selected based on their frequent contact with the school, their active role and participation at the school as well as their free will to involve in the study.

#### **3.4.2. Exclusive criteria**

The study excluded those deaf students who were not in grade 7 and 8, those whose years of age were less than twelve, those who were partially deaf or not congenital deaf and those who have spent less than three years at the school as well as those who couldn't get parental consent to be involved in the study. More over the study had also excluded those teachers who were not teachers of seventh and eighth graders, who hadn't got college diploma in teaching and who had less than five years experience of teaching as well as those who spent less than five years at the

school. Finally the study also excluded those parents who hadn't got frequent contact with the school, didn't have active role and participation at the school concern, not to be involved in the study.

### **3.5. Sampling Method**

In keeping with the aims and qualitative approach of the study, the research used purposive sampling as a technique of study. Purposeful sampling is designed to select information-rich cases likely to best illuminate the questions being investigated and yield insights and in-depth understanding, rather than empirical generalizations (Patton, 2002).

The student participants were selected purposively based on their grade level, age, years of learning at school and their parent's willingness to be involved in the study. Teacher's participants were selected based on their education and training and experience at the school. Whereas parents participants were selected based on their frequent contact with the school. Therefore, using purposive sampling technique, 10 respondents had been selected as study participants.

The researcher intended to conduct his studies on grade seven and grade eight students. The number of students in grades seven and eight were found to be sixty seven. Out of the above sixty seven students thirty seven of them were seventh graders and thirty of them were eighth graders. Of the thirty seven students of seventh graders twenty four of them ( eight male and sixteen female) were deaf. The remaining thirty were found to be eighth graders. Of which fourteen of them (nine male and five female) were deaf and sixteen of them (ten male and six female) were hearing children.

Four deaf students (of which two boys and two girls) were purposively selected as the study participants. The selection procedure was based on their grade level, years of staying at school, their parents' willingness to participate in the study and their nature of deafness. As a result, the researcher selected four deaf students of which (two male and two female) students, their age ranged from 12-15 and all of them were congenital deaf, this was because there were both deaf and partially Deaf students in both grades. Moreover, parents consent was asked for all of those students

Furthermore, the researcher had realized that the total number of teachers in the school were sixteen of which eight of them were male and the rest eight were female .Out of the total sixteen teachers only six of them (three male and three females) were found to be both grade seven and grade teachers. The researcher chose three of them (one male and two female) as a respondents of the study. The researcher was able to select those three teachers (one male and two females) who had college diploma and who had more than five years experience and who have taught more than two years at the school of the study site.

According to the information which was able to gain from the school principal, the researcher came to know those parents of deaf students who had deaf children at grade seven and eight and who had frequent contacts with teachers at the school. Based on this information, the researcher was able to select four parents (two mothers and two fathers of the deaf). Then after; the researcher was able to contact those parents with the help of the school heads and teachers who had acquaintances with all of the mentioned parents of deaf students.

### **3.6. Data Collection Procedures**

Base on the supporting letter obtained from Addis Ababa University to precede the study as an academic requirement purpose, the initial collaboration/ permission was requested from Mekanisa School for the Deaf for the intended study .The steps to the data collection were summarized as follows:

Meeting was held with potential respondents and the purpose of the study and how the study benefits the target population in the future until it was possible to obtain the required number of willing participants. Once the participants identified, they were introduced and given explanations about the purpose and importance of the research, and their role in the research.

Study participant were provided all information that enables them to make their own choice to be involved or not in the study. The information included: the purpose of the study, procedure, discomforts & risks as well as confidentiality/privacy, and related ethical issues.

After the study participant fully understood about the study and made free choice to participate in the study, a written consent forms translated into Amharic was signed by each participant Then appointments was set with them in such a way that it was suitable for both the participants and the researcher's intention of finishing data collection on time. Data collection was able to be taken place according to the set time frame.

### **3.7. Data Collection Tools**

An interview questions was employed in a sequential approach in order to explore the impact of inclusive education on the psychosocial development and academic achievement of

deaf students. The instruments had close-ended questions. That was interview question-items for deaf students, teachers and parents. It was prepared in Amharic for the purpose of data collection.

### **3.7.1. The Students' Interview**

In depth interview is one of the most commonly used data collection tool in qualitative research designs. It is effective method of eliciting information from individuals regarding their personal feelings, opinions and experiences. On top of that it is an appropriate tool for addressing sensitive issues,( Mack, Woodsong, Mac Queen, Guest, & Namey 2005). For the purpose of hitting such advantages, interview was conducted with the deaf students, teachers and parents of hearing deaf students at Mekanisa School for the deaf.

An interview was made using open ended interviews questions, which were organized in sequence. The guiding questions for the interview were prepared in line with the research questions and the conceptual framework of the research. To be more specific the interview was intended to yield information on the problems of inclusive education on the psychosocial development and academic achievement of deaf students.

Interview was employed with the Deaf students to collect data about the problems of inclusive education on the psychosocial and academic achievement of deaf children. Interview was used with the deaf students, with the help of sign language interpreters who were assigned by the school to help the researcher due to the fact that, the researcher does know sign language.

The deaf students' interview questions had three parts. The first part of the deaf students' interview was about with deaf students' personal information. Moreover, the second part of the

deaf students' interview, was about the social related problems of Deaf student at the inclusive educational settings. Whereas the third part of the interview was concerned about the psychological related issues of deaf students at the inclusive school settings. Furthermore, the last part of the deaf students' interview was related to the academic achievement of deaf students at the inclusive educational settings.

On the other hand, since parents and teachers were the main sources of information of the study, interview was employed for teachers and parents. The section of the interview of the parents contained four sections. The first section of the interview questions deals about the personal information of the parents of the deaf, whereas the second section of the interview contained questions about the social related problems of deaf students from the perspectives of parents. Moreover, the third and the fourth sections of the interview questions were about the psychological related issues and academic achievements of deaf students at the inclusive educational settings respectively.

Furthermore, the teacher interview also contained 4 sections. The first section collected data on the personal information of the parents of the deaf, whereas the second section of the interview questions were asked about the social related problems of deaf students from the perspectives of teachers. Moreover, the third and the fourth sections of the interview questions were about the psychological related issues and academic achievements of deaf students at the inclusive educational settings respectively.

### **3.8. Data collection process**

Regarding the process of data collection, prior to conducting the interview, initial meeting was held with the selected participants to get their consent and to build rapport. After getting consent from the study participants, data collection date was set with them and a private setting for conducting the interview was chosen based on the respondents' preference.

Parents and teachers interviewee in the study were encouraged to speak freely and in depth about their experiences with their children or students. Interviews ranged in length from 30 min to 40 min for parents and from 30 to 45 min for teachers. The information which was gathered through the in-depth interview was documented through tape recording.

### **3.9. Recruitment and Training of the Field Staff and Field Work**

Two teachers who knew sign language very well were recruited to administer the interview to deaf students .Orientation was given to participants before conducting the interview with deaf students to familiarize them with their duties.

### **3.10. The Variables**

To explore the problems of inclusive education on the psychosocial development and academic achievement of Deaf students the study, included the consideration of parents' and teachers' observation and feelings towards the social, psychological profiles and educational achievement of deaf students at the inclusive educational settings .More over it includes, deaf students' perception on their psychosocial developments and educational achievement at the inclusive educational settings.

### **3.11. Data Quality Assurance**

To eliminate threats to trustworthiness, in the first place it has made sure that all the data gathered was properly documented. According to (Padgett, 2008), there were three major threats to trustworthiness in qualitative studies namely, reactivity, researcher bias and respondent bias. Reactivity refers to the potentially distorting effects of the researcher's presence on the participant's beliefs and behaviors (Padgett, 2008).

To minimize the reactivity and respondent bias, good rapport was able to establish and the objective of the research was informed to participants properly to increase the likelihood of getting genuine information.

Moreover, the participants were informed about the confidentiality of the information they provide and about the significance of their information. On top of that, using probing, paraphrasing, confronting and other necessary interviewing skills were the other strategies used in order to maximize the likelihood of getting genuine information.

### **3.12. Data Analysis**

According to (Yin, 2003), Data analysis refers to the work of examining, categorizing and even recombining evidences. Qualitative data analysis must contend with the mass of raw data that need to be reduced and transformed through an iterative process of reading, describing and interpreting (Padgett, 2008). Thus, all forms of qualitative data analysis require prior management of raw data to enable the researcher interact with it systematically (Padgett, 2008).

All data were organized and processed separately for each item in a way appropriate for analysis. The audio taped interviews data obtained from deaf students, parents and teachers of deaf students using interview instruments in Amharic were transcribed and translated into English. In this process, maximum effort was exerted not to distort the information from its original meaning. After the transcription was completed, the transcribed and translated data was analyzed qualitatively through coding and thematic development procedures, which are the most commonly, used analytic procedures in qualitative research (Padget, 2008).

The data which was obtained from the study participants was coded and then categorized then after, in line with the objective of the research, the identified categories was assorted into thematic issues. This enabled the researcher to be able to employed thematic analysis method so as to analyze the data.

Themes are umbrella constructs which can be identified before, during and after data collection (Welman et al. 2005 cited in RaJ, 2012). Theme identification entailed comparing and contrasting material. This method allowed the researchers to examine the deaf students, teachers', and parents' points of views.

## CHAPTER FOUR

### 4. FINDINGAND ANALYSIS

#### 4.1. Over All Result

The study was conducted at Mekanisa School for the deaf. The finding of the study is presented and analyzed in this chapter.

#### 4.2.1. Table 1 Number of participants in the study

Grade level	Deaf students			Parents			Teachers			Grand Total
	F	M	T	F	M	T	F	M	T	
Grade 7	1	1	2	1	0	1	1	0	1	4
Grade 8	1	1	2	1	1	2	1	1	2	6
Total	2	2	4	2	1	3	2	1	3	10

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

As indicated in the above table, the total number of participants in the study was ten. Four of the participants were deaf students i.e. (2 male and 2 female) deaf students participated in the study. The rest six were parents and teachers. Out of these, three of them (2 females and 1 male) were teachers and the other three of them (2 females and 1 male) were parents.

**4.2.2 Table2. Deaf students Participants by Sex, age and grade level**

Sex	Grade level	Age	Total
Male	Grade 7	14	1
Female	Grade 7	14	1
Male	Grade 8	15	1
Female	Grade 8	15	1

As it can be seen in the above table, the total number of deaf students were four out of which two were females and the remaining two were males and one of the males was in grade seven and he was fourteen years old whereas the other male was from grade eight and he was fifteen years old .It can also seen from the table that out the two females students one of the female was in grade seven and she was fourteen years old and the other girls was in grade eight and she was fifteen years old.

#### **4.2.3. Information about Teachers of the Deaf Students**

Information about the teaching staff of deaf students was important to look into the level of support that could be given to the deaf students.

**4.2.4. Table 3 Teacher Participants by Sex, Service and Qualification**

Qualification	Sex	Frequency	Service years
Diploma in teaching	F	1	7 Years
First degree in teaching	F	1	6 years
Diploma in teaching	M	1	5 and half Years
Training in special need education	F	0	
Training in special need education	M	0	

As it can be observed from the above table there were two female teachers one with seven years of teaching experience and the other was a first degree holder and had six years of experience in teaching the deaf. One could also observe from the same table that there were one male teacher with diplomas and five and half years of teaching experience. From all the above teachers, there was no one who had been qualified with special needs education.

**4.2.5. Table 4 Parents Participants by Sex, age and Educational status**

Relationship with the deaf	Educational status	Frequency	Age
Mother	College Diploma	1	36
Mother	Have first Degree	1	37
Father	Have first Degree	1	38
Care giver	-	-	-

As it can be observed from the above table there was two female parents one with college diploma and was at the age of thirty six and the other with first-degree and aged thirty seven. One could also observe from the same table that there was one male parent with first degree and aged thirty eight. From all the above parents, there was no one who was categorized as care giver. All of the participants are real parents or mother and father of the deaf students.

#### **4.2.6. Information on the Social interaction of deaf students at the inclusive educational settings**

Information about peer relationship, friendship formation and interaction of deaf students with the hearing friends, with their teachers and other coworkers at the school and with their parents at home was collected to look in to the social problems of deaf students. Moreover, information on the communication ability of deaf students with their peers, teachers and parents was also collected to look at deaf students social problems at the inclusive education settings.

#### **4.2.7. Deaf Students' preference to form friendship as reported by deaf students**

In relation to deaf students' friend ship preference in the inclusive educational settings, it was reported in the study by deaf students as follow: *S1: I prefer the deaf students to be my friends. and I have better interaction with the deaf than the hearing since we have the same language and because not all hearing are good at sign language. S2 :I have friends of both hearing and deaf students but I mainly prefer the deaf to be my friends at the school this is because we have better understanding of our feelings and better communication among us since we have the same language . S3: I prefer the deaf to be my friends. I can better*

*communicate and discuss issues with the deaf than the hearing. S4: I prefer to have both deaf friends and the hearing students have.*

As it could be observed from the above study participants, it was revealed in the study that, three of deaf student preferred to form friendship with the non-hearing peers. However, one of the deaf students reported that he has got good friend ship with both the hearing and the deaf students.

The deaf students friend ship preference of deaf students could be explained by the fact that communication between and among deaf students themselves and other deaf people is similar and easily understandable while playing, discussing and sharing experiences. Moreover, this might be due to the fact that the ways of communication between the hearing and the non-hearing is different and hence, forming friendship with the hearing is really a challenge for the deaf. Only one of deaf students indicated that she preferred to have both the hearing and the non-hearing peers.

#### **4.2.8 . Interaction of deaf students among themselves as reported by deaf students and teachers of the deaf students.**

In order to collect data about the interaction of deaf students among them deaf students and teachers of the deaf were asked and reported as follow:

Four of the deaf students had indicated that they had better interaction with the deaf students. But one of them further explained that he had good interaction with the hearing students as well. *S1: I have very good interaction with other deaf students at the school. But I have also good relationship with the hearing peers as well .S2 I have better interaction with the*

*deaf students than the hearing peers, this is because we have better understanding of our feelings and better communication among us since we have the same language S3: I have very good relationship with the deaf S4: I have good interaction and relationship with the deaf students*

All of the teachers of deaf students had also indicated that Deaf students had better interaction or relationship among themselves. They stated it as follow:

*T1: Deaf students have a better relationship and relatively much better interaction among themselves than the hearing peers, they want to spend much time with among themselves ,This might be because ,deaf students, understand each other more than they do with hearing . Furthermore, similar way of communication and mutual understanding encourages deaf students' preference to be with other deaf students.*

*T2: Deaf students communicate and interact well with themselves this might be because they could understand their feeling better to each other .Since deaf students are all fluent in sign language, they easily understand one another, share experiences, exchange ideas and information between or among themselves.*

*T3: To a greater extent deaf students prefer deaf students to be their friends and want to be together with themselves than hearing peers .Deaf students have no much difficulty in playing, discussing, cooperating, and working together. All deaf students in the school, had feelings of togetherness, intimacy, and cooperativeness.*

As it was indicated by the respondents of the study, this might be mainly because of better understanding of their feelings and emotions and easy communication among themselves using sign language.

#### **4.2.9. Interaction and communication of Deaf students with hearing peers as reported by deaf students and teachers of deaf students**

As far as interaction of deaf students with the hearing peer was concerned it was indicated by the deaf and teachers of deaf students that the interaction of deaf students with the hearing peers was good but not as good as it was among the deaf. It was reported as follow:

*S1: I have better interaction with the deaf than the hearing since we have the same language and because not all hearing is good at sign language. S2: since we have the same language and understanding, I have better interaction with the deaf students; however, I have also good relationship with the hearing friends, because most of the hearing peers know sign language.*

*S3: I have also good relationship with the hearing peers, since they are good for me . However since we better share our feelings and have common language. I better prefer the deaf. S4. I would like to form strong ties with deaf children so that I can possibly have things to discuss among ourselves and we are able to solve problems we may face in our school so that I have better interaction with the deaf students than the hearing peers. But I have also good interaction with the hearing peers*

Teachers of the deaf students had also indicated that deaf students had good interaction with the hearing peers. However it was found that deaf students had much better interaction with the deaf .They explained it as follow:

*T1: Deaf students have good interaction with the hearing peers T2: I think deaf students have good interaction with the hearing students but it is mainly good with those who know sign*

*language. T3: There are also some deaf students who are close to hearing peers than deaf since the hearing peers helps them much in their school work. However not all hearing peers knows sign language so that this might hinder their interaction with the hearing.*

As it could be easily noticed from the above respondents of the study, deaf students interaction with the hearing peers was found to be good and this might be because of the fact that hearing friends have relatively good sign language skills to communicate and interact with the deaf students. Moreover, it might be because of the support of the hearing peers to the deaf students with their school work.

#### **4.2.10. Interaction and communication of deaf students with their teachers as reported by deaf students and teachers**

In regarding to interaction with their teachers was concerned the respondents of the study indicated that deaf students had good interaction with the teachers.

Four of the deaf students had explained that they had good interaction with their teachers. They stated it as follows: *S1: I have good interaction and communication with all teachers but I have better relationship with those teachers who know sign language well ,since not all teachers are good in sign language. S2: I can say that I have good interaction with those teachers whom they teach me than others who do not teach me but I have better communication with those teachers who have sign language ability.*

*S3: I have good interaction with some of my teachers who encourage me to freely interact with them and with those who communicate with me using sign language. S4: I think I don't have that much different interaction with my teachers. I have just normal interaction with*

*them as they have with the hearing students. I better communicate with those teachers who are good at sign language.*

Teacher had also stated that deaf students had good communication and interaction with their teachers. Three of the deaf teachers explained their interaction as:

*T1: I think deaf students have better communication with their teachers at the school .Since teachers usually encourage them to freely interact with them and to discuss on every matter freely; Deaf students have smooth and positive interaction with their hearing teachers.*

*T2: We communicate with them through sign language but some new teachers since they don't have sign language skill they usually get difficulty in communicating with them, it take them long time to fluently communicate with their students using sign language. However, with those teachers who have good sign language ability, deaf students are able to communicate better and have good social interaction.*

*T3: I am always try to communicate with them through sign language but at first when i came to this school it was difficult for me to communicate with them at all, there were some students who helped me to communicate with them. As teachers we usually encourage deaf students to openly interact with us so that they could have better social interaction with us.*

One could observe from the above findings, deaf students had good communication and interaction with their teachers. This could be attributing mainly to the fact that teachers teaching these deaf students are fluent in sign language and hence, communication interaction with their deaf students was positive.

#### **4.2.11. Interaction and communication of deaf students with their parents as reported by deaf students and parents of deaf students.**

The finding of the study revealed that interaction and communication of deaf students with their parents was not as good as it was expected from the relationship of parents and children. Three of the deaf students had indicated that they didn't have good communication with their parents. They stated their opinion as follow:

*S1 : My parents were tried to help me as much as they can but, we couldn't have better communication and interaction among us since my parents are not able to developed sign language as we need, so that they have often got confused with our interaction. I sometimes become angry with it. Furthermore, since my parents able to better interact with my sisters and brothers and spend much time with them I sometimes feel as if I am rejected and socially different from my hearing brothers and sisters*

*S2 : Since there is a problem of sign language, we couldn't able to communicate and interact with one another As a result I sometimes feel angry and worried about it. Moreover, since most of the time they tended to spend much of their time with their hearing siblings. I sometimes forced to think as if my parents are in favor of their hearing children.*

*S3: I don't think I have better communication and interaction with my parents as I have with my teachers and peers at the school. This is because my parents are not as fluent in sign language as I need. This sometimes make me to be upset and angry since I am not able to express my feeling to my parents as I need However, my parents always try to help me .*

*S4: I am able to communicate with my father relatively better than my mother or any other members of the family. This is because my father is somehow good in sign language than others. However, I can't say that I am communicating as we are supposed to communicate.*

*P1: I communicate with her through sign , body movements and sometimes with sign language but since no one in our home is trained with sign language it is usually difficult to communicate with her at home and therefore she was not able to be understood and express her feeling as she was expected. Moreover, if she failed to be understood by us, she tended to feel she is unwanted, hopeless and even deprived of everything given to her hearing brother and sisters.*

*P2:I communicate with her using sign language ,body movements, facial expression and sometimes with writing on papers but we have still a problem in communicating with him since we have sign language problems, this created a big communication gap between the deaf child and other hearing members of the family. As a result we couldn't help him in understanding his feelings, thought and ideas as he wanted so that he sometimes becomes aggressive. .Moreover, if she failed to be understood by any member of the family, she tended to feel she is neglected and unloved. She is not able to tell and exchange information and play together with the family members this is due to the communication barriers that we have. Due to this problem we couldn't even make our feelings of togetherness, our love and affection known to their deaf children.*

*P 3: I have good communicate with him through sign language since I have tried to learn sign language a bit so as to communicate with him but I am not successfully communicate with him. However, there is a big communication gap with other hearing members of the family*

*as a result the deaf child become upset, frustrated and feel he couldn't at all be understood due to his loss of hearing. As a result, he sometimes becomes aggressive. we sometimes got confused the deaf child's real demands with what he actually did not ask for. If his demand not met as immediately as he needed, he at once got upset, became unhappy and sometimes he may create conflict or fight with his hearing brothers and sisters. The chances for him to tell and exchange information, discuss about different matters at homes and play together with the family members is really difficult for him this is due to the communication barriers that we have we are not able to provide our love , care and treatment that we are supposed to give him.*

It is observed from the above data which was collected from the respondents of the study that deaf students had difficulty in communication with their parents .This might be mainly attributed to the fact that parents lack sign language skill to communicate with their deaf children.

#### **4.2.12. Information about the psychological problems encountered by deaf students at the inclusive educational settings**

#### **4.2.13. Information on the emotional and behavioral problems of deaf students as reported by teachers and parents of deaf students at the inclusive educational settings**

The teachers and parents of deaf students in the study have reported the emotional and behavioral problems of their deaf students at the inclusive educational settings as follow:

*T1: I don't think that deaf students have that much serious emotional and behavioral problems which they show at the school .Of course they are sometimes become aggressive.*

*However, I don't think they feel isolated and neglected by others rather they feel togetherness*

*and feel happy since they are together with other hearing students. They are obedient to us like the hearing peers.*

*T 2: No, deaf students do not have any special behavioral and emotional problems .They are not isolated or ignored at the school, they don't feel alone .However, they sometimes show aggressive behavioral pattern. They are also obedient to their teachers*

*T 3: In my observation, deaf students do not have that much challenging behavior which is quite different from hearing students' .I doesn't even see them when they feel ignored and isolated. They don't feel alone. However, i can say that they sometimes become hot and aggressive. They listen what we say to them to do and they respect us and are obedient to us.*

*P1: No, we are treating him like every other child at home so as to help her not to feel isolated and feel alone. She sometimes become aggressive in some case, she sometimes tends to be restless. However we show love and attention to her. She feels disappointed if her interest is not fulfilled immediately. This is really difficult for our interaction .However we are doing all what we can do to help her to develop positive perceptions about herself despite she has difficult behaviors to deal with. She is obedient and respects others.*

*P2: I think she is like with other of my child at home. She does not create that much trouble to us except communication problems. She doesn't show us special behavioral problems this might be because we treat her and try to understand her emotions and feeling ahead. She sometimes becomes aggressive in some case she sometimes tends to be disinterested and sometimes passive as well in doing some home activities. No she doesn't feel alone since we treat her well and even in school , I don't think she feel since she learn together with deaf and*

*hearing students. This parent further explained that as some of the teachers told me she sometimes become aggressive with some matters ,become a little bit hot and she sometimes easily become hopeless and disappointed with some issues .However she never fight with other students that much seriously and she is somehow obedient to her teachers.*

*P 3: No, he doesn't have so serious behavioral or emotional problems he is just like other child of his age .Since we usually try to help him and try to understand his feeling and emotion as much as possible he doesn't feel alone and feel isolated. Moreover, he also doesn't feel alone at school too since he learns with other students of similar problems and can have better access to use sign language. He does what we do and do not do what we do not do. When he couldn't be understood because of communication barriers, he easily got hopeless and careless .He feel disappointed if his demand is not fully met as soon as he inquire it and the way he needs it. This is really a challenge for us.*

As it can be observed from the report of the above participants of the study, all of the teachers and parents of deaf students indicated that deaf students were obedient and respectful of their teachers and parents. Moreover, it was also revealed from the above study participants that deaf students did not have such a serious emotional and behavioral problems which could be taken as challenging for parents and teachers of the deaf students.

However, it was reported by all of the teachers and two of the parents that deaf students were aggressive and easily disappointed. However, none of the respondents of the study said deaf students had a problem in fighting with other in the school.

#### 4.2.14. Information on the self esteem of deaf students as reported by deaf students.

In regarding to the self esteem and the emotional condition of deaf students in the inclusive educational settings deaf students reported the following:

*S1: Yes I am confident in myself and I feel good about myself. My parents encourage and support me in my school work but they are not that much happy in my school work. I don't know how much my teachers are happy on me but they always encourage me to do better in my schoolwork. However , I am not happy with my school work and I sometimes think that I am less able than the hearing peers of my class mate.*

*S2:No I think I don't feel confidence by myself so that I don't feel good about myself. I am not happy with my schoolwork and do also the same.. My teachers always complain about my school work.*

*S3: No I am not confident I am not happy with my school work so that I don't feel good about myself. My parents and teachers always encourage me and want me to do better in my school works but I couldn't. I am not fully satisfied with my schoolwork, this is because, I sometimes do not understand and got confused with what the teachers said when he teaches us.*

*S4: No, I am not confident since I am deaf and not able to achieve better result like hearing peers. I always try to feel good about myself but I sometimes become discouraged. My parents are neither happy nor disappointed. But I am not satisfied with my schoolwork, this is because, I scores relatively lower grades.*

As it could easily be observed from the above report of deaf students, it was indicated that from all the deaf students, only one of the deaf who was reported that he felt confidence in himself and the remaining three students said that they did not feel confidence in themselves. Moreover, it was also reported that only one of the respondents indicated that he had a positive attitude about himself, the remaining three of the deaf students had not had a positive attitude toward themselves. In regards to, happiness in relation to schoolwork all of them were found to be unhappy.

#### **4.2.15. Information about the academic achievement of deaf students at the inclusive School Settings**

Information about the educational achievement of deaf, class room interaction, attitude of deaf students and teachers toward inclusive education, peer and teachers support with their school works was collected to look at the educational problems of deaf students at the inclusive educational settings

#### **4.2.16. Information on attitude of deaf students about inclusive education as reported by deaf students**

Regarding to the attitude of deaf students toward inclusive education deaf students reported it in the following way:

*S1: Yes, I am happy to learn with the hearing students. I feel good here. Some of my hearing friends help me in my schoolwork especially when I don't understand or when I ask them to help me so they are good for me. Lack of sign languages with some of the teachers and*

*students might be taken as challenging to the deaf interaction but learning together; reading together with the hearing may be advantageous. However, I can't say that I am able to get better result like the hearing peers.*

*S2: Yes, I am happy to learn in the inclusive education school .Hearing peer support is good they sometimes help the teachers and us in translating the lesson with sign language when the teacher is new and when there are some points which are no clear to us. However, it doesn't make us to achieve the same with the hearing peers.*

*S3: Yes, it is good for me to learn together with the hearing peers but I would be much happier if all the hearing students and teachers would know sign language better. Since the school seating arrangements enable us to seat next to them the hearing students often help us in translation when there is something which is not clear to us. There is no that many challenges that we face but sign language problem may be taken as a communication barriers at some degree. No, it is the hearing peers who usually perform better than us.*

*S4: Of course ,I am happy to be together with the hearing peers since the hearing peers here helps us a lot in our school work and could share our problems, but we are always back to the hearing peers in our schoolwork.*

As it is observed from the above respondents, all of the deaf students indicated that they were happy since they were integrated with the hearing peers. In addition, all of the deaf students were also indicated that being integrated with the hearing peers was enable them to get support from the hearing peers, as they reported this was because some of the hearing peers know how to communicate in sign language.

However ,it could also be observed that all of the deaf students reported that integrated with the hearing peers was not enable them to achieve better result and they said that they were usually back to the hearing peers in their academic.

#### **4.2.17. Information about attitude of teachers of the deaf students toward inclusive education as reported by teachers of the deaf them selves**

*T1:I think it is good for deaf students to learn together with the hearing students than in special education ,since they will not be isolated from the society and do not feel alone. I am happy since they are integrated with the hearing peers. Moreover, they can also get support from other hearing friends in their education. But this does not mean that deaf students are able to get better result in their academics. They are usually performed less than their hearing counterpart .I thinks they are getting good support from their teachers.*

*T2: Learning together with the hearing peers is good for the deaf students' .It enhances their psychosocial development. I am happy since they are learning together. However, this alone doesn't make them to be successful in their education. Of course hearing students are often giving them helps in their school work but they are still performing less as compare to the hearing students. I don't think that deaf students gets better support from their teachers since teachers are not trained with special need education.*

*T3: In my opinion, inclusive education is good for the deaf students psycho social development due to the fact that it would be easy for them to integrate with the society after they completed their school .They could also able to get support from their hearing friends at their school work. However we can say that hearing students are performing much less than their*

*hearing peers at their schoolwork. This might be due to the fact that they are not getting appropriate support as they should have since many of their teachers are not trained with special need education.*

In regarding to the attitude of teachers toward integration of deaf students with the hearing peers all of the deaf teachers indicated that they were happy since deaf students were integrated with the hearing peers and had good attitude toward inclusive education. In addition, the table also showed us that there none of the teachers participants was reported that deaf students were able to achieve better result as the hearing peers.

However, it could also be able to observe from the above respondents that only one respondent from the teachers of the deaf who reported that inclusive education enabled deaf students to get better support from the teachers the remaining two teachers didn't report the same.

Moreover, none of the teachers of the deaf students reported that inclusive education was enable the deaf students to be able to have trained teachers with special need education.

#### **4.2.19. Table 12. Information on Inclusive School Settings as indicated by teachers, and deaf students**

*T1: No, I don't think that the school have equipped with the necessary learning materials and other school material. we teach with the text book and curriculum which is designed for the hearing students and doesn't consider the deaf understanding ,capacity and the deaf problems. No special teaching aids for the deaf are available. All the school facilities are normal*

*and are mainly used for the hearing .Moreover, the school lacks trained and well qualified teachers with special needs education as well as experienced teacher*

*T2: No, I don't think it has the necessary materials, even if you look at availability of the text book it is not enough, they are used by sharing with other hearing children. They are learned by the normal school text book and school curriculum. In relation to teachers training and qualification the school doesn't have teachers with special need education and sign language training.*

*T3: No, for me it is normal and I don't see any special school materials or facilities. We are teaching together with the same school materials and with the same school facilities. The school is not well equipped with the necessary teaching aids and teaching materials. Moreover, there is shortage of teachers in special need education and sign language training.*

From the above participants of the study, one could note that none of the deaf students and teachers reported that textbook and other referenced materials were available sufficiently at the school.

Moreover, none of the respondents from both group indicated the condition of the library as well equipped and conducive as it was supposed to be. In regarding to teaching aids and other teaching materials three of the deaf participants and all of the teachers reported that teaching aids and materials were not sufficiently availability.

Furthermore, lack of trained and well qualified teachers with special needs education as well as experienced teacher was reported by three of the deaf participants and by all of the deaf

teachers. Three of the deaf participants and all of the deaf teachers indicated that there was lack of sign language ability with teachers of the deaf and other co workers of the school.

**4.2.20. Information on measures which should be taken to implement inclusive education successfully and to enhance the psychosocial development of deaf students of deaf students as reported by deaf students, teachers and parents.**

In relation to measures which should be taken so as to implement inclusive education successfully and thereby improve the psychosocial developments of deaf students at the inclusive educational settings, the respondents of the study provided their suggestion as there was a need for the availability of sufficient textbook and reference books and other school .They suggested as follow :

Two of the deaf students suggested that It was good if text book and other teaching aids were sufficiently available in their school. Three of the deaf teachers had also suggested that it would be good if the school have equipped with different teaching and learning materials, well designed school curriculum and special text book, as well as modern teaching aids which provides support especially to deaf students and facilitates the teaching learning process. . Moreover, books prepared in sign language should be made adequately available .Furthermore, the government and other concerned bodies must make necessary modifications in such areas as teaching methods of the deaf, the curriculum content

Two of the parents also explained that it was important for the school to fulfill the necessary school materials. They said, *it is good if government support the school with different teaching learning materials. In addition it would also good if the school fulfills some necessary*

*school materials which are especially helpful for deaf students they further explained that, there is a need to open centers for sign language training, hence, governmental or nongovernmental organizations or agencies should open such centers so that the deaf can be the beneficiaries of such centers.*

The other measure which was suggested by the respondents of the study was concerned with sign language. It was reported by the respondents of the study that there was a need for the school to provide sign language training for parents teachers and for the hearing students. It was reported as follow:

*Three of the deaf students, had reported that it was also good if sign language training was given for all students and teacher. Two of the deaf teachers said, it is also good if the school provide sign language training to parents of the deaf so as to create smooth communication with their deaf students and thereby to enable the deaf to get better educational support from their parents. One of the teacher said that sign language training should be given as one subject for the hearing students so as to improve interaction with the hearing students Moreover, parents of deaf students should get access to professional support so as to enable them to communicate effectively with their parents*

It was also suggested by the respondents of the study that there should be a need to had better trained and well qualified teachers for the deaf at the inclusive educational settings. It was reported as follow:

One of the remaining deaf students said that it would be good if the school employed deaf teachers to help and give them tutorial class regularly. Three of teacher respondents had also

suggested as follow: *It would be good if teachers of the deaf have qualified with special education, have got better teaching and sign language skill, have updated their knowledge with different training. It is good if the school employed better qualified and trained teachers especially with special need education. Teachers' qualification and training should be improved.*

Moreover, two of the parents indicated that there was a need to employed trained and well qualified teachers with sign language and special need education. They stated as follow: *One said that it is good if the school brings well qualified and experienced teachers, while the other said it would be good if teachers upgrade their qualification and take special need education course.*

One of the teachers further explained that there is a need for the school to work closely with the parents. It was reported as follow: *It would also better if the school works very closely with the parents of the deaf regarding the deaf psychosocial as well as educational performance.*

One of the other teacher also suggested there was a need for the provision of awareness creation program. It was reported in such away: *It is also important to provide different awareness training to create positive attitude on the hearing friends and parents and to enable them to realize the psycho social needs and other related need of the deaf.*

One of the other parents also reported the need for the teachers to encourage deaf students to interact with the hearing students and to provide additional tutorial class so as to assist the deaf to be able to achieve better result. He reported as: *I think, it would be important if teachers encourage deaf students to interact freely with the hearing and if they can give additional tutorial class to the deaf so as to assist the deaf in their education.*

## CHAPTER FIVE

### 5. DISCUSSION

As indicated in the earlier chapter, the purpose of this research was to explore the impact of inclusive education on the psychosocial and educational achievement of deaf students at Mekanisa School for the deaf in grades 7 and 8. The study explored the impact of inclusive education at the psychosocial development and academic achievement of deaf students. The study assessed the attitude of deaf students, teachers and parents toward inclusive education, the social interaction of deaf students among themselves and with their hearing peers, teachers and parents, their communication ability, their emotional and behavioral condition and other psychological aspects and its implication on deaf students' psychological development which in one way or another may influence their academic achievement.

Attempts were also made to look into the teaching learning materials, the training, qualification and experience of teachers as well as the conditions of the school environment or settings. In this section, the findings were analyzed in relation to the major research questions of the study and theoretical frameworks

#### 5.1. Social Problems of Deaf Students

Deafness has negative impacts on the smooth relationship and social development of the deaf. Deafness has an immeasurable influence on deaf people's capacity to develop communication skills, which are basic for social interaction for mutual understanding in the day-to-day life activities with hearing people in the community (Felekech, 2000 as cited in Moges, 2006).

Deaf individuals are at a great disadvantage in acquiring the basic elements of spoken language for effective communication. This brings about serious difficulties in laying the foundations for positive psychosocial developments. The deaf often feel rejected, less able and different from their hearing peers (Meadow, 1980, as cited in Moges, 2006).

Social skills are a necessary component of everyday life, yet when deaf children are mainstreamed, this is one thing they cannot be directly taught, communication barrier between deaf children and their hearing peers can cause deaf children to develop anxiety or low self-esteem. Teachers and parents can also have a huge impact if they have distorted perceptions of deafness. The evidence suggests that decreased social interaction reduces what a deaf child can achieve in life. (Wyatte C., n.d).

In line with the above findings parents in this study reported that they were facing problems in communication skills, which are common to both the deaf children and the parents. As three of the parents of the deaf students reported, it was really very difficult to understand the deaf children's real needs and interests. This was mainly because of lack of sign language training and it was partly because deaf children tended to be sensitive and got upset if their need or demands were not met. When this happened, parents stated, deaf students began to feel disappointed angry and worried. Such a problem affected the whole family interaction.

Some of the data which was collected from the study participants revealed that deaf students had experienced social and emotional problems in inclusive educational settings.

### **5.1.2. Interaction and communication of deaf students with their parents at home**

Communication mode may influence a student's ability to communicate with teachers, peers and their parents (Susanne. R & etal (2008). Lack of sign language, was perceived as obstacles to effective communication between parent and child (Jacobs, 1989; Ormerod and Huebner, 1988 as cited by Anne, 2003).

Similarly, in this study, parents of deaf students revealed that the most difficult problem they faced was communication barrier. As they stated, lack of sign language training brought about problems to interact smoothly and to develop mutual understanding with their deaf children at different home affairs. This in turn created a big communication gap between deaf children and other hearing members of the family. Moreover, parents also indicated that, when the deaf child was not understood and their interest were not fulfilled as they need, they became upset, frustrated and feel they couldn't at all be understood due to his loss of hearing.

In related to this idea, a study indicated that most of the parents do not understand well what their hearing impaired children try to say to them, The communication problems of most parents also seem produce barriers to social and emotional development of the children (Tilahun, 2012).

Good parent-child interaction allows deaf children to gain social knowledge cognitive and problem-solving strategies, information about self and others, and a sense of being part of the environment (Marschark, 1993 as cited by Herman. R & Morgan. G, n.d).

However, it was found out in this study that most parents have difficulty making their feelings of togetherness, their love and affection known to their deaf children due to the barriers of communication.

One father in the course of the interview stated that if the demands of deaf children were not met as immediately as the deaf children needed, they at once got upset, became unhappy and sometimes might inflict damage on their hearing brothers and sisters.

On the other hand, most of the deaf students in this study reported that their parents most of the time were in favor of their hearing children. The parents, as the deaf student respondents stated tended to spend much of their time with their hearing siblings. This situation as they stated made them feel rejected and socially different from their hearing brothers and sisters.

Related to this (Andrew and Mason, 1991 as cited in Moges, 2006) stated that improper handling and treatment of children at homes may result in less assertiveness and fear in the part of the deaf child in different social contexts

### **5 .1.3. Friend ship and Social Interaction of Deaf Students among Them Selves**

Recent evidences suggest that those who are deaf prefer to be with others who are deaf and tend to cluster in groups, socialize, and marry (Tirusew, 2000 as cited in Moges, 2006).

Similar way of communication and mutual understanding encourages deaf students' preference to be with other deaf students. This might be due to the fact that the deaf lend to feel adequate, efficient and mature enough to communicate with other deaf children. This can

possibly show us that deafness affects smooth and positive interaction between the hearing and the non-hearing (Moges, 2006).

In this study, it was also found similar results with the above findings. As teachers of deaf students in this study indicated because deaf students were all fluent in sign language, they easily understand one another, share experiences, exchange ideas and information between or among themselves.

All of teachers' respondents in the study indicated that as the result of close exposure to one another's life experiences, deaf students understand each other more than they do with hearing peers. Teacher respondents further explained that deaf students had no any difficulty playing, discussing, cooperating, and working together. All deaf students in the school, stated one of the teachers, had feelings of togetherness, intimacy, and cooperativeness.

A key aspect of development for every child, whether deaf or hearing, is the ability to interact socially. Social interactions and friendships in childhood are associated with a wide range of factors related to psychological well-being and can be considered protective factors against life stressors and developmental challenges, such as those faced by deaf children. Peer relationships offer children opportunities to practice key competencies related to interpersonal interactions, such as helping, sharing, and negotiating (Batten. & etal, 2013).

Furthermore, two of the teacher respondents, partly attributed deaf children's preference to be with other deaf students of similar social status due to better communication using sign language good, acceptance of the deaf among themselves rather than the hearing peers.

(Schilensinger, 1985 as cited in Moges, 2006) stated that communication interaction between hearing and deaf students is much less than among hearing students. Part of the poor interaction may be attributed to insufficient social skills of the deaf such as ability to imitate and continue conversations and discuss playground or after school activities.

Many of the deaf students in the study indicated that even if they had good interaction with the hearing peers, they prefer to form friendship and had better interaction with the deaf students than the hearing peers. They further explained that they had developed good friendship with other deaf children in the school and therefore, many of their friends they had at the school were able to be deaf.

As three of the deaf students participants in this study revealed, they would like to form strong ties with deaf children so that they could possibly have things to discuss with one another among themselves, solve problems they may face at the school. Furthermore, this might be due to the fact that, they were easily able to understand their feelings and emotions to each other better than their hearing counterpart.

It was also found in the study that two of the parents of deaf students in the study also reported that their deaf children tended to be happy with the social interaction they had with other deaf children of their own social status. In explaining the social interaction and friendship among deaf students further, one parent respondent stated that deaf students had better interaction among themselves due to the fact that hearing students were not as fluent in sign language as the deaf so as to communicate effectively with the deaf.

As one can understand from all the above respondents of the study, deaf students find it very difficult or even impossible to communicate with people who are not trained in sign language. Thus, this communication barrier then result in poor social development on the deaf students

In line to the above ideas Wyatte, n.d), stated that a critical part of the development of deaf children is their education, and through that, their social foundations are also built. During the primary-school development period, friendships are formed through common interests, school activities and sports. For these friendships to form, an obvious requirement is communication.

#### **5.1.4. Friend ship and Social Interaction of Deaf Students with the Hearing Peers**

The issue of social interactions and relationships between deaf children and hearing peers is clearly an important and growing area of concern. However, deaf children's social experiences in mainstream schools can vary widely (Christiansen & Leigh, 2002 as cited by Batten. & etal, 2013).

Peer friendships could provide deaf children with opportunities to develop specific social, emotional, and cognitive skills, alongside increasing their overall wellbeing and self confidence .However, rejection by peers or the absence of friendships could lead to increased psychosocial and educational difficulties for deaf children, over and above the challenges they can already face (Moog & Geers, 1985 as cited by Batten. & etal, 2013).

Peer acceptance and popularity, had different effects on well-being for deaf early adolescents in mainstream schools compared to the effects on those in special education schools.

In addition to peer relationships, has been found to affect well-being in the classroom (e.g., Hamre & Pianta, 2001 as cited in Knoors, & etal, 2012).

Two, of the deaf students in the study indicated that they had many hearing friends and though they were not as many as the deaf friends. They also stated that they had also good interaction with the hearing peers at the school though it was not better than the hearing peers. One of the deaf students further explained that she had some good hearing friends who supported her in her school work. Moreover, one of the deaf students also indicated that he had good interaction and relationship with the hearing peers since most of the hearing peers know sign language though they were not as fluent as the deaf students.

Three of the teachers also indicated that deaf students had good social interaction with the hearing peers at the school despite the fact that it was not as good as the deaf students. Teachers of the deaf further explained that some of the deaf students had good relationship and interaction with the hearing peers since some of them were good at sign language. Furthermore, one of the teachers stated that hearing students helps the deaf at their schoolwork. Teachers also indicated that they usually encourage deaf students to freely interact with the hearing students.

In contrary to the above finding, research indicates that deaf children do not have as many close friendships with hearing peers in their mainstream class and these relationships are more sporadic. Moreover, alongside the communication and psychological difficulties that deaf children can face, deaf children's social behavior has been found to be more withdrawn and less collaborative than that of their hearing peers (Wauters & Knoors, 2007) .

Similarly (Martin & Bat-Chava, 2003 as cited in Wyatte, n.d) stated that many children in general usually lack the social skills necessary for peer interaction. One major factor that has been identified in deaf children's social interactions is a repeated misunderstanding of how deaf children need to communicate with the people around them dismissal.

The parents of deaf students in the study also reported that communication between deaf children and hearing children in the school was less than among deaf students themselves. This was mainly because; explained one of the parents of the deaf students in the study, there was no any hearing students who was as fluent and skillful as deaf students in sign language. This made the social interaction between the deaf and the hearing students very difficult.

In relating to the above ideas, (Thomson, 2009 as cited in Kyle,2013) stated that there are a few difficulties that make inclusion of hearing impaired students more challenging. Perhaps the most obvious difficulty is the communication barrier between hearing impaired students and their non-impaired peers and teachers Similarly, Inclusion (Christina M, 2006), may be good for the hearing students but it's not always good for the deaf student, some things just aren't good for all.

This shows that smooth and positive interaction is highly affected by inability to hear and communicate with hearing individuals. Research finding also confirm that deafness affects the ease with which communication forms the basis for social interaction.

#### **5.1.5. Interaction between Deaf Students and Their Teachers**

In addition to peer relationships, the teacher–student relationship has been found to affect well-being in the classroom. Relationship with the teacher had different effects on well-being for

deaf early adolescents in mainstream schools compared to the effects on those in special education schools (Hamre & Pianta 2001 as cited in Knoors & etal, 2012).

In mainstream education, the relationship with the teacher was the strongest predictor of well-being in school for hearing children .In addition, to start with, deaf mainstream children experienced lower well-being than hearing peers (Knoors, H & etal, 2012).

In relation to the above finding, as two of the teachers presented in this study, teachers in the school were really committed to help their deaf students in such areas as social, academic and communication. They also have been trying to foster students' social and psychological developments through discussions orientation as to how deaf students interact with hearing peers whenever these students are exposed to different social contexts. Moreover, all of the deaf students had stated that they had smooth and positive interaction with their hearing teachers especially with those who were fluent in sign language.

Teachers' experience was another significant variable that was positively correlated with ratings on the emotional adjustment of deaf students. The teachers who held special education degrees in deaf education were found to give more positive ratings of emotional and overall adjustment of their students compared with a reference group (Polat, 2003).

Teachers of deaf students require specialized training in areas such as communication and schools based manual systems for smooth and positive interaction with their deaf students. Teachers in these areas need a broader range of competencies than any other teachers in special education (Grant 1983as cited in Moges, 2006).

In contrary to the above findings, the finding of this study revealed that all of the teachers who participated in this study had not taken any training in special needs education and sign language. As they presented in the study, all of the teachers had learned sign language in the school after they were assigned to teach there through communicating with their deaf students.

However, these teachers faced serious communication problems when they first began to communicate with their deaf students as they explained; it took them long time to fluently communicate with their students using sign language. For a few of the teachers of the school as they reported, it had been really a challenge to develop smooth communication between them and their deaf students. Such a communication breakdown resulted, in misinterpretation of what a deaf student wants to transmit to his/her teacher.

Moreover, almost all of the teacher respondents explained that the problem of teacher-student interaction is apparent whenever new teachers who are not trained in sign language are assigned in the school. Gradually, however, through teacher-student and student-student interaction the teachers became better in using sign language and the communication barrier breaks and hence, social interaction between teachers and their deaf students becomes smooth and positive. The three of deaf student informants in the study indicated that they had good social interaction with their teachers.

As two of the teachers reported, however, even if teachers in the school are not well trained in the areas of special needs education particularly in issues surrounding deafness and the consequence it can have on student's (deaf) social and psychological profiles, they have positive attitudes toward their deaf students. This positive approach is what many teachers developed

through communication interaction with their deaf students. This made it easy for the deaf students in the school to communicate easily and confidently with their teachers without any difficulty using sign language.

Similar to the above finding (Mendel 1984, as cited in Moges ,2006) stated that teachers' attitude on the etiology of social and psychological problems and also their roles and responsibilities have significant effects on the deaf students' social as well as psychological developments.

Moreover, as it was also revealed in the study of (Polat, 2003) parental-school-and teacher-related factors play relatively important roles in the psychosocial adjustment of deaf students, as do student-related factors.

## **5.2. Psychological Related Problems of Deaf Students**

### **5.2.1. Information on the behavior of deaf students**

Hearing loss is challenging at any age, but it poses unique issues for young child. Having a hearing loss does not mean a child will develop psychological problems. It is a combination of psychological, biological, and social factors that make a child more at risk than the general population. Some of the commonly noted secondary aspects of hearing loss include communication and behavioral problems, self-esteem and image problems, and depression and introversion (Kaland & Kate, 2002).

Research findings revealed that deaf students are emotionally and behaviorally disturbed (Vostains, Hayas and Dufer, 1997 as cited in Moges, 2006). They further found that from middle

(late childhood 18-19 years) to adolescence, emotional problems are described more accurately by children whose mood is disturbed, and thoughts of self-harm because of their cognitive capacity.

Other research findings have also shown that deaf persons, particularly those who experience adventitious loss of hearing, frequent express feelings of depression, withdrawal and isolation. It is also reported that the deaf are more introverted and more submissive than the hearing ones (Moors 1989, as cited in Tesfsye 2006).

It was also indicated that persons with disabilities in general and the deaf in particular have feelings of unworthiness, inadequacy, rejection and confusion (Moges, 2006).

In contrary to the above study, all of teacher participants in the study indicated that deaf students were found to be obedient and respectful of their teachers. Teachers further explained that deaf students listen what their teachers told them and do what their teachers ordered them to do at school .As these teachers stated, deaf students had sometimes shown some unwanted behaviors but it was not too difficult to manage it.

However, as two of the teachers further stated deaf students sometimes become aggressive and hot tempered. As the teachers explained this might be because of the fact that deaf students sometimes might not be understood by other hearing people or it might be because they were unable to express their feelings and emotions as they wanted to and this might cause them to shows aggressive behavior.

As three of the teachers in the course of the interview indicated deaf students sometimes become easily disappointed. One of the teacher participants further explained that deaf students

become disappointed particularly when they were not be understood ,when they score low in their schoolwork and when their need and interest did not meet as they need.

Further stated by teachers, they have been doing all what they could to do to help their deaf students to be good at their school works and to develop positive and constructive behaviors.

In this regards, two of the deaf student respondents participated in the study revealed that they sometimes become angry and feel disappointed with their teachers and their parents. They become disappointed when they couldn't understand what their teachers taught them and especially when they were not able to express their feelings due to communication problems. . They further reported that they sometimes become angry with their parents and family members due to the communication barriers as well. However, deaf students had never reported that they had a problem of fighting with the hearing friends at school.

In relation to the behavior that deaf students had shown at home, parents of the deaf who were participated in the study had revealed the following:

As reported by two of the parents of the deaf students, deaf children manifest behavioral problems when they interact with their parents and their hearing siblings in the family. Deaf children sometimes tend to feel aggressiveness, unwanted, unloved and rejected. Whenever parents talk or discuss matters with hearing siblings at homes, deaf children feel that they are forgotten and discriminated. In some home activities and social life deaf children sometimes perceive themselves as inadequate and unable to do things by themselves.

One of the parents further explained that when the deaf students got disappointed with their parents and their hearing brothers or sisters due to the fact that they couldn't be understood because of communication barriers, deaf children become behaviorally difficult to manage in such cases. They easily got hopeless, indifferent to what is going on at home, careless and even tend to inflict damage upon their hearing sisters or brothers.

In relating to the above idea, parents need to learn sign language to facilitate their interaction with their deaf children and enhance their psychosocial and cognitive development. Moreover, parents must communicate and talk to the deaf child as much as possible. The deaf child must be given the opportunity to communicate and the deaf child learns about turn taking and learns to enjoy communication (Tirusew, 2000 as cited in Moges, 2006).

On the other hand, parents explained that even though their deaf children sometimes showed difficult behavior, they usually show love and attention to them. Many of the parents also stated that deaf students feel disappointed if their demands are not fully met as soon as they inquire them and the way they need them. This, as was stated by parents, was really a challenge for parents of deaf children.

This implies that the ways parents handle their deaf children in their respective homes play significant roles in affecting the social as well as psychological developments of deaf children. Positive and encouraging type of parental acceptance, proper and fostering type of parental treatment of deaf children could possibly help deaf children to develop a sense of adequacy in their social relationships and become self-confident in themselves in the relationship in different social contexts, for instance, schools.

On the other hand, if parents do not know how to handle and treat their deaf children the way it should be, deaf children may feel socially unfit either at homes or at school.

### **5.2.2. Information on self esteem and the emotional condition of deaf students**

Deaf children experience much higher levels of isolation and resultant frustration than other children. What cannot be expressed in words is more likely to be expressed in violence. (Sikonnon 1994 as cited in Moges, 2006).

As it had been stated by three of the deaf students participants it had been revealed in the study that deaf students never felt confidence Two of the deaf participants had also stated that they didn't have good attitude toward themselves As they stated this might because of the fact that they were not happy with their relationship with hearing people .More over it might be because of dissatisfaction or being un happiness with their school works as three of the deaf participants indicated.

Moreover three of the deaf participants stated that they never felt alone when they were at school .As they stated this might be because they had good relationship and interaction with the hearing students and with their teachers and these deaf students further explained that they had also good acceptance among the peers.

It was also revealed in the study that two of the deaf students sometimes felt worry or frustrated when they were at school. As it had been said in the above responses, this might be because of their dissatisfaction of their schoolwork or their poor communication and interaction with the hearing people.

Furthermore, in contrary to the findings of the deaf students, parents of the deaf students had reported in the above conversation that their deaf students at home, sometimes tend to feel aggressiveness, unwanted, unloved and rejected. Whenever parents talk or discuss matters with hearing siblings at homes, deaf children feel that they are forgotten and discriminated. Parents further explained that they easily got hopeless, indifferent to what is going on at home, careless and even tend to inflict damage upon their hearing sisters or brothers.

In relating to this, (Davis, 1986 as cited in Moges, 2006) stated that aggressiveness and tantrum behavior have frequently been cited by parents of deaf children as the problems linked to deafness. Personality inventories have also consistently shown that deaf children have adjustment problems more than hearing children.

This implies that many of deaf students had shown behavioral and emotional problems usually when they were at home than at school. This in turn might be attributed with the barriers of communication which was created with deaf children and parents due to sign language problems.

### **5.3. The impact of inclusive education on the academic achievement of deaf students**

An important task of education is to promote the social development of the child, including affective relationships with peers. Peer relationships contribute to the development of social skills that reduce the likelihood of social isolation; support the acquisition of attitudes, values, and information for mature functioning in society; and promote psychological health (Polat, 2003).

Hearing loss affects social experiences, which threatens deaf early adolescents' well-being in school, along with their academic progress (Hamre & Pianta, 2001 as cited by Knoors, & etal, 2012).

It was found in the study that hearing impaired children who are not able to participate in meaningful interactions with their families are unlikely to benefit from integrated placements with large groups of hearing children (Tilahun, 2012).

### **5.3.1. Information about attitude of deaf students, teachers and parents about inclusive education**

The parents and teachers lack of knowledge about hearing impairment seems to contribute negative impact on the emotional, social as well as schooling achievement of the pupils. Moreover the findings of this study indicated that the home-school relations, the pupils' school attendance, the pupils' educational activities at home, and the educational encouragement of the parents were found to be low (Tilahun, 2012).

In this study, as three of the deaf students stated, inclusive education was not enable deaf students to achieve better result as compared to the hearing peers. Deaf students further explained that they were doing their best in their schoolwork but they were not happy with it and they were usually achieved less than their hearing counterpart. As they stated this might make them to consider themselves inferior to the hearing peer.

Moreover, deaf students stated that since most of the hearing peers knows sign language ,they provided help with their schoolwork especially when there was something which they

couldn't understand ,when the teachers was not able to teach them properly using sign language and when they got confused and need additional explanation with it.

In regarding to this, it was also revealed in the study that all of the teachers' participants had got positive attitude and there were happy toward integration of deaf students with the hearing peers or in other word to inclusive education. As they stated, they reason out that inclusive education enabled deaf students to interact positively with the hearing peers and to have better relationship with the hearing people at the school.

One of the teacher further explained that being integrated with the hearing peers at school would benefit deaf students to be able to have better relationship and create better interaction with other hearing people outside the school. He further stated that it especially help the deaf to be able to know how to live with the hearing people particularly when the deaf had completed their education and started to live with the society outside the school.

On the other hand, as it had been revealed from the parents' interview, two of the parents indicated that it was good and they were happy with the integration of deaf students with the hearing peers. As they stated, being integration of the deaf students was enable deaf students to learn interaction with the hearing people and beside it helped them not to feel isolation. One of the parents further explained that it enabled them to have better access of communication and interaction with the hearing peers since the hearing peers knew sign language better than their parents or other members of their family. In the course of the interview one of the other teachers also explained that inclusive education sometimes enabled deaf students to get support from their peers.

In relating to the above ideas, it was indicated in the study that, educators are torn about the idea of mainstreaming. On one hand it gives an opportunity for “normal” children and “special needs” children to learn how to work together and get along, which diminishes prejudices. On the other hand there is the fact that mainstreaming is not in the best interests of deaf and hard of hearing children and, in fact, can be detrimental to their emotional as well as their academic well-being. (Christina M., 2006).

Teachers of deaf students require specialized training in areas such as communication and schools based manual systems for smooth and positive interaction with their deaf students. Teachers in these areas need a broader range of competencies than any other teachers in special education (Grant, 1983 as cited in Moges, 2006)

In contrary to the above idea,, it was also indicated in the study by all of the deaf students that teachers of the deaf students had not trained with special need education. The deaf participants of the study further stated that many of their teachers when they first came to their school to teach them, they didn't know how to teach through sign language. As they stated, they came to learn sign language after they had started to teach and spent longer time at the school.

Similarly, as two of the teachers explained since teachers of the school were not trained with special need education consequently, they couldn't provide to the deaf students as appropriate, special or professional support as they were supposed to provide. Moreover, it was also indicated by teachers of the participants that being integrated of the deaf with the hearing or learning in the inclusive education was not create an access to the deaf students to get better support from the teachers of the school.

As it was also indicated by the parents of the deaf, inclusive education, though, it was good to the deaf to interact positively, however it still couldn't make the deaf students to be able to achieve better result as they were supposed to get from their grade level. Similarly, as two teacher participants of the study revealed it was indicated that inclusive education was not enable the deaf students to be able to achieve better result as the hearing peers

Moreover, it was also revealed in the study that parents of deaf students indicated that deaf students were not found to be satisfied and felt confidence in their schoolwork or education since they usually score relatively lower grades than the hearing peers. This situation, as one of the mother of the deaf students reported, results in a feeling of inadequacy on the part of the deaf students. Eventually, they felt that they were less able and less competent than their hearing classmate.

In relating to the above finding it has been found in a study that students were not benefitting as much as they should from inclusive education. Deaf students did not perform as well as the hearing students academically. In this study, all the mainstream teachers said that the current syllabi did not fully address the needs of deaf students. RaJ, 2012).

Similarly,(Mayberr,2002) stated that the academic performance patterns illustrate the great difficulty experienced by deaf children perceiving and learning spoken language and visual representations of speech, namely written and read language. The primary effect of degree of hearing loss on language development, in turn, interacts with factors extraneous to deafness, such as socioeconomic and ethnic status and additional handicaps.

However, in contrary to the above findings, as it was stated by (Geers, 1990, Stinson & Antia, 1999 as cited in Batten & etal, 2013), it has also been found in a study that the inclusion of deaf children in mainstream education has been associated with good academic outcomes and greater development of social skills. However, deaf children can face considerable social challenges with their hearing peers.

The findings of this study implies that since deaf students were integrated with the hearing peers, they were getting support from their peers at their schoolwork and they were doing better for themselves in their education. Although, deaf students were not achieved better academic result as the hearing peers, however; we can see that peer support and teachers training and qualification with special needs and sign language can play a significant role in enabling the deaf student to be able to be successful in their education at the inclusive educational settings.

This is to mean that had teachers been trained with special need education, they would have provided better supported to the deaf students and deaf students would have performed better in their education at the inclusive educational settings.

### **5.3.2. Information on the school environment, school materials and facilities of the inclusive school**

Educators need to be aware of the school environment and how it affects deaf children.” In other words some adolescence will benefit from being included, but other won’t, especially if the schools don’t know how to help and support the children through the process. (Punch & Hyde, 2005).

When a hearing impaired student is integrated into a regular classroom, all teachers and students should receive instruction in sign language and hearing related issues (Rose, 2002 as cited in Kyle ,2013).Also, if needed, teaching strategies and curriculum should be modified to include all students(Rose, 2002 as cited in Kyle,2013). Moreover, (Polat, 2003) stated that the outcome of mainstreaming is affected by availability and effectiveness of support service

Education for deaf children is organized by more or less inclusive approaches. The mode of schooling affects the participation of the family in the deaf child's education. It is suggested that the family, school and community need to share the ideas and goals of education and inclusion in order to create conditions for community level inclusion ( Rutter & Rutter, 1993 as cited in Lehtomaki, E un).

Findings of the study showed that the nature of disability, lack of training, adapted curriculum, availability of support, materials and equipments and Class size, were found consistently influencing attitudes of teachers in implementation of inclusive education negatively (Gezahegne & Yinebeb, 2010).

It was also found in the study that students with hearing impairment were facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction (Mahwish, &etal, 2012).

Similarly, as it was also found in the study that lack of training, adapted curriculum, availability of support, materials and equipments and Class size have found to be as a factor that affect the implementation of inclusive (Asrat, 2013).

In line to the above findings, the finding of this study was found similar and consistent with it. For instance, as it was indicated by all the participants of the study that modern teaching aids and teaching and learning materials including text books and other referenced books were not sufficiently available at the school. They further stated that the school library and play ground was not found to be conducive and well equipped.

As it was found in the course of the interview that two of the parents and one of the teachers of the study participants stated that the school couldn't provide deaf students with hearing aids, teaching aids and other necessary equipments for the deaf so as to foster the teaching learning process.

It was also revealed in the study by all the deaf students and teachers that the school lacks trained and well qualified teachers particularly with special need education. Teachers' participants also indicated that the school was not able to give professional support to parents of the deaf as to how they communicate with their deaf children.

As it was stated by the interview of teachers participants that there was no any special designed text book and school curriculum adopted for the deaf students. Moreover, they further explained that the school didn't have school psychologist and other speech or oral therapists who could assist the deaf students to be able to achieve better result and to solve their psychosocial problems.

**5.3.3. Information on measures which should be taken to implement inclusive education successfully and to enhance the psychosocial development of deaf students as suggested by participants.**

Children who are deaf require a considerable intervention to provide health care, education rehabilitation and therapy. An intervention strategy for children with hearing losses focuses on minimizing the educational, social, and psychological consequences of the hearing loss. (Telford and Sawrey, 1981 as cited in Tilahun, 2012).

Related to this idea, (Heward and Orlansky, 1987 as cited in Asrat 2013) stated that school personnel's, specially teachers who are trained in sign language, speech therapists psychologists visit the home to provide intervention for the deaf child. Such strategy is designed primarily to improve the parents' skills in working with their deaf children. This is very important for parents and their children because through the intervention parents can modify their attitudes for the mutual benefit of themselves and their deaf children.

Furthermore, as (Kyle, 2013) indicated in order to be successful in an inclusive classroom, all students need to learn how to communicate and work with their peers, regardless of any barriers that may be present. This ability to effectively communicate with all students is a skill and asset that will help students communicate successfully with all people they encounter throughout their lives. Unfortunately, there are some very challenging difficulties to overcome before inclusive education can be effectively established for hearing impaired students

Parents of deaf students in the study indicated that the government should open centers for vocational and sign language training so that the deaf can be the beneficiaries of such centers.

Similarly teachers' participants also suggested that there should be special school for the deaf so as to help the deaf to learn better.

Moreover, it was also suggested by teacher respondents that parents of deaf students should get access to professional supports so as to how they should communicate with their deaf children. Teachers of the deaf further suggested that parents of deaf children should take sign language training so that they could easily communicate with their deaf children.

Similarly, as (Tirusew, 2000 as cited in moges, 2006) indicated that parents need to learn sign language to facilitate their interaction with their deaf children and enhance their psychosocial and cognitive development. Moreover, Parents must communicate and talk to the deaf child as much as possible and the deaf child must be given the opportunity to communicate and to learn about turn taking and to enjoy communication.

In line with this idea, deaf students' participants also suggested that teachers should get special need education and sign language training before they assigned to teach the deaf at the inclusive education settings.

Relating to this idea, (Polat, 2003) explained that teachers who held special education degrees in deaf education were found to give more positive ratings of emotional and overall adjustment of their students compared with a reference group .

Furthermore, parents and teachers of deaf students who participated in the study also indicated that the government should provide the deaf with the necessary hearing aids, teaching aids and other relevant equipments, which could enable them to use their potentialities.

Eventually, teachers indicated that to make the educational and psychosocial profiles of deaf students better, the government and other concerned bodies must make necessary modifications in such areas as teaching methods of the deaf, the curriculum content. Moreover, books prepared in sign language should be made adequately available. Teachers must take training in special needs education in general and in the areas of deafness in particular before they are assigned to teach the deaf.

## CHAPTER SIX

### 6. CONCLUSION AND SOCIAL WORK IMPLICATION

#### 6.1. Conclusion

The main focus of this research paper was to explore the impact of inclusive education on the psychosocial development and academic achievement of deaf students and to suggest ways of alleviating the problems. Accordingly, among others, the following conclusions were drawn.

The finding on the deaf students' friendship and social interaction with hearing peers disclosed that the deaf students found it more difficult to adjust themselves with the hearing than to do so with the deaf. According to the finding, communication gap was the basic barrier between the hearing and the deaf students.

On the other hand, the all of deaf student participants indicated that they had developed good friendship with other deaf children in the school and even outside. Parents also reported that their deaf children tended to be happy with the social interaction they had with other deaf children of their own social status. Furthermore, teachers participants of the study stated that deaf students preferred being with students or children of their own kind in their sense of hearing.

The study also assessed interaction between teachers and their deaf students. And it was found out that most teachers assigned in the school where the study was conducted, were not trained in sign language. This created a communication problem between teachers and their students when teachers first began to communicate with their deaf students. The problem lessens as teachers gradually developed sign language through communication with their deaf students.

Parents in the study reported that they were facing problems in communication skills, which are common to the deaf children and the parents. Moreover, it was reported by the parents that they had serious problems to develop mutual understanding for life affairs in their home environments. This was attributed to a big communication gap between the deaf students and their parents for the parents were not trained in sign language.

According to the parents report, their deaf children's ways of communication were different from that of the hearing members of the family. As a result, the deaf students failed to be understood by their family members; consequently, they felt neglected, unloved, unwanted and hopeless.

In regard to the behavioral and psychological problems of the deaf students, the finding revealed that the deaf students sometimes become behaviorally difficult to manage. They easily got disappointed and aggressive especially when their need and interest were not meet as they need and as soon as possible. Parent respondents in the study revealed that deaf children often tend to feel emotionally, unstable, unwanted, unloved and rejected.

Participants of the study were asked to give their suggestions about ways of alleviating the psychosocial problems encountered by the deaf students. Like each one of the hearing people teacher respondents indicated that parents and teachers of the deaf students should take sign language training. Moreover, teachers must take training in special needs education in general and in the areas of deafness in particular before they are assigned to teach the deaf.

Moreover, parents' respondents of the study also indicated that the government should provide the deaf with the necessary hearing aids and other relevant equipments, which enable them to use their potentialities at the inclusive educational settings.

In regard to the academic achievements of deaf students at the inclusive educational settings teacher and parent participants in the study indicated that their deaf students experienced a feeling of dissatisfaction with their schoolwork. Three of the deaf students, in the study also revealed that they were not fully satisfied with their schoolwork; they said that they scored relatively lower grades as compared to the hearing peers; consequently, they felt they were less able and less competent than their classmates.

Parents of the deaf also indicated that deaf students were not successful as it was expected in their education. Moreover, it was also revealed by many of the study participants that inclusive education didn't enable deaf students to be able to achieve better result as the hearing peers.

## **6.2 Social Work Implication**

On the basics of the conclusions drawn from the findings, the researcher would like to offer the following social work implication.

Understanding the different factors affecting the psychosocial profiles of the deaf at the inclusive educational settings, professionals in the area should design intervention strategies so that the deaf could have better psychosocial developments.

Professionals in the area should provide parents and the school with the necessary assistance so as to help the deaf children. This is because parents and the school can understand their deaf children through professionals' assistance and creates conducive settings for healthy psychosocial developments of their deaf children.

Moreover, professionals should advocate for the opening of centers for sign language training so as to create positive and desirable psychosocial developments of the deaf children. Furthermore, social workers in the area should work with parents to have positive interaction with their children and to play their role in developing language skills and in encouraging their deaf child so as to communicate with hearing effectively.

Since teacher -deaf student interaction is highly important for the deaf students' psychosocial development, social workers should encourage teachers teaching the deaf to be trained in-special education particularly in sign language and to positively interact with these students. Moreover, social workers should work with the concerned bodies to develop and adopt instructional materials for the effective teaching of deaf children.

On the other hand, social workers should work to sensitize the hearing individuals about the importance of the social relationships between the deaf and the hearing so that they could facilitate peer group interaction between the hearing and the deaf.

Professionals must also make efforts to help deaf school for the deaf to have adequate books prepared in sign language and to adopt special school curriculum. Moreover, the social workers should advocate and work with the government and other concerned bodies to make

necessary modifications in such areas as teaching methods of the deaf, so as to make better the educational and psychosocial profiles of deaf students.

Social workers should provide parents and teachers of the deaf to enhance their support which they provided to their deaf students at their school works. Teachers of deaf students need to have the necessary skills to help their deaf students to enable them to maximize their potentialities and there by to achieve better result at the inclusive educational settings.

In general, it is also very important for the social workers to work with the concerned bodies like policy makers, planners and interested groups to realize and assist the deaf to overcome barriers which operate against the psychosocial development of the deaf at the inclusive educational settings.

## Reference

- Asrat Dagne (2013). Factors Affecting the Implementation of Inclusive Education in Primary Schools of Bahir Dar Town Administration. Retrieved from <http://resjournals.com/ERJ/Pdf/2013/Mar/Dagne.pdf>. Retrieved on November 13, 2013. *Education Research Journal* 3(3); pp. 59-67 March 2013
- Anne Toth (2003) Reducing the Risk of Psychosocial Problems for Children Who Are Deaf and Their Parents. *Psychosocial Effects of Hearing Impairment – GENDEA*. Retrieved from [http://audiology.unife.it/www.gendeaf.org/psychosocial/download/Literature%20overview27\\_08\\_2003.pdf](http://audiology.unife.it/www.gendeaf.org/psychosocial/download/Literature%20overview27_08_2003.pdf). Retrieved on November, 18, 2013.
- British Council of Disabled People (2006). The Social Model of Disability Best resources for achievement and intervention re Neuro diversity in higher education. Legal disclaimer. Retrieved from <http://www.brainhe.com/index.html>. Retrieved on Nov, 27, 2013.
- Brain. He (2006) The Social Model of Disability. Best resources for achievement and intervention re Neurodiversity in higher education. Legal disclaimer. <http://www.brainhe.com/index.html>
- Barbotte, E. / Guillemin, F. / Chau, N. / Lorhandica (2008). Impairments, Disabilities, Handicaps and Quality of A Review of Recent Literature,” in *Bulletin of the W 79*, No. 11, Retrieved from <http://www.unnati.org/pdfs> Retrieved on March, 16, 2014.
- Batten, G. & et al (2013) Factors Associated With Social Interactions Between Deaf Children and Their Hearing Peers: A Systematic Literature Review *Journal of Deaf Studies and Deaf Education* Retrieved from <http://jdsde.oxfordjournals.org/> by guest. Retrieved on November 27, 2013.
- Creswell, J. W. (2003). *Research Design. Qualitative, Quantitative and Mixed approach*. London SAGE Publications

## Exploring The problems of Inclusive Education...

- Christina M. Poe(2006) The Affects of Deafness on Adolescent Development. Retrieved from <http://www.lifeprint.com/asl101/topics/adolescentdevelopment.htm>.Retrieved on March 11,2014.
- Deafness Research Foundation. (2002) “Glossary of Medical Terms” Retrieved from: [http://www.drf.org/hh\\_dictionary/glossary.htm](http://www.drf.org/hh_dictionary/glossary.htm) .Retrieved on March, 15,2014.
- Disabled People International. (2005) “DPI Position Paper on the Definition of Disability” Retrieved from <http://v1.dpi.org/lang-en/resources/details.php>? Retrieved on, March, 17, 2014.
- Disabled World* (2010). The Social Model of Disability. Retrieved from <http://www.disabledworld.com/definitions/disability-models.php> Author .Retrieved on Nov27, 2013.
- Ethiopia's 4th and 5th periodic report to the United Nations committee on the right of the child (20062011).April,2012.Retrievedfrom[www2.ohchr.org/english/bodies/crc/docs/CRC.C.ETH.4-5.doc](http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.ETH.4-5.doc) Retrieved on November 27,2013.
- Emmy (2012) Inclusive education for person with disabilities in Ethiopia. Analyzing tools for mode -2 knowledge production on inclusive education with in a thematic learning program(TLP).Retrievedfrom<http://www.ju.edu.et/ejes/sites/default/files/Revised%20article%5B1%5D>. Retrieved on November 10,2013.
- Gezahegne & Yinebeb (2010). Attitudes of Teachers towards Inclusive Education in Ethiopia Ethiop. J. Educ. & Sc. Vol. 6 No 1.Retrieved from <http://www.ju.edu.et/ejes/sites/default/files/Revised%20article%5B1%5D.pdf>. Retrieved on November 13, 2013.
- Gill, J, Carol (un).Medical Model vs. Social Model. Retrieved from <http://www.fvkasa.org/resources/files/history-model.php> .Retrieved on Nov,27,2013.National Kids As Self Advocates Document (pdf: 45K | doc: 87K | doc: en Espanola

- Herman.R & Morgan.G( n.d). Deafness, Language and Communication the Impact of Communication Disability Across the Lifespan. City University London, UK. Retrieved from <http://www.staff.city.ac.uk/g.morgan/ch7%20Herman%20and%20Morgan.pdf>. Retrieved on March 15, 2014.
- International Society for Augmentative & Alternative Communication. (n.d.) "What is AAC" Retrieved from [http://www.isaac-online.org/en/aac/what\\_is](http://www.isaac-online.org/en/aac/what_is). Retrieved on March, 15, 2014.
- Jambor. E&Elliott.M(2005). Self-esteem and Coping Strategies among Deaf Students. Journal of Deaf Studies and Deaf Education vol. 10 no. 1 \_ Oxford University Press 2005; all rights reserved. Retrieved from <http://jdsde.oxfordjournals.org/> by guest. Retrieved on November 28, 2013
- Knoors, H and Wauters, L (2007) Social Integration of Deaf Children in Inclusive Settings. Journal of Deaf Studies and Deaf Education 13:1 .Retrieved from <http://jdsde.oxfordjournals.org/> by guest retrieved on November 13, 2013.
- Kemple,B &Ernest ,T (2012). "A conceptual analysis of key concepts in inclusive education." Retrieved from <http://ir.uiowa.edu/etd/2828>.Retrived on Nov,13,2013
- KyleWeb(2013Inclusive-Education-for-Hearing-Impaired Students. Retrieved on Dec,14, 2013.Retrieved from [http://www.reach.ca/shared\\_future/eng/toth2.htm](http://www.reach.ca/shared_future/eng/toth2.htm)
- Knoors,H & etal(2012) Impact of Peer and Teacher Relations on Deaf Early Adolescents' Well-After a Major School Transition. Journal of Deaf Studies and Deaf Education. Retrieved from <http://jdsde.oxfordjournals.org/>.Retrieved on Nov, 17, 2013.
- Kelly S. Wolf (n.d) The Future for Deaf Individuals Is Not That Bleak. Rochester Institute of Technology Retrieved from [http://www.personality\\_research.org/paper/hall.html](http://www.personality_research.org/paper/hall.html) Retrieved on March 11, 2014.

- Lehtomaki,E (un).Inclusion and Deafness, Linking the Family, School and Community.  
Retrieved from <http://www.eenet.org.uk/resources/docs/lehtomaki.php>.retrived on Nov,25, 2013.
- Megan A. Jones, Ph.D.(2002). Deafness as Culture: A Psychosocial Perspective. Center on Disability Studies. University of Hawaii at Manoa. Vol 22, No 2 (2002). pages 51-60.Retrieved from [www.dsqsds.org](http://www.dsqsds.org). Retrieved on, March,10,2014.
- Mary Kaland & Kate Salvatore (2002). The Psychology of Hearing Loss. Retrieved from <http://www.asha.org/Publications/leader/2002/020319/020319d/>.Retrieved on March,142014.
- MogesAbay,(2006).The consequence Deafness has on the psychological and academic development of deaf students. The case of Alpha special school for the deaf in Addis Ababa, Hermata and Mendera Junior School at Jimma Town. Ethiop, J. Educ.& SC.Vol 1No.2(2006).Psychology. Dep. Faculty, JU. Jimma., Ethiopia. Retrieved from <http://www.ajol.info/index.php/ejesc/article/view/41993/9151>. Retrieved on march10,2014.
- Mitchell,(2010) Education that fits : Review of international trends in the education of students with special education needs . International Research Journals. Retrieved from <http://www.resjournals.com/ERJ.ISSN>: Retrieved on November 10,2013.
- Mahwish, & etal(2012). Problems Faced by Students with Hearing Impairment in Inclusive Education at the University Level. Research and Reflections in Education. Vol.6, No.2, pp129 -136.Retrieved from <http://www.ue.edu.pk/journal.asp>.iRetrieved on Nov,252013.
- Models of Disability.(un).Retrieved from <http://www.copower.org/models-of-disability.html>. Retrieved on nov,27,2013.
- Polat, F. (2003). Factors affecting psychosocial adjustment of deaf students. Journal of Deaf Studies and Deaf Education 8:, Retrieved from <http://jdsde.oxfordjournals.org/> Retrieved on november,27,2013.

- Peters, S(2004) Inclusive education : an EFA strategy for all children .Retrieved from [http|| www.worldbank.org](http://www.worldbank.org). Retrieved on November 10, 2013.
- Padgett, K. D. (2008). *Qualitative Methods in Social Work Research*. Second edition. SAGE Publications. New York University.
- Punch, R., & Hyde , M. B. (2011). 2011communication, psychosocial, and educational outcomes of children with cochlear implants and challenges remaining for professionals and parent. *International Journal of Otolaryngology*, Volume 2011( 573280), 10. Retrieved from <http://www.hindawi.com>.Retrieved on Nov,25, 2013.
- Quizlet (2013).Disability Theories and Models. Retrieved from <http://quizlet.com/17571197/disability-theories-and-models-flash-cards/> Disability Theories and Models. Retrieved on Nov, 26, 2013.
- Rachel I. Mayberr(2002). *Cognitive development in deaf children: the interface of language and perception in neuropsychology*. 2nd Edition, Vol. 8, Part II. *School of Communication Sciences and Disorders, McGill University, 1266 Pine Avenue West, Montreal, PQ H3G 1A8, Canada*
- Ruth (2009) Attitudes hearing impaired children face from hearing people. A case study from Wollega,Ethiopia.RetrievedfromRetrivedfrom<http://www.ju.edu.et/ejes/sites/default/files/Revised%20article%5B1%5D>. Retrieved on November 10, 2013.
- Raj ,K, (2012). Inclusion of Deaf Students in Mainstream Rural Primary Schools in Zimbabwe: Challenges and Opportunities. Retrieved from. Retrieved on November20, 2013.
- R. Susanne & etal. (2008). Academic Status of Deaf and Hard-of-Hearing Students in Public Schools: Student, Home, and Service Facilitators and Detractors. *Journal of Deaf Studies and Deaf Education* 13:4 Fall 2008 Retrieved from <http://jdsde.oxfordjournals.org/> by guest on November 27, 2013

## Exploring The problems of Inclusive Education...

- Skådalen Resource Centre. (2007) "Glossary of Hearing-related Terms." Oslo: Skådalen Kompetansesenter, Retrieved from [http://www.drf.org/hh\\_dictionary/glossary.htm](http://www.drf.org/hh_dictionary/glossary.htm). Retrieved on March,15, 2014.
- Tirussew Teferra & Elina Lehtomaki ( 2005).Towards Creating an Inclusive Learning Environment for Students with Disabilities : Perspectives of Addis Ababa University .Retrieved from .Retrieved on. Addis Ababa University & Ministry of Education
- The social and medical model of disability (2007) Leicester the University's Disability Equality Scheme, pp.58,section2.1.2.Retrievedfrom.[http://www2.le.ac.uk/offices/ssds/ace\\_sability](http://www2.le.ac.uk/offices/ssds/ace_sability). Retrieved on November 27,2013.
- The National Autistic Society. (2008) "Autism: What Is It?" Retrieved from <http://www.nas.org.uk/nas/jsp/polopoly.jsp?> Retrieved on March 16,2014.
- Tilahun Achaw Messaria(2012). The schooling situation of hearing impaired pupils in four regular schools of Bahirdar and Debretabor.
- Tiffany L. Panko (n.d) The Social Environment of a Hearing Family and Its Impact on Deaf Children Rochester Institute of Technology. Retrieved from <http://www.personalityresearch.org/paper/hall.html> .Retrieved on march 11,2014
- United Nations. (2006) "Convention on the Rights of Persons with Disabilities -Article 2"Retrieved from <http://www.un.org/disabilities/convention/conventionfull>.Retrieved on March,15,2014.
- UNESCO ( 2006). Positive discipline in the inclusive, learning-friendly classroom: a guide for teachers and teacher educators (Embracing diversity: Toolkit for creating inclusive, learning-friendly environments Specialized Booklet 1) Bangkok: pp. Thailand. Retrieved From <http://www.eenet.org.uk>.Retrieved on March,15,2014.
- UNESCO ( 2009). Teaching Children with Disabilities in Inclusive Settings. (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized

Booklet 3. Bangkok.109 pp. Retrieved from <http://www.eenet.org.uk> Retrieved on March, 15, 2015.

Wyatte C. Hall (n.d) Decrease of Deaf potential in a mainstreamed Enviroment. Rochester Institute of Technology. Retrieved from <http://www.personalityresearch.org/paper/hall.html> Retrived on march 11,2014

Yin, R. K. (2003). Case study Research Design and Methods. Third Edition. Volume 5 SAGE Publications.

## Appendix-1

### Addis Ababa University Post Graduate Program Department of Social Work

#### Questionnaire Instrument Code no 1.

This questionnaire is designed to be administered to deaf students. The main objective of this interview is to investigate the problems of inclusive education on the psychosocial development and academic achievement of deaf Students. The responses you give will contribute a lot to the accomplishment of the study. Therefore, as far as possible, I frankly ask you to try to give clear and correct responses.

#### Note

No need of writing your name. The questionnaire has three parts. For each part, please, give appropriate responses

Thank you in advance!

#### Part One

#### 1. Personal Information

For the following multiple choice questions, please, try to choose the correct answer and show a ( ) mark in the box provided .

- 1.1 Sex a) Female  b) Male  c) Grade   
1.2 Age

#### 1.3 Family Background

##### 1.3.1 Parents' educational status

##### 1.3.1.1 Father's educational status

- a) Cannot read and write
- b) Completed primary school
- c) Completed Secondary school
- d) Have Diploma
- e) Have degree
- f) any other

##### 1.3.1.2 Mother's educational status

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

## **Part Two**

### **2. Social factors**

**Information on the social skills and social interaction of deaf students in the inclusive education setting.**

#### **2.1 Peer Relationship**

2.1.1. Whom do you prefer to be your friend at the inclusive educational settings? why?

2.1.2 How do you explain your relationship among deaf students at the inclusive educational settings?

2.1.3. How do you see your relationship with hearing peers at the inclusive educational settings?

2.1.4. Do you have good communication with hearing peers? Why or why not?

#### **2.2. Interaction with teachers and other co-workers**

2.2.1 How do you see the interaction that you have with your teachers at school? Is it good? why or why not?

2.2.8. How openly do you discuss with your teachers when you face social and psychological problems?

2.2.2. How do you think your relation with other co-workers in the school look like?

2.2.13. How do you see your ability to communicate with your teacher at the school ? if it is not good why or why not?

## **Part Three**

### **3. Psychological Factors**

**3.1.Information on the psychological problems of deaf students in the inclusive education setting.**

**3.1.1 Information on the self esteem of deaf students at the inclusive educational settings**

3.1.1.1 What do you feel about yourself?

3.1.1.2. How confident are you in yourself? If you are not confident, why?

3.1.1.3. How happy do your parents are with your schoolwork?

3.1.1.4. Are your teachers happy with your schoolwork? Why or why not?

3.1.1.6 Do you feel that you have good acceptance with hearing friends at your school? if yes ,why? if not why not?

3.1.1.6. How successful are you in your learning as compared to most of your hearing friends at the inclusive educational settings? if you are successful why/ if not why not?

### **3.1.2 Information on the Conduct or behavioral related problems of deaf students at the inclusive educational settings.**

3.1.2.1. Do you often fight with your school mates at school? If your answer is yes why?

3.1.2.2. Are you afraid of people at school? if yes why? If not why not?

3.1.2.3. Do you think you are obedient to your friends and teachers at the school? if yes why? If not Why not?

### **3.1.3 .Information on emotional related problems of deaf students at the inclusive educational settings.**

3.1.3.1. Do you often worry, feel sad ,angry or depressed at school? If so why do you feel so?

3.1.3.2. Do you often feel frustrated in the class room? If so why do you think you feel so?

3.1.3.3. Can you describe about your feelings and emotions that you have in relation to your interaction with peers and teachers at the inclusive educational settings?

### **3.1.4. Information on the feeling of Loneliness**

3.1.4.1. Do you feel that you lack companionship at the school? if yes why ? if not why not?

3.1.4.2. you feel alone, ignored or neglected by your teachers or peers at school ?-

## **Part Four**

### **4. Educational Factors**

#### **4.1. Information in related to academic achievement of deaf children in the inclusive educational settings**

##### **4.1.1. Information on attitudes of deaf children to ward inclusive education**

4.1.1.2 .Do you feel happy since you are learning together with hearing peers at the school? if yes why? if not Why not?

4.1.1.3 Does being integrated with hearing peers enable you to achieve better result? Why? Why not?

4.1.1.4. Do you think that your teachers are better qualified ,have the necessary knowledge and skills to implement inclusive education successfully? Why or why not?

4.1.1.5. Do you get support from your hearing friends with your school work? How?

#### **4.1.2. Information on teachers of deaf students at the inclusive educational settings**

4.1.2.1 Do your teachers helps you to interact actively in the class room? If not why?

4.1.2.2. . Do your teachers oriented you about the social or psychological problems you may face at the school? if yes how? If not why not?

#### **4.1.3. Information on class room interaction of deaf children at inclusive educational settings**

4.1.3.1 Are you as active as the hearing peers in the class room? if no why not?

4.1.3.2. Are you afraid of asking your teachers questions? if yes why?

#### **4.1.4. Communication mode of deaf students at the inclusive educational settings**

4.1.4.1. How do you communicate with your teachers at your school?

4.1.4.2. Do you think you are able to communicate well with your teachers at the school?  
If yes why if not why not?

#### **4.1.4. School settings of inclusive education**

4.1.4.1. Do you think that your school is equipped with the necessary learning materials that enables you to learn better and to implement inclusive education effectively?

If yes what are they? If not why not?

4.1.4.2.How do you see your school text book? Do you like it? why or why not?

4.1.4.3. Does your school compound consists the necessary facilities which are important for you to learn well? If not why not?

4.1.3.4. In general , what kinds of measure do you think should be taken to implement inclusive education to achieve its goal and to enable deaf students to solve their psycho social problems and to enable them to develop healthier psychosocial development in the inclusive educational settings ?

-----**Finished**-----

**Thank You**

## Appendix-2

Addis Ababa University  
Post Graduate Program  
Department Of Social Work

### Interview Questions Instrument code No 2

This interview question is design to be administered to teachers of deaf students. The main objective of the interview is to investigate the problems of inclusive education on the psychosocial development and educational achievement of deaf students. Therefore, please, try to give clear and correct responses for your responses contribute a lot to the accomplishment of the study.

#### Part One

For the following multiple choice questions, please, try to choose the correct answer and show a ( ) mark in the box provided .

#### 1.1 Personal Information

School \_\_\_\_\_ Sex \_\_\_\_\_  
Age \_\_\_\_\_ Length of teaching experience \_\_\_\_\_

#### 1.2 Teachers' Educational Status

- a) Grade 12
- b) Completed high school (grade 12) and had six months training
- c) Completed grade 12 and had 1 year training
- d) Have college diploma
- e) Have degree
- f) Any other \_\_\_\_\_

#### 1.3 Do you have any training in special Needs Education?

- a) Yes
- b) No
- c) Any other \_\_\_\_\_

## Part Two

### 2. Social Factors

**2.1. Factors related to social interaction (relationship with peers, teachers and other in the inclusive educational settings).**

#### 2.2. Peer Relationship

2.2.1. In your observation, whom do you think deaf students prefer to be their friend at the inclusive educational settings? why or why not?

2.2.2. How is your deaf students interaction among themselves at inclusive educational settings? (probes: How is your deaf students interaction among hearing peers?, How do you see hearing peers attitude toward learning together with Deaf students? Are deaf students able to communicate with their hearing students in the inclusive education settings?)

2.2.3.. Do you encourage deaf students in your school to interact freely with hearing peers? If yes how/ if not why not?

#### 2.3 Interaction of deaf students with their teachers and other coworkers

2.3.1. How do you communicate with deaf students in the class room? Using?(Probes: Do you think that you have good communication? why or why not?)

2.3.2. . How do you see deaf students social interaction with their teachers at the school?(Probes: what about with other school community?)

## Part Three

### 3. Psychological Factors

**3.1. Information on the psychological problems of deaf students in the inclusive education setting.**

#### **3.1.1 . Information on the self esteem of deaf students**

3.1.1.1. Are deaf students proud of their school work according to your evaluation? why or why not?(probes: are they confident at their school work?)

3.1.1.2. In your observation ,do you think parents of the deaf are happy with their deaf children?

#### **3.1.2. Information on the emotion related questions**

3.1.2.1. Do deaf students often show some kinds of emotional problems at the school? If yes what kinds? If not why not?

3.1.2.2 Can you describe about the feelings and emotions that deaf students have in relation to their interaction with peers and teachers at the inclusive educational settings?

### **3.1.3. Information on the loneliness related questions**

3.1.3.1 Do you think deaf students feel alone and isolated from others at the school? If yes why? if no why not?(probes: Do they feel being ignored or neglected?)

### **3.1.4. Information on behavioral related questions**

3.1.4.1. Are deaf students bullying with their friends at the school in the inclusive educational settings? (Probes: do they show aggressive behavior at school)

3.1.4.1. Do you think that deaf students are obedient to teachers or other coworkers at the school? why or why not?

## **Part Four**

### **4. Educational Factors**

#### **4.1. Information in related to academic achievement of deaf children in the inclusive educational settings**

##### **4.1.1. Information on attitudes of teachers to ward inclusive education**

4.1.1.1. Do you think that deaf students are able to achieve better result in their academic in the inclusive education settings ?Why or why not?

4.1.1.2. Do you think that deaf children learn better in the inclusive setting than special school? Why or why not?

4.1.1.3 Do you think that there are favorable school environment in your school to implement inclusive education successfully ? If yes, what are they?

4.1.1.4 Are your teachers have the necessary knowledge and skill to teach deaf students successfully in the inclusive educational settings? Why or why not?

4.1.15. In your own opinion, does integrated of deaf students with the hearing students of their counterparts enhance or affects social development of the deaf students? Why or why not?

4.1.1.6 In your opinion, what are the challenges and opportunity that teachers of deaf children in the inclusive educational setting may have?

4.1.1.7. What do you suggest to alleviate the psychosocial problems that your deaf students often face at inclusive educational settings school?

**4.1.2. Information on competence and performance of teacher's of deaf students at the inclusive educational settings**

4.1.2.1 Do teachers at your school trained with sign language?( probes: what about in special need education?)

**4.1.3. Information on the communication mode of the school**

4.1.3.1. How do teachers at your school communicate with deaf students ? Using (probes: Do you think they are communicating well with you?)

**4.1.4. Information on class room interaction (academic participation ) of deaf children at inclusive educational settings**

4.1.4.1. How well active are deaf students in asking ,answering questions and in involving in group discussion at the inclusive educational settings?

**4.1.5 Information on the school settings of inclusive education**

4.1.5.1 Do you think that your school is equipped with the necessary learning materials and school facilities which enables deaf students to learn better and to create conducive school environment in implementing inclusive education effectively ? if not why not?

4.1.5.2 How do you see the text book and curriculum of the school? Does it designed in a way which consider the deaf students disability level of understanding ,capacity and incorporates the different scientific knowledge principles, techniques and philosophy behind deaf students education? If not why not?

4.1.5.3. 4 Do you think that the text book and school curriculum assist deaf students much in enabling them to develop healthier psycho social development in inclusive educational settings? Why or why not?

4.1.5.4. In general , what kinds of measure do you think should be taken to implement inclusive education to achieve its goal and to enable deaf students to solve their psycho social problems and to enable them to develop healthier psychosocial development in the inclusive educational settings ?

-----**Finished**-----

**Thank you**

### Appendix-3

Addis Ababa University

Postgraduate Program

Department of Social work

Instrument Code No 3

#### Interview Questions For Parents Of Deaf Students

This interview question is designed to be administered to parents of deaf students. The main objective of this interview question is to investigate the problems of inclusive education on the psychosocial development and academic achievement of deaf students. Therefore, please, try to give clear and correct responses for your responses contribute a lot to the accomplishment of the study.

Thank you in advance

#### Part one

#### Personal information

Sex----- Age-----

#### Family Background.

1.1.2. what is your relationship with the student?

- a) Father                       c) Caregiver   
b) Mother                       d) Another -----

1.1.3. Parents or care givers educational status

- a) Cannot read and write   
b) Completed primary school   
c) Completed High School   
d) Have Diploma   
e) Have Degree  F)any other \_\_\_\_\_

## Part Two

### 2. Social Factors

**2.1. Factors related to social interaction (relationship with peers, teachers and parents in the inclusive educational settings).**

#### 2.2. Peer Relationship

2.2.1. In your observation, whom do you think your deaf students prefer to make friends at the school and out of the school? Why or why not?

2.2.2. How do you think is your deaf students interaction among other deaf at the school and out of the school? (Probes: how is your deaf students interaction among hearing peers at the school and out of the school?)

2.2.3 Do you encourage your deaf students to interact freely with hearing peers at school?

#### 2.3 Interaction of deaf students with their parents and siblings

2.3.1. How do you communicate with your deaf child at home? Using---

2.3.2. From your observation How do you see your deaf child social interaction with their siblings, teachers and other coworkers at the school?

2.3.3 How openly do you discuss with your deaf child when they face social and psychological problems?

## Part Three

### 3. Psychological Factors

**3.1. Information on the psychological problems of deaf students in the inclusive education setting.**

#### **3.1.1 . Information on the self esteem of deaf students**

3.1.1.1. Are your deaf child proud of his/her school work according to your evaluation? Why or why not? (probes: Do you think he/she is confident at his/ her school work? Why or why not?)

3.1.1.2. Are you happy with your deaf child? Why or why not?

3.1.1.3. From your observation, do you think that deaf students are able to communicate with hearing friends at school? Why or why not?

### **3.1.2.Information on the emotion related questions**

3.1.2.1. Do deaf students often show some kinds of emotional problems at home ?If yes what kinds of it?

3.1.2.2 Can you describe about the feelings and emotions that deaf students have in relation to their interaction with peers and teachers at home and at the inclusive educational settings?

### **3.1.3. Information on the loneliness related questions**

3.1.3.1 Do you think your deaf child feel alone and isolated from others home and at the school?(probes: Do they feel ignored or neglected? Why or Why not?

### **3.1.4. Information on behavioral related questions**

3.1.4.1.Are your deaf child bullying with his/her friends at the school in the inclusive educational settings? Why or why not?( Probes: Does he ?she is aggressive at home? Why or why not?

3.1.4.2.From your observation ,do you think that deaf students are obedient to you , to his friends and ,teachers or other coworkers at the school? Why or why not?

## **Part Four**

### **4. Educational Factors**

#### **4.1.Information in related to academic achievement of deaf children in the inclusive educational settings**

##### **4.1.1. Information on attitudes of parents to ward inclusive education**

4.1.1.1. Do you think that your deaf child is able to achieve better result in his/her academic in the inclusive education settings ? Why or why not?

4.1.1.2 Do you think that there are favorable social environment in the school where your child learns school to implement inclusive education successfully ?If so what are they?

4.1.1.4 From your observation are your deaf child teachers have the necessary knowledge and skill to teach deaf students successfully in the inclusive educational settings? If no why not?

4.1.15. In your own opinion, does integrated of deaf students with the hearing students

of their counterparts enhance or affects social development of the deaf students?

Why or why not?

**4.1.2. Information on competence and performance of teacher's of deaf students at the inclusive educational settings**

4.1.2.1 Do you think that your deaf child teachers trained with sign language?(probes: What about special education?)

**4.1.3. Information on the communication mode of the school**

4.1.3.1. How do teachers of your deaf child communicate with deaf students at school ? Using..(probes : do you think they are communicating well?) why or why not?

**4.1.4. Information on class room interaction (academic participation ) of deaf children at inclusive educational settings**

4.1.4.1. How active do you think your deaf child is in involving at his /her school work at the inclusive educational settings?

**4.1.5 Information on the school settings of inclusive education**

4.1.5.1 Do you think that your deaf child school is equipped with the necessary learning materials and school facilities which enables deaf students to learn better and to create conducive school environment in implementing inclusive education effectively ? Why or why not?

4.1.5.2 From your observation, how do you see the text book and curriculum of the school? Does it designed in a way which consider the deaf students disability level of understanding and capacity? Why or why not?

4.1.5.3. In general , what kinds of measure do you think should be taken to implement inclusive education to achieve its goal and to enable deaf students to solve their psycho social problems and to enable them to develop healthier psychosocial development in the inclusive educational settings?

-----**Finished**-----

**Thank you**

**Appendix- 4**

**Addis Ababa University**

**School of Graduate Studies**

**Master of Social work**

**Consent Form For Deaf Students**

Date- \_\_\_\_\_

Dear respondents

My name is \_\_\_\_\_ and I am students of social work at Addis Ababa University. I invited you to take part in this study . Before you decide to participate in this study, it is important that you understand why the study is being done.

The purpose of this study is to explore the problems of inclusive education on the psychosocial development and educational achievements of deaf students. You are chosen to participate in this study because you are one of the Deaf students who learn in grade7 or grade 8 at Mekanisa School for the deaf.

You will be interviewed and you will answer those questions which are in the interview based on your opinion. Your answers are only used for academic purposes. Participants data will be kept confidential .Your response will not be discussed with any one and your name will not be written on this form and will also never be used in connection with any information you tell me.

The interview will take about 30-35minutes. You may decline to answer any question or you may terminate from the interview at any time if you feel uncomfortable. If you do not want to be in the study, you may choose not to participate. Your participation is voluntary and it is up

## Exploring The problems of Inclusive Education...

to you to decide whether or not. However, you're honest and genuine answer to the interview questions will help the researcher to better understand the situation.

Consent:

By signing this consent form, I confirm that I read and understood all the information. I also understood that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. I am also willing to tap recorded my voice .I voluntarily agree to take part in this study.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Thank you in advance and I would greatly appreciate your help in responding to the interview. and for your willing to participate in this study.

**APPENDIX -5**

**Addis Ababa University**

**School of Graduate Studies**

**Master of Social work**

**Consent Form for Parents of Deaf Students**

Date-\_\_\_\_\_

Dear respondents

My name is \_\_\_\_\_ and I am students of social work at Addis Ababa University. I invited you to take part in this study. Before you decide to participate in this study, it is important that you understand why the study is being done.

The purpose of this study is to explore the problems of inclusive education on the psychosocial development and educational achievements of deaf students. you are chosen to participate in this study because you are one of the parents of deaf students who learn in grade7 or grade 8 at Mekanisa school for the deaf.

You will be asked some questions and you will give your opinion on it. Your answers are only used for academic purposes. Participants data will be kept confidential Your response will not be discussed with any one and your name will not be written on this form and will also never be used in connection with any information you tell me.

The interview will take about 30-35minutes. You may decline to answer any question or you may terminate the interview at any time if you feel uncomfortable. If you do not want to be in the study, you may choose not to participate.. Your participation is voluntary and it is up to

Exploring The problems of Inclusive Education...

you to decide whether or not. However, your honest and genuine answer to these questions will help the researcher to better understand the situation.

**Consent:**

By signing this consent form, I confirm that I read and understood all the information. I also understood that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. I am also willing to tap recorded my voice .I voluntarily agree to take part in this study.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Thank you in advance and I would greatly appreciate your help in responding to the interview and for your willing to participate in this study.

**APPENDIX-6**

**Addis Ababa University**

**School of Graduate Studies**

**Master of Social work**

**Consent Form for Teachers**

Date- \_\_\_\_\_

Dear respondents

My name is \_\_\_\_\_ and I am students of social work at Addis Ababa University. I invited you to take part in this study. Before you decide to participate in this study, it is important that you understand why the study is being done.

The purpose of this study is to explore the problems of inclusive education on the psychosocial development and educational achievements of deaf students. you are chosen to participate in this study because you are one of the teachers of deaf students who learn in grade7 or grade 8 at Mekanisa school for the deaf.

You will be asked some questions and you will give your opinion on it. Your answers are only used for academic purposes. Participants data will be kept confidential Your response will not be discussed with any one and your name will not be written on this form and will also never be used in connection with any information you tell me.

The interview will take about 30-35minutes. You may decline to answer any question or you may terminate the interview at any time if you feel uncomfortable. If you do not want to be in the study, you may choose not to participate.. Your participation is voluntary and it is up to you to decide whether or not. However, your honest and genuine answer to these questions will help the researcher to better understand the situation.

**Consent:**

By signing this consent form, I confirm that I read and understood all the information. I also understood that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. I am also willing to tap recorded my voice .I voluntarily agree to take part in this study.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Thank you in advance and I would greatly appreciate your help in responding to the interview.  
and for your willing to participate in this study

## Declaration

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

Name \_\_\_\_\_

Signature \_\_\_\_\_

Place \_\_\_\_\_

Date \_\_\_\_\_

Approved by

Advisor

Signature

Prof. Mengistu Legesse

Prof

